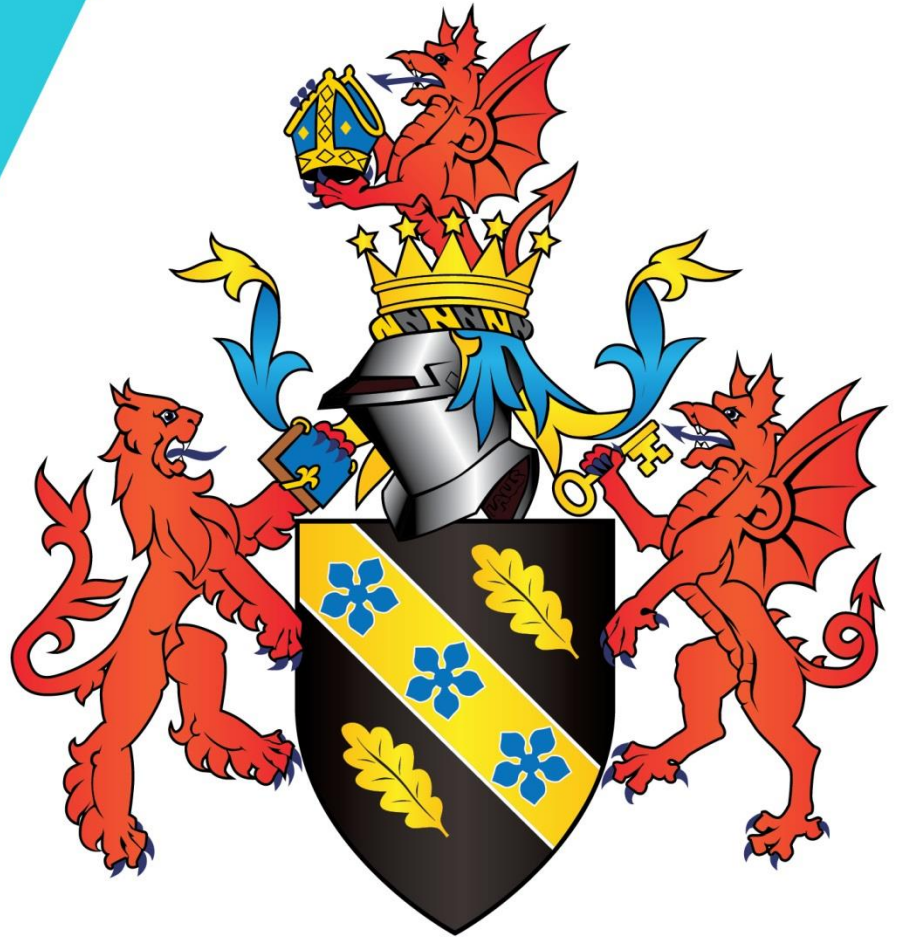




Prifysgol Cymru
Y Drindod Dewi Sant
University of Wales
Trinity Saint David



Hafan Cymru: Spectrum Project Evaluation Report

University of Wales Trinity Saint David

Hafan Cymru: Spectrum Project Evaluation Report

2015/2016

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Executive Summary

The report outlines the results in relation to the evaluation of Hafan Cymru's Spectrum Project carried out by a team at the University of Wales Trinity Saint David (UWTSD) between October 2014 and June 2015. An initial evaluation was carried out between October 2013 and March 2014; the current evaluation mainly addresses two key recommendations highlighted in the report for this period. The recommendations were as follows:

1. A review of the evaluation questionnaire used within the organisation at the end of all delivery sessions to increase the 'usefulness' of the data collected.
2. A qualitative exploration of the sustainability of outcomes among pupils and within schools involving face-to-face research with children and young people.

In addition to these recommendations the following have also been considered. :

3. A review of the teaching materials.
4. Advice on implementation of questionnaires and analysis.
5. Review of current educational research and policy / legislation.

The following work has been completed:

1. An in depth review of the spectrum teaching materials: Lesson plans and resources. A coding exercise was undertaken to establish the key themes of the lessons so as to inform the development of the new questionnaires. What resulted was the development of a model of key themes which helped to identify gaps in both resource material and questions to address with evaluation questionnaires.
2. Re-design of Questionnaires: KS2, KS3 and Teachers questionnaires have been revised and are now being administered by the Hafan team.



3. Focus Groups: N=14 focus groups have been carried out with pupils ranging from the Foundation Phase, Key Stage 2, 3, 4 (See Table 2).
4. A review of current Welsh Government policy.

Findings and Recommendations

The two key aims of the research have been addressed in this evaluation, the findings are outlined below.

A full review of teaching materials was carried out which resulted in a revised questionnaire which has provided useful data to measure impact of the Spectrum Project (see Appendix 1-3).

The review also enabled a working model (see Figure 1) to be developed. This has been utilised to engage in staff training and could further benefit the spectrum project delivery team through using at a model to explore their practice and aims.

Analysis of pre and post session questionnaires have identified that:

- i. The evidence demonstrate that there is a significant change in both KS3 and Staff in regards to their knowledge and awareness of what constitutes Violence against Women, Domestic Abuse and Sexual Violence in line with Welsh Government (2015) desired outcomes.
- ii. In addition KS2, KS3 and Staff responses to the question focusing on Power and Control indicated a statistically significant move towards selecting power and control as a causation factor for KS2 (sig .000) and KS3 (sig .000).
- iii. Staff response were similar pre and post sessions but scored highly both times which indicates that teachers already understood the role of power and control in abusive relationships (sig .785) (see Table 4).
- iv. The data however suggests that there are a number of issues in relation to content and delivery that require further consideration and



the need to reconsider further some of the pre and post questionnaires (see Findings below and Sections 4 / 7).

The focus groups and observations further validate many of the questionnaire findings:

The themes identified within the focus group and observations demonstrate Hafan Spectrum sessions have had on the whole a **positive impact** with children and young people, they have extended **knowledge and understanding** of domestic abuse or in the case of the foundation gender session questioning of gender stereotyping. All focus groups and observations identified that the **participative delivery** was effective and that **extended understanding** around domestic abuse did occur particularly with key stages 3 & 4. While all focus groups were able to identify the need to ask for help to keep safe, it would seem the case that most young people would seek out somebody they **“trust”** family and friends are often cited. Again issues to consider further in relation to content, and delivery were highlighted (see recommendations below and section 5 / 7).

The evaluation provides some evidence to support Welsh Government Outcomes and therefore support further Hafan’s work (See Section 6 / 7) The Spectrum project also seems ideally placed to feed into and to make a strong contribution to the new curriculum developments outlined by Donaldson and endorsed by the Minister for Education.

Caveats / Limitations of Research

The evaluation addressed both its research aims. However there were some small limitations that require consideration for future research (see Section 7).

Recommendations

A number of specific content, delivery and questionnaire design recommendations are outlined for consideration alongside general recommendations to inform future practice and evaluation.



Specific to Data Recommendations

Content

1. While there is evidence to support that staff and pupils know that they can ask for help there would seem to be the need for :
 - a. *Further focused sessions with staff/school to identify procedure/designated person and*
 - b. *For pupils sessions need either greater clarity or reinforce of understanding of who is an appropriate adult to information about domestic abuse.*

2. There appears to be a lack of understand indicated in staff responses in regard to their role of 'making the abuse stop'. Staff appear not to see this as their responsibility:
 - a. *Further focused sessions which outline roles and responsibilities at teacher, head teacher and other school staff levels.*

3. Further enhance teacher specific strategies to support children and reduce abuse. Teachers need to be reassured that there is both a clear whole school strategy and a supportive environment for disclosures.

4. *For Key stage 3 & 4 it was identified in both the questionnaire and focus groups/observations the need to have extra sessions for specific issues indicated by the pupils. As well as enhance current provision including more in depth sessions, and relate to a range of relevant and associated topics, e.g. bullying, sexual relationships and relationships on line. .*

Delivery

1. Children and Young people responded well to the participatory nature of the delivery but some requested more participation and inclusion.



2. Consideration of Inclusion of more multimedia, online resources to support delivery.
3. The questionnaire identified that at times the staff perspective on the way a child feels were considerably different and may indicate a lack of empathy and awareness of the child's perspective. *Develop a child-centred viewpoint which increases adult understanding of a child perspective.*
4. Consider further children and young peoples lived experiences and how they understand terms and relate issues to their own worldview.
5. For both staff and pupil sessions would benefit for more time to explore issues in depth and provide opportunities for discussion.

Revising of questionnaire

1. Continue to revise questionnaire:
 - a. One question on the staff questionnaires only had 22 responses out of 304 staff: 'What do you think of the session today?' *Delete this question from the staff questionnaire or revise.*
 - b. The gender question asked in the Foundation Phase questionnaire did not provide pupils with the option of seeing boys and girls as equal. *This question needs to be redesigned.to include "are boys and girls equal"?*

General Recommendations

1. Overall the evaluation demonstrates that Hafan are meeting their own and Welsh Government objectives; Hafan should continue to build on their evidence base to inform and develop practice.
2. Hafan should consider the implications of influencing Donaldson curriculum reform.
3. The Spectrum team could utilise further the model of power and control to assist evaluation of own materials and practice.



4. Teaching Staff perspectives appear to be difficult to capture from a qualitative perspective. Given the areas that have been identified in the questionnaires in relation to staff there appears to be the need for further training with staff—this training could be based upon evidence of need through engaging in further research with staff.

5. Continued support for Hafan staff in; refining, coding and analysing questionnaire data.



1. Background

The following report outlines the results in relation to the evaluation of Hafan Cymru's Spectrum Project carried out by a team at the University of Wales Trinity Saint David (UWTSD) between October 2014 and June 2015. An initial evaluation was carried out between October 2013 and March 2014; the current evaluation mainly addresses two key recommendations highlighted in the report for this period. The recommendations were as follows:

1. A review of the evaluation questionnaire used within the organisation at the end of all delivery sessions to increase the 'usefulness' of the data collected.
2. A qualitative exploration of the sustainability of outcomes among pupils and within schools involving face-to-face research with children and young people.

In addition to these recommendations the following have also been considered. :

3. A review of the teaching materials
4. Advice on implementation of questionnaires and analysis.
5. Review of current educational research and policy / legislation

1.1 The following work has been completed:

1. An in depth review of the spectrum teaching materials: Lesson plans and resources. A coding exercise was undertaken to establish the key themes of the lessons so as to inform the development of the new questionnaires. What resulted was the development of a model of key themes which helped to identify gaps in both resource material and questions to address with evaluation questionnaires.
2. Re-design of Questionnaires: KS2, KS3 and Teachers questionnaires have been revised and are now being administered by the Hafan team.
3. Focus Groups: N=14 focus groups have been carried out with pupils ranging from the Foundation Phase, Key Stage 2, 3, 4 (See Table 2). The results from the focus groups have been analysed and summarised.



4. A review of current educational research and policy / legislation from the Welsh Government has also been considered. The impacts of such research and policy may need to be taken in to consideration in relation to the spectrum project.

1.2 Hafan Cymru Spectrum Project Aims: Welsh Government Expectations

Welsh Government expectations in relation to the funding of the project include addressing delivery progress which is beyond the remit of this evaluation, however the aims of Hafan outlined in their delivery plan and the Welsh Government's strategic priorities to reduce the incidence of violence against women, domestic abuse and sexual violence can be considered in light of the evaluation results.

The Welsh Government's strategic priorities include the following:

1. promote awareness of, and to prevent, protect and support victims;
 - i. Change attitudes at an early age (*e.g. through working in schools*) and change public attitudes (*e.g. through media engagement, campaigns etc.*)
 - ii. Ensure victims are helped to remain in employment (*e.g. through your organisation's own workplace policy or supporting other organisations to achieve this*)
 - iii. Increase professionally trained staff working with victims (*outline what training, the number of recipients and how they benefitted*)
2. strengthen the strategic leadership and accountability for violence against women, domestic abuse and sexual violence; and
 - i. Demonstrate leadership both within your organisation and in influencing other bodies
 - ii. Demonstrate your organisation's commitment and plans to address VAWDASV
 - iii. Ensure VAWDASV is more visible and prioritised across Wales



3. Improve the consistency, quality and join-up of service provision in Wales.
 - i. Ensure a consistent and high quality service is available based on victim need (*e.g. services your organisation supports/funds and their outcomes/ outputs*)
 - ii. Ensure collaboration/multi agency working (*e.g. effective arrangements and outcomes from this collaboration*)
 - iii. Support victims to disclose to speciality organisations and the public service (*e.g. through effective awareness raising & established referral pathways*)
 - iv. Facilitate effective service user groups to contribute to the development and delivery of local or national policy and services.
 - v. Provide a robust evidence base (*e.g. evidence of consistent data collection, monitoring and information sharing*)

1.3 Spectrum Project: Aims and Objectives

The Spectrum Project is Hafan Cymru's key preventative project and is an integral part of their mission of: "Preventing Abuse, Promoting Independence."

The Spectrum Project has the following key aims which also provide outcomes for the project:

- i. To help prevent Violence Against Women (VAW), Domestic Abuse (DA) and Sexual Violence (SV), by raising awareness and changing attitudes
- ii. To raise awareness amongst children and young people throughout Wales of what constitutes a healthy relationship, and the effects of VAW, DA and SV and to assist in changing their attitudes



- iii. To assist teachers and other school staff understand what constitutes DA, SV and VAW and a whole school response to these issues.
- iv. To create awareness within schools and other youth settings of what constitutes a healthy and an unhealthy relationship
- v. To enable young people to recognise and avoid abusive relationships and to help foster respect between individuals
- vi. To work with the Welsh Government, teachers, PSE Co-ordinators and Domestic Abuse Co-ordinators amongst others to ensure that the work of the Project delivers the strategies relevant to VAW, DA and SV and the PSE curriculum
- vii. To enable children and young people to know how and where to seek support and help if they or someone in their home are experiencing domestic abuse or sexual violence.

These key aims are supported by the following objectives:

- i. To raise awareness of DA, SV and VAW in primary and secondary schools throughout Wales by delivering sessions to young people their teachers and other school staff.

To use the Spectrum resources and sessions with teachers, PSE Coordinators and other school staff to demonstrate links to the school curriculum and clarify issues around young people and domestic abuse and sexual violence.

- ii. To encourage a whole school response to tackling domestic abuse, sexual violence and violence against women and ensure that everyone involved is aware of where help and support can be accessed.



- iii. To work with Domestic Abuse Co-ordinators and other stakeholders to deliver sessions in Crucial Crew and other youth events throughout Wales
- iv. To continuously review, evaluate and update- the work being done in schools to ensure it is being effective in changing attitudes and that it reflects the needs of young people
- v. To review the programme each year to ensure it reflects the needs of schools, in areas such as PSE, Numeracy and Literacy and in the Welsh Government's strategic priorities.
- vi. To keep local Domestic Abuse Forums informed of the work undertaken in their areas by the Project and work with them to promote the uptake of the Spectrum Project in schools.

1.4 Methodology

The second evaluation of the Spectrum Project focused on two key aims:

1. A review of the evaluation questionnaire used within the organisation at the end of all delivery sessions to increase the 'usefulness' of the data collected.
2. A qualitative exploration of the sustainability of outcomes among pupils and within schools involving face-to-face research with children and young people.

The data from this report will be able to identify whether the workshops change attitudes and understanding; and suggestions for future research and modifications in the data collection process.

There were four components to the evaluation:

- i) review of the teaching material and evaluation questionnaire;
- ii) data analysis of evaluation questionnaires,
- iii) qualitative focus groups with children, young people and teachers;
and
- iv) session observations.



This approach allowed for between methods triangulation with ‘the aim of achieving convergent validity and testing the degree of external validity’ (Hussein, 2009, 4). By ‘combining both qualitative and quantitative’ data collection methods this allows for a greater increase in ‘the ability to rule out rival explanations of observed change and reduces scepticism of change-related findings’ (Hinds, 1989, pp. 442). Denzin (2008, 317) sees a mixed method paradigm as part of the ‘third methodological movement’ which allows for between-methods triangulation through using a range of data collection methods on the same context; within this research, the analysis uses an ‘interpretive techniques’ approach (Denzin, 1970 *cited in* Cohen *et al*, 2011: 196; Adelman *et al*, 1980).

Evaluation of Questionnaire

To address the aim of reviewing the Spectrum pre and post questionnaire to increase the usefulness of their data collection an in depth analysis of Hafan training materials was carried. Questionnaire Analysis below and section 3, outlines what this entailed.

Questionnaire Analysis

Hafan Cymru initially used a range of ‘in house’ questionnaires to assess the effectiveness of the delivery of sessions in schools exploring Violence against Women, Domestic Abuse and Sexual Violence as supported by the Welsh Government (2015). These sessions were delivered to KS2, KS3 and Staff inset training in schools across Wales. The original data collection tools were revised to ensure that there was consistency between pre and post session questionnaires which reflected the content of the sessions delivered. Thematic content analysis was used to ensure that the revised questionnaires reflected the content of the resources used in lessons. To undertake this process the teaching materials were coded to ‘capture the dominant themes in’ the texts supplied by Hafan Cymru (Lewis-Beck *et al*, 2004: 186). Through thematic content analysis of the original delivery materials it was evident that not all key themes were effectively represented in the questionnaires; in addition there was a lack of consistency between pre- and post- response options on some questions.



Some 'open qualitative' questions were also added in order to gain insight to the perceptions of staff and students which would then be analysed through 'a qualitative commentary' (Myers & Shaw, 2004: 198). The revised questionnaires were developed to respond to these issues through matching response options for pre and post-sessions, reflecting the themes in the teaching materials and also considering the layout and literacy levels of respondent groups (Brace, 2008: 221). It was recognised that these questionnaires may need further refinement subject to trailing in the field.

The data from the revised KS2, KS3 and Staff questionnaires were then analysed. Although the Foundation Phase questionnaires, designed by Hafan Cymru, were not redesigned by the researchers this data collected was also included in the analysis (O'Reilly *et al*, 2013, 166). Further to this there was one question on KS3 and the Staff questionnaire which allowed for correlational analysis as a paired sample 'pre and post session' using Wilcoxon non-parametric test:

Do you know what domestic abuse is? (KS3/Staff)

In addition the response option questions, pre and post, were converted into cluster graphs to indicate trends.

Focus Groups / Session Evaluation

An initial evaluation of Hafan Cymru Spectrum Project did not include the perspectives of children and young people, therefore a second evaluation key aim was to engage children and young people and establish their perspectives. Focus groups were therefore used as they enable the researcher to capture views, attitudes, beliefs and perceptions in an economical and participatory way (Litosseliti, 2003). While Spectrum pre and post programme questionnaires capture impact, discussion and observation with children and young people provide additional depth and breadth to understanding the impact of the sessions engaged in as well as their views and opinions (Krueger 2015). Focus groups and observations of sessions further provide triangulation of analysis alongside the questionnaire data therefore ensuring that conclusions drawn



about the impact are robust (Creswell, 2013). It further enables the programme team to consider how the programme may be developed in the future.

Ethical Considerations

In all respects, the research was designed to comply with research protocols outlined in The BERA Charter for Research Staff in Education (2012) and Ethical Guidelines for Educational Research (BERA 2011). All research undertaken by staff of University of Wales: Trinity Saint David comply with current ethical standards, including: informed consent, anonymity, privacy, right to withdrawal, and respect for the Individual.

Furthermore, Trinity Saint David is fully committed to the UN Convention on the Rights of the Child and benchmarks its programmes against respect for children and young people. We fully endorse the challenges outlined by Roberts (2008: 264) when he states that:

...since research questions and research agendas are still largely the province of adults, children's narratives tend to be edited, re-formulated or truncated to fit our agendas...

The movement to acknowledge the power and legitimacy of the children and young people's voice (Gearon, 2003; Dahlberg, 2005, 2010; Moss, 2007) expects, for example, that researchers ensure that children and young people's active and informed consent is attained.

Welsh and English Language Requirements

Respondents were offered the option of completing questionnaires and being interviewed in either Welsh or English. Project staff were available to undertake any questionnaires or interviews bilingually. The University of Wales Trinity Saint David is a sector leader in the provision of Welsh medium resources, having full support of translation facilities.

Collation and recommendation



Ongoing dialogue took place with client contacts and key staff working on the project. This enabled us to collect the relevant data associated with the project as well as to establish a working relationship through which together we can implement the more participative elements of this evaluation.



2. Review of Evaluation Questionnaire

The team was tasked to consider the effectiveness of three questionnaires used by Hafan to assess their workshops delivered to schools which aimed to develop an understanding of domestic abuse:

- i. Teacher: Pre and Post Workshop (see Appendix 1)
- ii. KS3: Pre and Post Workshop (see Appendix 2)
- iii. KS2: Pre and Post Workshop (see Appendix 3)

To understand the context of this research the team initially considered all lesson plans which were delivered by Hafan through thematic analysis. The themes which emerged from this analysis were set alongside a review of literature surrounding domestic abuse, agency, power and control. This supported the team to develop a theoretical 'Model of Power and Control in Relationships'¹ which could then be used to evaluate the understanding of teachers and pupils who attended Hafan's workshops in schools. Prior to this Hafan had used in-house pre and post domestic abuse workshops questionnaires to evaluate the effectiveness of their lessons. Hafan wanted to ensure that their workshops and questionnaires were 'fit for purpose'.

The 'Model of Power and Control in Relationships' (See Figure 1) developed by the team reflected how the 'locus of control' combined with 'agency' moves from the 'external' to 'internal' locus of control by the person. This was then used to analyse both the lessons and questionnaires. This indicated that at times, e.g. KS2, some of the questionnaires evaluated the 'topic' of the workshop rather than key elements of domestic abuse. Individual questions were considered and modified or removed with new questions included to ensure that each workshop was appropriately evaluated. Each questionnaire has the ability to test for correlation regarding whether there was

¹ *This model can be applied to a range of contexts beyond domestic abuse where power and control are central to the process e.g. relationships, families, friendship groups and organisations.*



an improved understanding pre and post workshop; they have been designed to be coded by scanning directly to a data base with a few questions which had space for qualitative responses. Finally the images used in the original KS2 questionnaires were reconsidered and revised in line with the model for consideration by Hafan.

Each of the questions in the 3 questionnaires directly linked to a stage of the 'Model of Power and Control' (see Figure 1). The evaluation team and Hafan consider Stage 5 as an aspiration and only implicit in some of the questions; a longitudinal study to follow up these young people would be one way of finding out if this stage is achieved in their adult lives.

A range of generic questions were included in all questionnaires:

- Gender
- Knowledge and understanding of domestic abuse
- Why does abuse happen?
- How does abuse make you feel?
- Who can you go to for support?

With the KS2 questionnaire extra questions included:

- Do you feel that you are able to talk to someone about anything that worries you?
 - YES: Who would you go to for help? Why would you go to them?
 - NO: Why can't you talk? What would make it easier to talk?

In the KS3 questionnaire the additional questions were included:

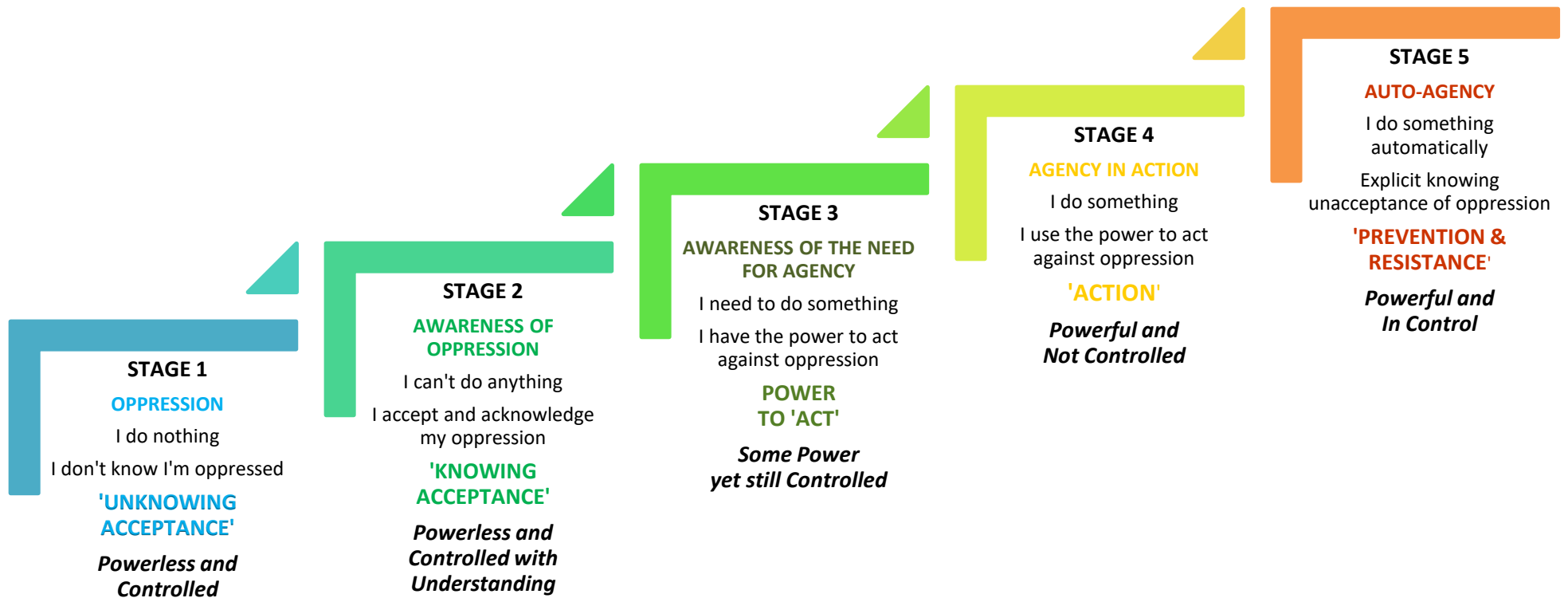
- If someone needed help in dealing with domestic abuse which of the following would be most important?
- What would stop a person asking for help?
- The signs of domestic abuse
- The indicators of a healthy relationship

With the teacher's questionnaire two extra questions were included:



- In your opinion, what if any, are the benefits of this workshop for children?
- In your opinion, what if any, are the benefits of this workshop to yourself as a teacher?

Figure 1 Model of Power and Control in Relationships





Stage 1

OPPRESSION

'Unknowing Acceptance'

Powerless and Controlled

- I do nothing
- I don't know I'm oppressed

An individual/group has internalised and normalised their situation, or accept that this is the way the world works e.g. for somebody experiencing abuse of any kind then they believe it may be the individuals fault or this is how everybody is treated.

This may also apply to somebody who is not experiencing abuse if they have internalised through socialisation e.g. media, interactions with peers where they consider that it is “ok” to do certain things e.g. sexting... not questioning the damage or understanding the implications of actions.

At Stage 1, therefore, abusive behaviour is not seen to be wrong, the person is oppressed yet they do not understand that they can question the abuse. There is a strong sense of “external locus of control” where a belief exists that things are out of their control but not sure why.

- “I accept my abuse and I am not aware that it is unacceptable”.



Stage 2

AWARENESS OF OPPRESSION

'Knowing Acceptance

Powerless and Controlled with Understanding

- I can't do anything
- I accept and acknowledge my oppression

An individual /group while still experiencing oppression, begin to questions whether this is acceptable behaviour or not, and begin to acknowledge that it may not be their fault, or that what others are doing in a group situation has implications. Individuals may begin to understand that there are others responsible. However, at a personal level they may still feel powerless to do anything about it, as they do not know how to speak up, feel scared to speak up, or do not have the skills, knowledge or mechanisms to be able to do so.

At Stage 2 therefore, there is recognition of oppression, but lack of skills, knowledge and mechanisms to do anything about it. A sense of external locus of control may also still play a factor in that they feel powerless to act as this is how the world is and can't change it.

- "I understand what is happening but don't know how to stop it".



Stage 3

AWARENESS OF THE NEED FOR AGENCY

Power to 'Act'

Some Power yet still Controlled

- I need to do something
- I have the power to act against oppression

An individual/ group not only recognise that abuse is wrong, but understands that they can do something about it. However, at this Stage they still may not fully appreciate or act on this due to perhaps lack of support, not sure who to ask for support, a lack of confidence and fear.

At Stage 3 not only is there recognition of oppression but an understanding and recognition that they could do something about it. An external locus of control begins to shift to an internal locus of control:

- "I can change things it's not inevitable".



Stage 4
AGENCY IN ACTION

'Action'

Powerful and Not Controlled

- I do something
- I use the power to act against oppression

An individual/ group not only recognise that abuse is wrong, but understands that they can do something about it, they also have the skills knowledge and strategies to do something about it e.g. an individual may recognise that abuse is not acceptable, they understand what abuse looks like and how it manifests itself. They feel empowered to act against the abuse through questioning it and also able to address it through identified strategies e.g. going to an appropriate adult.

At Stage 4 an individual or group takes action, there is a strong sense of internal locus of control, they can affect their own lives; change happens.

- "I have strategies to stop what is happening".



Stage 5
AUTO-AGENCY
'Resistance'

Powerful and In Control

- I do something automatically
- Explicit knowing unacceptance of oppression thus I resist oppression

An individual/ or group no longer have to question whether abuse is right or wrong, they recognise abuse and are able to act against it, the wrongness of it becomes internalised rather than the acceptance. They therefore are able to identify, understand and act against abuse: knowledge, skills and strategies to address it, or not take part in it.

At Stage 5 there is full empowerment of individuals and a very strong sense of internal locus of control:

- "I am in control and can change things for myself and others".



Locus of Control

‘A locus of control orientation is a belief about whether the outcomes of our actions are contingent on what we do (internal control orientation) or on events outside our personal control (external control orientation)’ (Zimbardo, 1985, p. 275).

Thus locus of control is conceptualised as referring to a one-dimensional continuum, ranging from *External* to *Internal*.

External Locus of Control Individual believes that his/her behaviour is guided by fate, luck, or other external circumstances.	Internal Locus of Control Individual believes that his/her behaviour is guided by his/her personal decisions and efforts.
--	---





3. Questionnaire Analysis

The questionnaire analysis outlines a number of key issues. Most importantly there is evidence of a shift in pupil understanding and knowledge about domestic abuse and the causations factors. A number of other points in relation to children, young people and staff understanding knowledge and impact of the sessions have been noted and outlined below.

There were 2255 responses in total of which 305 were staff and 1951 pupils ranging from Foundation Phase through to Key Stage 3. The gender divide was roughly equal across the pupil respondents (KS2/3) but for the teachers 87% female and 13% male (Table 1).

Demographics

Table 1: Hafan Cymru Respondents: Gender and Count

	Foundation Phase	KS2	KS3	Staff	Total
Number of Responses	1442	251	258	304	2255
Male	N/A	110	116	39	265
Female	N/A	141	142	265	548



Correlation

For Key Stage 3 and the Staff questionnaires the initial question allowed for correlation between pre and post responses with both being statistically significant and outside 'chance' using Wilcoxon non-parametric test (Table 2 & 3) on the following question:

Do you know what domestic abuse is? (KS3/Staff)

Table 2: Staff Domestic Violence

Pre/Post

	Staff Post Domestic Violence - Staff Pre Domestic Violence
Z	-3.402 ^b
Asymp. Sig. (2-tailed)	.001

- a. Wilcoxon Signed Ranks Test
- b. Based on positive ranks.

Table 3: KS3 Domestic Violence

Pre/Post

	Do you know what domestic abuse is? POST - Do you know what domestic abuse is? PRE
Z	-8.041 ^b
Asymp. Sig. (2-tailed)	.000

- a. Wilcoxon Signed Ranks Test
- b. Based on negative ranks.

This data indicates that the positive responses regarding the knowledge and understanding of what constitutes domestic violence increased beyond chance, pre and post-delivery of the sessions to Key Stage 3 pupils and Staff. This demonstrates that there was a significant change in both KS3 and Staff in regards to their knowledge and awareness of what constitutes Violence against Women, Domestic Abuse and Sexual Violence in line with Welsh Government (2015) desired outcomes.

In addition KS2, KS3 and Staff responses to the question focusing on Power and Control indicated a statistically significant move towards selecting power and control as a causation factor for KS2 (sig .000) and KS3 (sig .000). Staff response were similar pre and post sessions but scored highly both times which indicates that teachers already understood the role of power and control in abusive relationships (sig .785) (Table 4).



Table 4: KS2, KS3 and Staff - Pre and Post Session Power and Control

Test Statistics			
	KS2 Power and Control Post-Session - KS2 Power and Control Pre-Session	KS3 Power and Control Post-Session - KS3 Power and Control Pre-Session	Staff Power and Control Post-Session - Staff Power and Control Pre-Session
Z	-10.076b	-8.119b	-.272c
Asymp. Sig. (2-tailed)	.000	.000	.785

a. Wilcoxon Signed Ranks Test

b. Based on negative ranks.

c. Based on positive ranks.

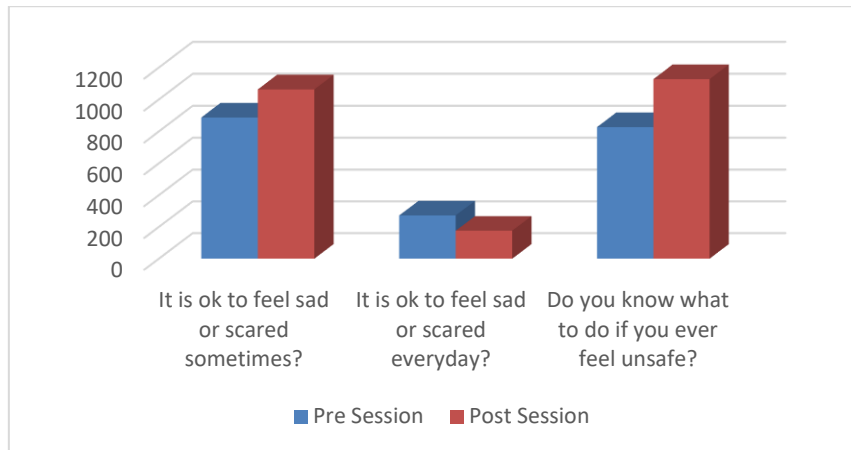
This shift in pupil understanding indicates that the session have had a real impact upon their knowledge and understanding of Power and Control as a causation factor in abusive relationships (Table 4).

Foundation Phase

The pre and post results indicate that pupils in the Foundation Phase had begun to understand that there is a difference between occasionally feeling 'sad' and 'scared' and being 'sad' and 'scared' every day. In additional there was a positive response post session in regard to knowing what to do if they 'felt unsafe' (Graph 1).



Graph 1: Foundation Phase - Recognising Emotions and Support



The second questionnaire for the Foundation Phase focused on issues of gender status. As already noted, the questionnaires for Foundation Phase pupils were not redesigned by the research team. The data analysed from the second questionnaire was inconclusive as the questions relating to gender forced pupils to rank boys and girls in order of position, pre and post session, without the option of an equal status questions (Graph 2). This sets itself against the desired outcomes of developing an increased awareness of equality. In this second questionnaire the Hafan Team asked the following questions:

Pre-Session:

Are boys better than girls?

Are girls better than boys?

Post-Session:

Are boys better than girls?

Are girls better than boys?



The research team would like to suggest that there is a requirement for a third question in the pre and post questionnaire allowing for a response to see boys and girls as equal.

Pre-Session:

Are boys better than girls?

Are girls better than boys?

Are girls and boys equal?

Post-Session:

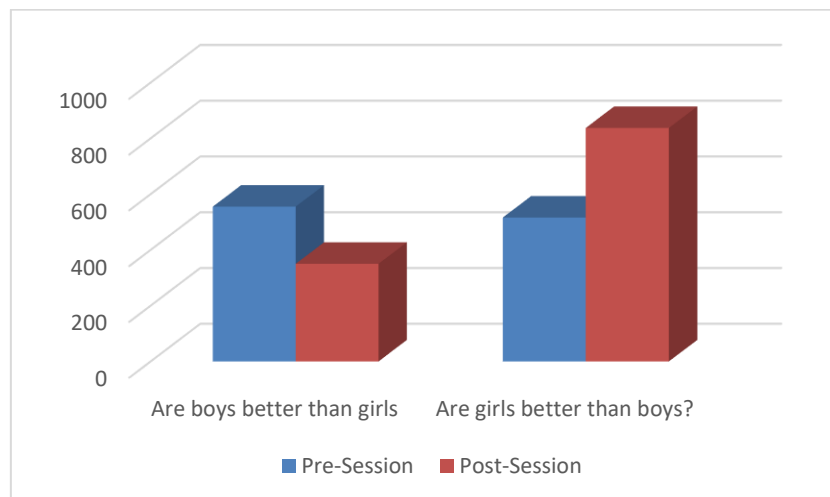
Are boys better than girls?

Are girls better than boys?

Are girls and boys equal?

Thus the data collected from the second questionnaire gave a move from 'boys being better' pre session to 'girls being better' rather than 'girls' and boys' having equal status (Graph 2).

Graph 2: Foundation Phase - Perceptions of Gender Status



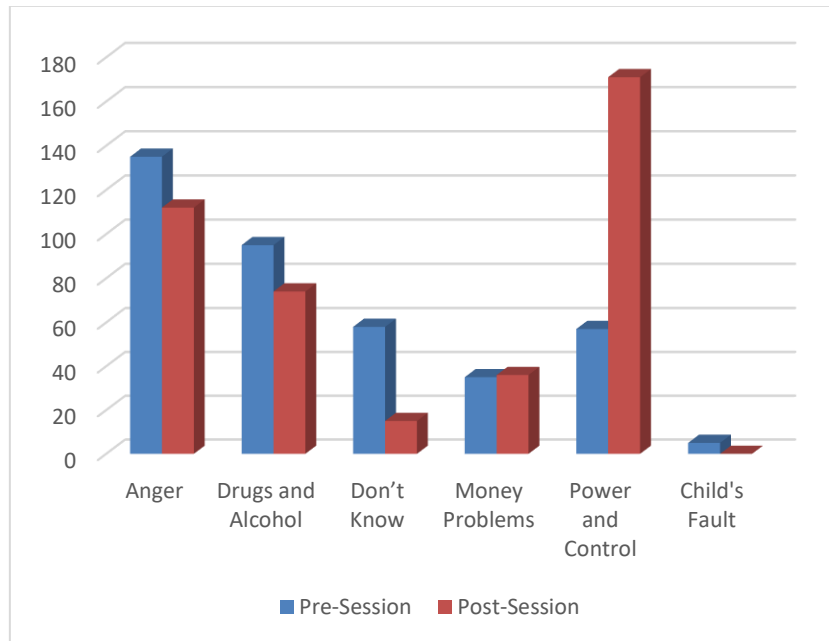
Key Stage 2

The questionnaires allowed pupils to express their perceptions of 'why domestic abuse happens'. The pre and post data suggest that in the main that there is a reduction in a focus on behaviour which may occur alongside abuse, e.g. to an understanding that Power and Control is the causal mechanism. Although there is still a significant belief



that 'Anger' and 'Drugs and Alcohol' are major contributory factors to why Abuse happens (Graph 3).

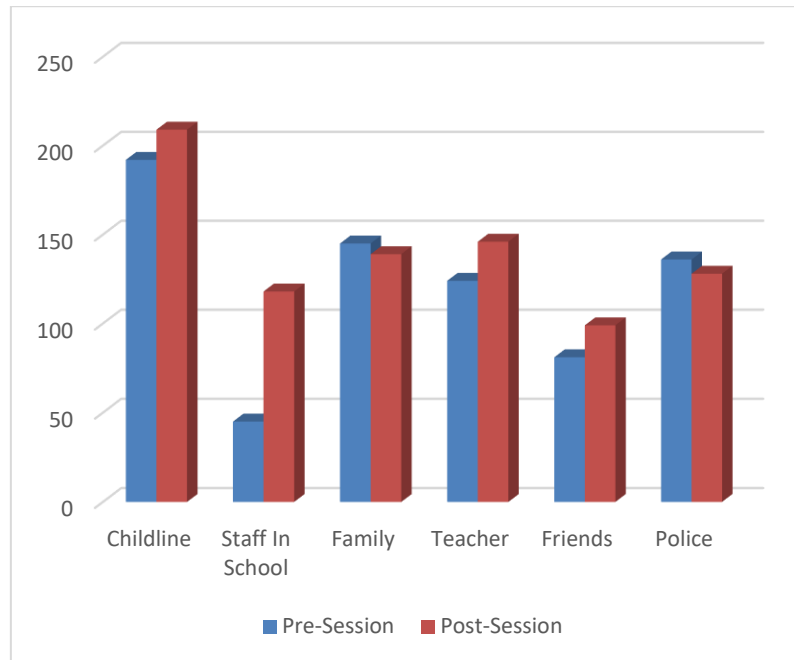
Graph 3: KS2 - Why does Domestic Abuse Happen?



There is a move towards understanding that 'Childline', 'Staff in Schools' and 'Teachers' are appropriate adults to whom to disclose abuse. This is not a strong shift towards a clarity of understanding of who is an appropriate adult in these circumstances. There may need to be further focus within the taught sessions to ensure that pupils understand 'who' would be an appropriate adult with whom to discuss issues of abuse (Graph 4). The slight rise in 'Childline' may be due to knowledge already acquired from previous PSE lessons or Hafan Cymru's sessions.

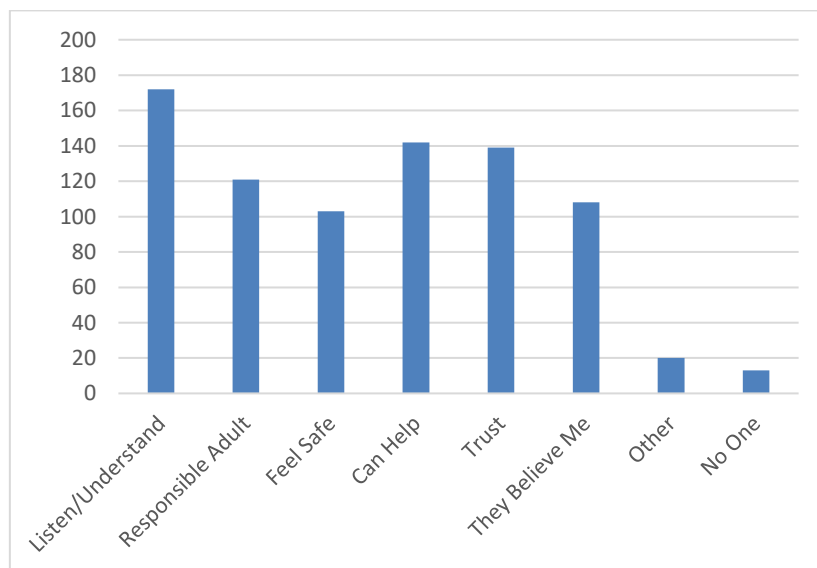


Graph 4: KS2 - If someone was worried about abuse WHO could they go to for help?



When consider the 'why' of who would you choose it is evident that there were three main reasons; these were 'listen/understanding', 'can help' and issues of 'trust'. Although 'responsible adult', 'feeling safe' and 'being believed' were not far behind (Graph 5).

Graph 5: KS2 - Why would you choose them?





For KS2 pupils two extra qualitative questions were included in the questionnaire these were:

Why can't you talk to someone?

What would make it easier to talk to someone?

As expected of the younger pupil group there were only a few responses recorded regarding the question 'why can't you talk to someone?' pupils expressed difference fears including being judged by others:

'Because they might judge'

Fear of reprisals:

'Because someone who is being mean or abusive they might find out and be more mean or hurt you'

'you can't talk because if someone has hurt you and they find out you've said something they will be angry and mad!!'

'People might spread it'

'In case my friend (s) tell their parents and report them to social services.'

This indicates that pupils need further explanation and information on reporting and discussing abuse; this also links to the need for a robust whole school policy where students trust staff.

When asked 'What would make it easier to talk to someone?' pupils responded that

'adult to help'

'if I could talk to someone who i can trust'

'If I could tell the teacher first so I know how to explain to my friends'

'Phone them or go to their house'

'They wil help me feel safe and sort it out.'



Trust and adults will listen to me was also reinforced in the graphs above. In addition the data indicated that the sessions also supported increases in self-confidence. Lastly the fear of the consequences of telling someone was still evident:

'if I know that i wouldn't get taken from my mam'

'if you could go to a place to talk to people instead of calling'

'to not be afraid of them and be heard'

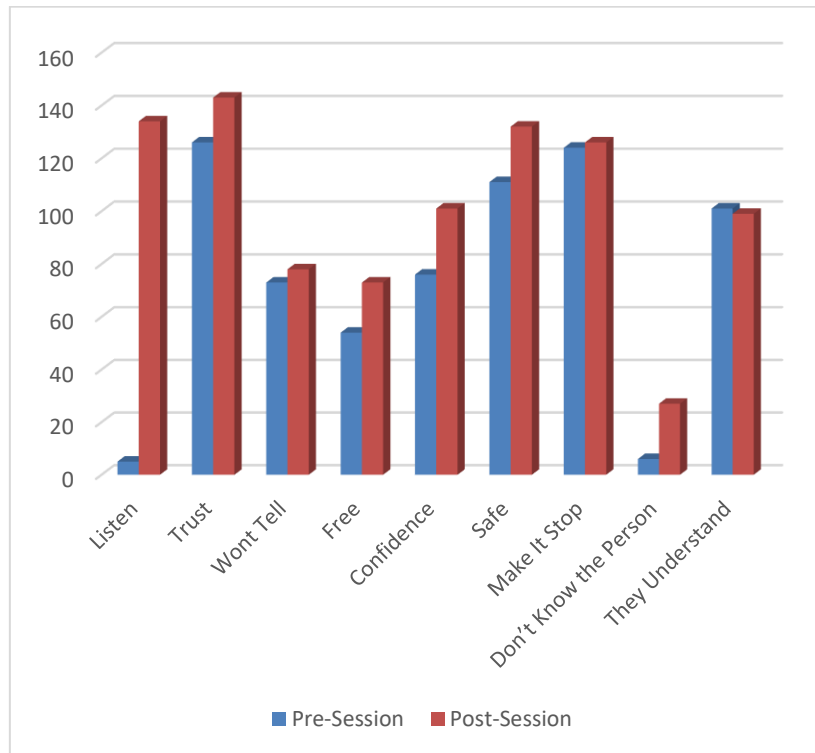
'sometimes you are embarrassed'

Key Stage 3

A major change in Graph 6 for KS3 pupils was the understanding that having someone to 'listen' was essential if they were subject to abuse. Although most variables increased post-session; with 'they understand' as a minor decrease. Giving time to 'listen' to pupils is highly desirable factor when supporting children in an abusive situation (Graph 6).



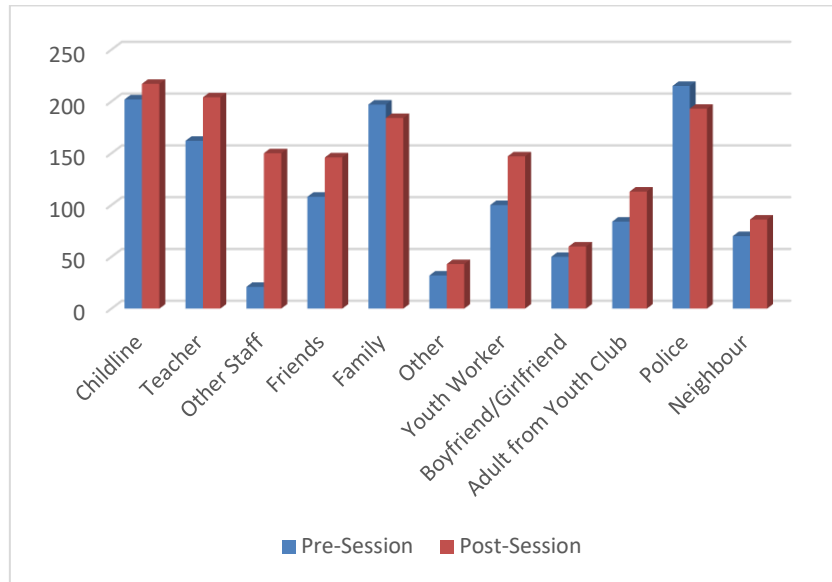
Graph 6: KS3 - If someone needed HELP in dealing with Domestic Abuse which of the following would be the MOST IMPORTANT?



In graph 7 the range of 'professionals' post-session to whom pupils would disclose abuse has increased in line with Hafan Cymru's and Welsh Government advice although this also includes friends which might be some cause for concern as they may not have the ability to supply appropriate support. There was also an increase in 'teacher' and 'other staff' which indicates the need for a whole school response to supporting children who may be at risk from abuse (Graph 7).

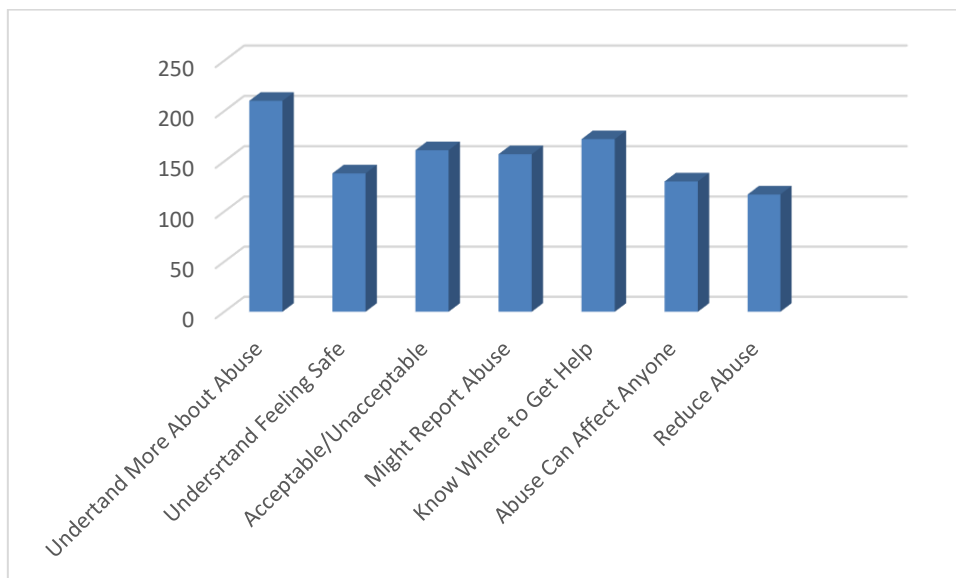


Graph 7: KS3 – If someone was worried about abuse WHO could they go to for help?



The sessions' content was considered by KS3 pupils as being helpful to some affected by abuse for a number of reasons indicated below; but there is nothing significant to report (Graph 8).

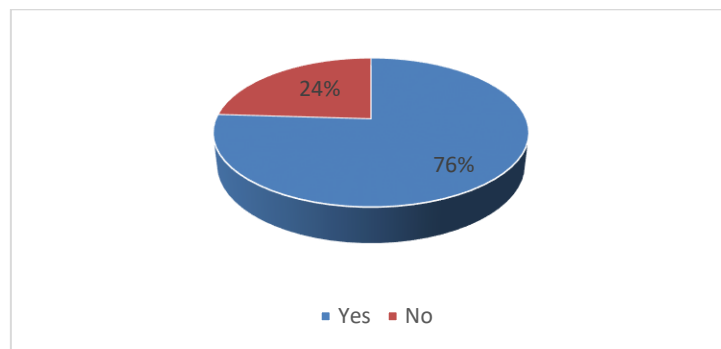
Graph 8: KS3– This lesson would help someone affected by abuse because





A key finding from the data was that KS3 pupils considered that ‘more sessions’ on domestic abuse and relationships was desirable with 76% supporting this request (Graph 9).

Graph 9: KS3 – Do Young People Need More Sessions on Domestic Abuse and Relationships?



The qualitative data from this questionnaire asked two major questions:

Tell us straight what you think

Do you need more lessons?

The data from these questions fell into a three broad themes ‘Good sessions’, ‘Informative’ and ‘It helps in the future’ with 239 responses in these categories. The comments regarding the quantity of the sessions ranged from:

‘10/10’

‘10/10 really good and important’

‘Good, because it was very facty and showed different kind if abuse. There are lots of places to get help aswell.’

‘I found it interesting and now I know where to go if someone is abusing me’

‘i learnt that not all domestic abuse is physical and all relationships should have an equal balance of power and control’



Although there were four negative comments which broadly considered the sessions as boring. Some suggestions for improvements including redesigning of the activity sheets, the inclusion of a video.

'Poor, because the examples on the sheet were boring'

'Quite boring, boring activities'

'It was a bit boring'

'It was a bit boring, maybe a video to show examples of a good relationship and a bad relationship would be.'

One comment demonstrates that some pupils do not consider that abuse could happen to them or their friends (7 responses):

'Quite boring and inaccurate because none of what was said happens in today's world, or we could not live'

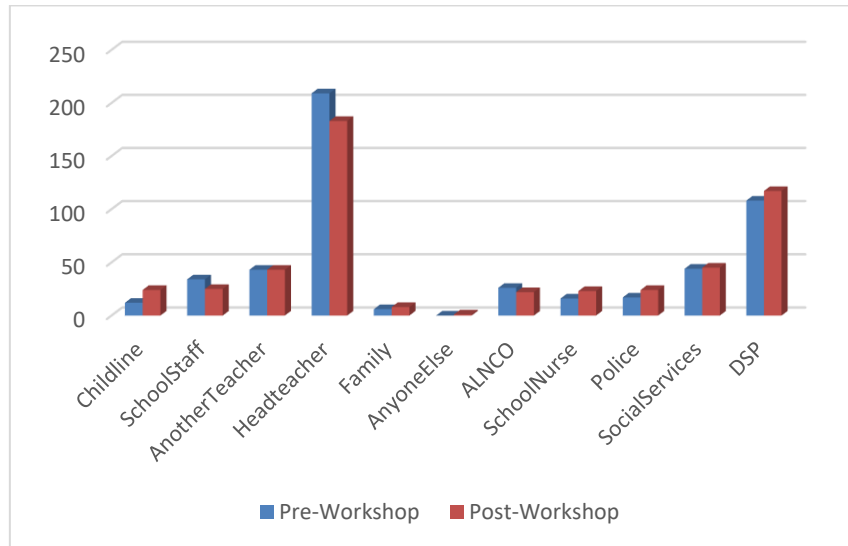
Staff

There was little change pre- and post-session of staff perceptions as to 'who' they would go to for advice if a child was being abused; although there was a reduction in

those choosing head teachers and an increase in seeking out the designated person within a school. This indicates there may need to be a clearer understanding of the protocol for supporting a child who may be at risk of abuse along with an established point of contact in the school and their legal obligation (Graph 10).

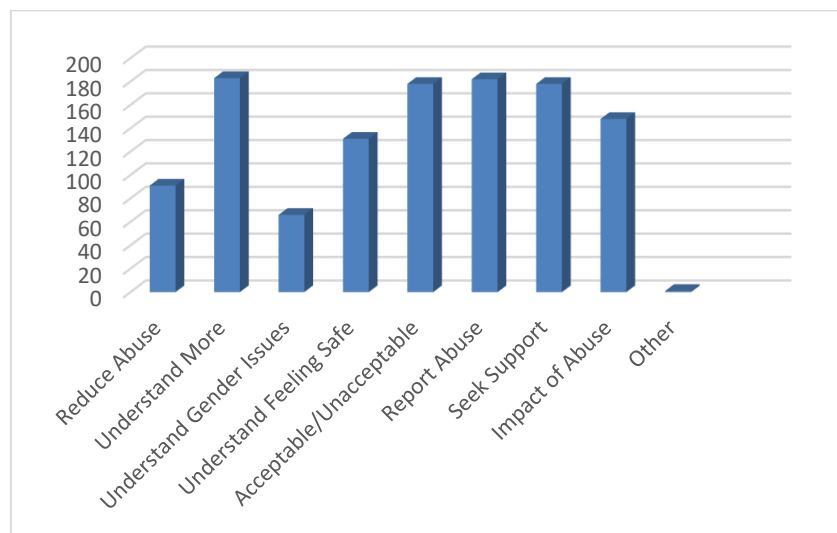


Graph 10: Staff - If you suspected a child in your class was being abused WHO would you go to for advice?



It appears that staff consider that there are a range of benefits of undertaking these session to support pupils at risk of abuse (Graph 11).

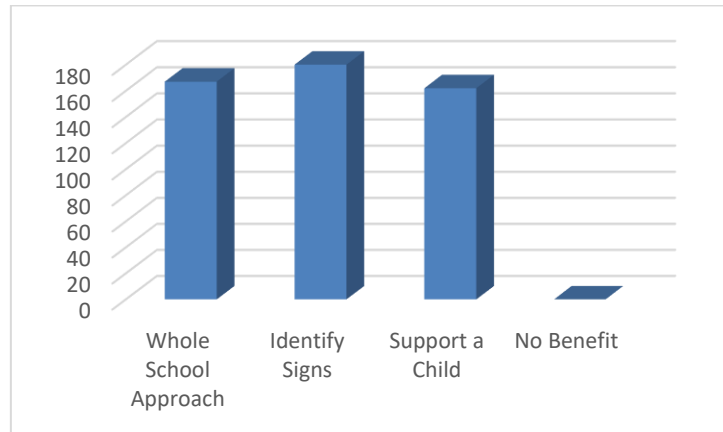
Graph 11: Staff – This session would help someone affected by abuse because



There was nothing significant about their choice of benefits as staff indicated that all were important (Graph 12).



Graph 12: Staff – In your opinion, what if any, are the benefits of this training? I am able to . . .

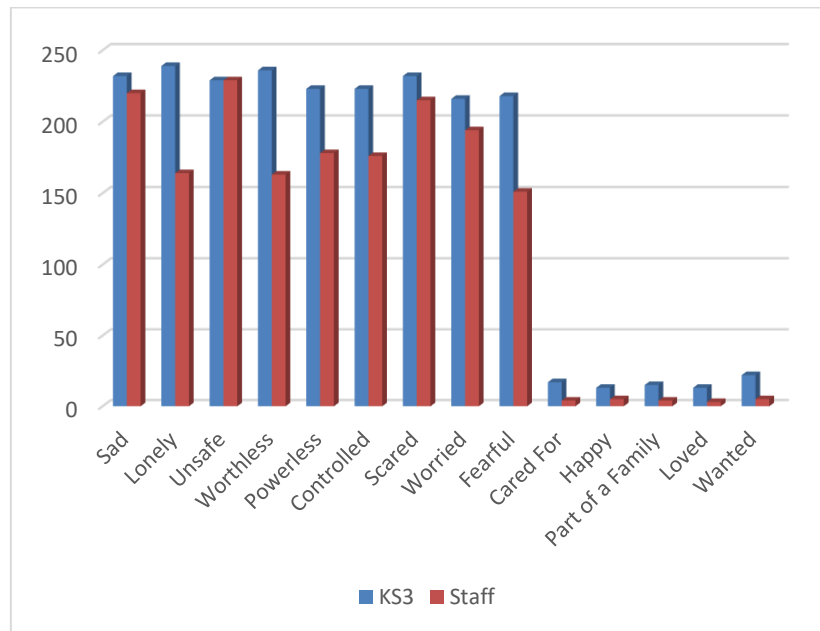


Staff & KS3

This section will explore both KS3 pupils and Staff responses to a range of questions on the questionnaire. Graph 13 indicates that a difference between staff and pupils' perception of how it 'feels' in an abusive relationship. Staff underestimated the feelings expressed by pupils across the range of response with the exception of 'feeling unsafe'. This may indicate that staff need to empathise more with the child's perspective on feelings in an adult world. This may indicate a further training need.



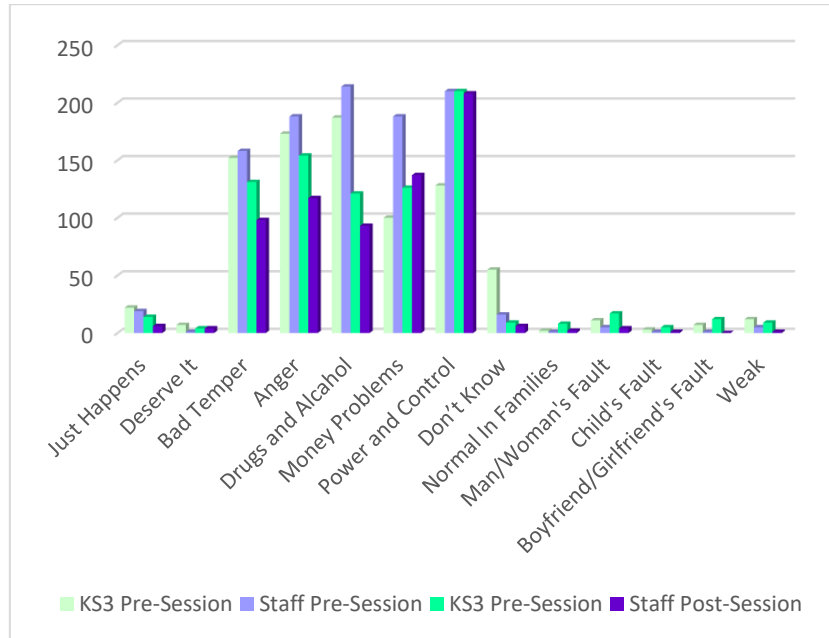
Graph 13: KS3 and Staff – HOW do you think abuse in relationships makes people FEEL?



Again there was a difference of perception between staff and pupils as to ‘why’ domestic abuse happens pre and post-session. There has been an observable shift in perceptions; which may indicate that staff have a more entrenched perception of the underlying reasons for domestic abuse which post-session have not changed significantly (Graph 14). This may indicate a reticence to relinquish stereotypical concepts of why abuse happens. This may need to be addressed during additional training sessions. In contrast pupils appear more receptive to challenge such stereotypes.

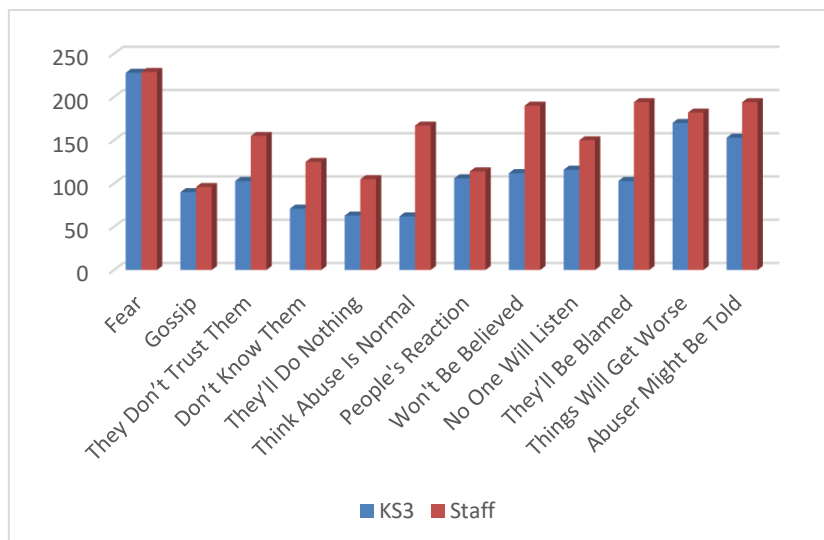


Graph 14: KS3 and Staff – WHY does Domestic Abuse happen?



Both staff and KS3 pupils acknowledged that 'fear' was the most significant barrier to accessing support from an appropriate adult (Graph 15).

Graph 15: KS3 and Staff – WHAT would stop child getting HELP from someone?

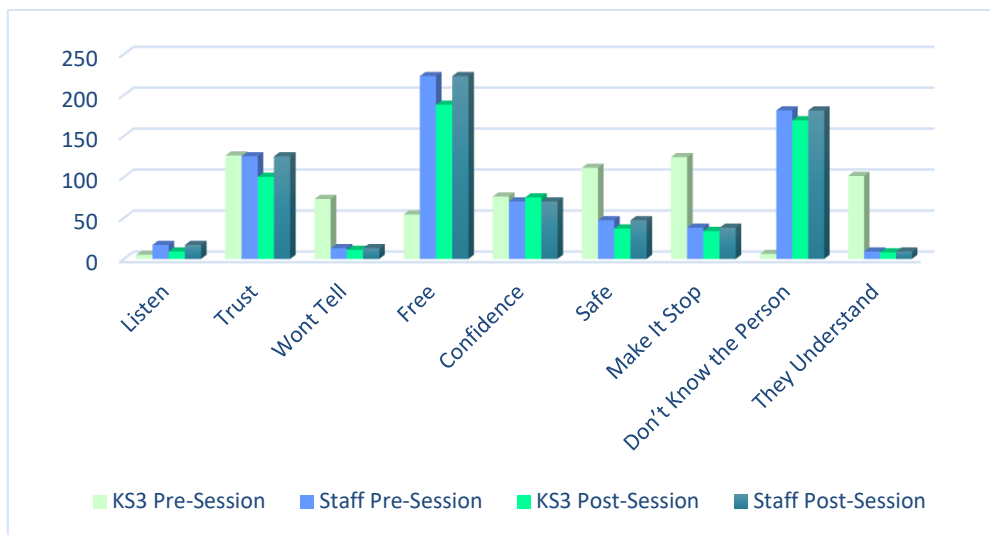


The post 'won't tell' response for KS3 pupils reduced considerably post-session which may indicate that student now accept that such disclosure may require further action.



There are some unexpected response changes for some of the options on this graph e.g. feeling 'safe' was considered less important by pupils post-session; this may be due to students realising that disclosure may heighten anxiety but produce positive change in their situations. The change with the concept of 'free' support may be linked to pupils increased awareness that Childline did not charge for phone calls. This may support children from disadvantaged backgrounds to access support (Graph 16).

Graph 16: KS3 & Staff: What do you consider to be the MOST IMPORTANT reasons for choose the appropriate adult?





4. Focus Groups / Observations Themes

Overall the focus groups and observations demonstrate positive impact of the Spectrum delivery sessions as well as the importance of delivery style. Additional issues were raised by the older young people K3/4 that may require consideration. Outlined here is a summary of the findings from the focus groups and observations.

In total 11 schools² were visited with 14 focus groups and **14** observations of a session undertaken. Figure 2 illustrates the age groups and academic years of the focus group including number of pupils. The number of children and young people took part in the focus groups was 74 and 312 observed.

² Schools are not identified in the research in line with ethical statement.



Figure 2: Overview of Schools visited and Data collection

School	Year / Age	Focus group Number of Children / Young People	Observation
School 1	year 9/10	1 x focus groups 12 young people	2 x observations 40 young people
School 2	Year 9	1 x focus group 7 young People	1 x observation 25 young people
School 3	Year 7	1 x focus Group 10 young people	1 x observation 35 young people
School 3	Year 7	1 x focus Group 6 young people	1 x observation 34 young people
School 4	Year 10	1x focus group 4 Young People	1 x Observation 11 young people
School 5	Year 9	1x Focus Group 6 young people	1 x observation 23 young people
School 6	Year 10	2x focus groups ?	2 x observation 39
School 7	Foundation phase Year 2	1 x focus group 9 Children	1 x observation 28 children
School 8	Foundation phase year 2	1 x Focus Group 6 Children	1x observation 26 children
School 8	KS2 Year 6	1 x Focus Group 6 Children	1 x observation 60
School 10	Foundation KS2	1x Focus group 8 children	1 x observation 31 Children
School 11	Staff Inset	3 x Focus Groups 14	2 x observation



Focus Group Themes

1. Positive Impact

All focus groups demonstrated that the children and young people who engaged in Spectrum sessions found the sessions positive.

Key Stages 3/4 : when asked to rank the sessions nobody ranked it below 5.

Foundation Phase /Key Stage 2 : the majority of children did not rank the sessions below 5 and found them “good” or “very good”. However for all focus groups a very small number (one from a school) noted they did not enjoy it, based upon not feeling they had an opportunity to take part:

“Really hard and didn't get a chance picking a card out of the bucket with balls” (School 7)

Or simply found the cards unappealing:

“Half and half didn't like picking the cards out of the bucket with balls because the cards where sharp”

When discussing why they saw the sessions as positive or good it was evident that the sessions had made an impact on their knowledge and understanding. The children and young people also on the whole found the delivery engaging and participatory.

1.1 Knowledge and Understanding:

Key Stage 3/4

That young people found the experience positive and young people gained further knowledge and understanding is evidenced from the following quotes:

“I thought it was really helpful. If we ever got abused in anyway, like we have the cards so we like know where to go for help, and then like if it happens again



we can just text or ring them back, like so we don't feel sad as we were". (YP1 School 3)

"it's nice that we know what to do if it did happen, like it's nice to know where we can go and not just keep it to yourself". (YP 2 School 3)

"I learned enough at the right time, it has been gradual not everything at once, but as and when needed. I have a twin brother who I can also talk with about this stuff, so I see both sides" (School1).

Further examples of why the young people found the session positive are (school 6):

(YP1) "Helps to know who to tell"

(YP2) "I wasn't aware the amount it happens"

(YP3) "Help available always"

(YP4) "That it's about power and control"

(YP5) "I can call child line"

Foundation/ Key Stages 2

Children from Key Stage 2 (School 10 & 8) identified:

(YP4) "ChildLines number and who to talk to if needed": 'In school – know who I can trust and talk to if there's a problem"

(YP6): "Know who to talk to- parents or teachers"

(YP8): "Know who to talk to if something happens"

(YP1): Teacher or head teacher." (School 10)

When asked if know who to go to for help...? (School 8)

"Yes - 6

No – 2"



Foundation Phase Gender Sessions:

“Enjoyed the doll exercise: “Guessing if the dolls were a boy or girl!” (School 7 & 8)

School 7: when asked if they learnt anything today noted the following:

All nine pupils stated yes they had learnt something and demonstrated that gender stereotypes were challenged and understood by pupils:

“dressing the dolls-you can dress boys and girls different”

“boys can play with dolls, its ok”

“Boys can do ballet”

“Girls can wear shorts or blue”

“Its ok for boys and girls to like different things”

Examples from KS2 School 8:

“Learnt to always speak to someone”

“Learnt about emotions”

“Holding the teddy made me feel happy”

1.2 Participative Delivery

The majority of children young people in the focus groups noted that they liked the sessions and found them positive because they were participative and that the SLOS engaged the young people as well as listened:

Key Stage 3/4

“Because you weren’t just listening all the time in the session, the activities made you feel involved in the session” (Yp1 School 4).



“And she asked a lot of questions too, to include us in it” (YP School 4).

“What was good was that we all got a chance to talk and get our point of view over” (school 1)

“the bag – the detective activity – because it was like you had to figure out why he was upset. It was fun”. (School 3)

“I liked how we could write our own questions down (activity 2), and I liked how we could all give our thoughts in the feedback, giving our opinions of what was on the post-its (YP3 School 4)”

“that she (SLO) had our input and not just what she thought, she gave us the chance to speak, to hear our opinions. That was really good. (YP4: School 4)”

“the activity where we could give our opinion on what some people thought was legal/illegal (activity 1). (YP5 School 1)

“the activities, and that we weren’t just listening” (YP1 School 6)

“I was happy enough with the session. I was involved enough in it, and because I was involved enough it kept me interested, so I wanted to keep listening I liked it” (YP1 School 5)

“there was enough balance between needing to listen, and when the activities came in to it” (YP2 School 5) .

Working in **smaller groups** worked for a number of the focus groups (School 1, 2, 3,4. 5):

Fun”

“Could remember better, because it was fun”

“Games were good”.

“fun activity”.

“good to pay attention”.



“detective activity” (*unanimous*).

“that was really fun”.

Foundation Key Stage 2

Foundation and key stage 2 children also found the sessions participatory:

“Enjoyed taking turns ” (School 8)

“Holding the teddy made me feel happy”(School 8)

“Games were fun!, more games” (School 7)

“Some terms I forgot, but it was fun to work as a team as we could share ideas and makes me understand better’ (School 10)

“The lesson was fun and interesting as we did art and I like art” (School 10)

“Haven’t heard of the terms before so it was hard to remember, but the activities were fun” (School 10).

1.3 Building on Earlier work

Some Young People particular from School 1 recognised it was building on information received in primary school:

“We knew some stuff anyway as we covered it in primary school, you know-sex, abuse, relationships and everything that we are doing now”.

“We learned a lot although we had done a lot of it before, with school, parents and friends”.



2. Extended Understanding

All young people noted that they had gained information and knowledge about domestic abuse and further demonstrated understanding of a number of the key issues including where to get help. They also confirmed that they understood the meaning of **domestic abuse**. **One area in particular that was highlighted by the majority was that young people did not always see 'rights and wrongs'** of relationships were not always associated with the **law and legal rights** before the sessions.

Key Stage 3/4

School 1:

Question: *When you heard the words 'power and control' did you understand then? Could you make sense of them?* **Answer:** *No not at first, you don't realise you are being controlled. We know them now the teacher helped us understand what it means".*

School 2 & 3 focus group 1 & 2 identified for example:

"What domestic abuse is".

"the different types of abuse".

"only thought that there was about three, didn't know about the money one".

- *"Having Power and Control over someone*
- *Controlling a partner*
- *Pressurising a partner into doing things*
- *Make sure that they know there is help available*
- *A person having power and control over what his/her partner does, who they see and where they go*
- *Beating a partner*
- *Taking advantage of someone else*



- *Talk to someone or leave*
- *Never victims fault*
- *Can happen due to different problems i.e. drugs, alcohol and money”*

An example from School 1 and School 5 illustrates that some young people could understand all the different types of abuse after the session:

“I understand that domestic abuse is when you are abused by family or boyfriend / girlfriend in many different ways: physical sexual, financial, and psychological. Emotional”.(School 5)

“Domestic abuse is basically a title for the 5 other types of abuse” (school 5)

“Domestic abuse is being forced to do something against your will (emotion, physical, mental”(school 1).

“When you are in a relationship, where someone who with control and power hurts you. Male or female. Mentally or physically, financially, emotionally, sexually” (School 5)

Legal

“Learnt what kind of things are against the law”(school 1)

“more about what is illegal because you hear about things that people do but you don’t actually understand that what they are doing is illegal” (school 4).



Foundation Phase / Key Sage 2:

School 10 KS2

Interviewer: "Did you learn something new?"

"8- happy faces"

"I learnt about child abuse and it was interesting as I haven't heard it before".

(C4)

"Child abuse" (C5)

"New words" (C6)

" new terms- Domestic abuse, physical abuse and emotional abuse' (C8)

"ChildLines number and who to talk to if needed' (C1)

"Understand the meanings for terms with the way (SLO named) were describing them"(C2)

"New terms" (C3)

Accessing Help

All focus groups recognised the importance of telling somebody to keep "safe", as outlined below this was in main to somebody they trusted.

Key Stage 3/4 :

"Telling somebody about the abuse"... was seen as important by young people, they recognised the need to speak to somebody:

"It's the right info at the right time because we can be prepared what to do/or ask for help in the future" (School 1).



“I thought it was really helpful. If we ever got abused in anyway, like we have the cards so we like know where to go for help, and then like if it happens again we can just text or ring them back, like so we don’t feel sad as we were” (School 4)..

“it’s nice that we know what to do if it did happen, like it’s nice to know where we can go and not just keep it to yourself” (School 3 F2).

Of further note is that young people were able to relate how they may use this information in the future to help themselves but also friends and family:

“It’s important to know now and to be prepared for the future just in case anything does happen. Gives us advice about how to help friends and family. I think this relevant for young people to know for the future. (School 1 YP2).

“This is important to learn about especially this age because it will prepare us for the future. Relevant to us all”. (School 1YP3).

Foundation Phase/ Key Stages 2

“ChildLines number and who to talk to if needed”: ‘In school – know who I can trust and talk to if there’s a problem’

“Know who to talk to- parents or teachers

Know who to talk to if something happens’

Teacher or head teacher.” (School 10)

“When asked if know who to go to for help..” (school 8)

Yes - 6

No – 2



Interviewer: Who would you go to ask for help? School 10

“6x ChildLine. 2x Friend in school. 2x Police. 5x Mam and Dad. 1xMember of the family”.

Interviewer Why ChildLine?

“Because it doesn’t come up on the phone bill, they won’t tell anybody else and it’s free “C8:

“They’re there to help if something isn’t safe” (C8)

Interviewer Why police?

“They will help you, if somebody hurts you they can put them in jail” (C7)

Tree activity - who would you go to for help? School 8:

“Child line - 1

Mum or dad - 2

Police - 1

School staff - 1

Anyone else – 1”

The young people in the focus groups, did talk about who they would go to for help also, they named specific teachers (and others they would not go to), and often mentioned family and close friends, child line was also noted. Namely somebody they trusted:

Key Sage 3/4

“I would advise them to talk to a teacher or a family and friends even if its embarrassing they will understand and they will help you because they love you” (School 5).



“to tell someone they trust and think that they can do something about what’s going on ” (School 6).

*“My nan is a Samaritan, so I would probably speak to her!” **But not everyone’s nan is a Samaritan, so who do you think they would speak to in the school?** “Like the head of year or Mr XX as he is the child management officer” (School 3 F 1).*

*“**Staff : That’s interesting, as teachers were named. Is there anyone else within the school that you feel that you could speak with, as not everyone agreed that they could speak with teachers. So is there anyone else within the school?** YPA: helpers in the classroom. YPD: counsellor. **What advice would you give someone if they felt unsafe at home or in school** YPB: anyone they trust really, even if it is just one person, go to the straight away, it doesn’t matter who they are; YPC: it would be worse to keep it all in, take the weight off your shoulders. School 4).*

Key Sage 2

School 10:

“They can talk to them and give them a warning”(C4)

Why school friend?

“hey won’t tell anybody except the teachers” (C2)

“You trust them as you know them for years”(C1)

Why mum and dad?

“If you’re in trouble mam and dad will be there to sort it out (C4)”

“I trust them - not like a friend, because if a friend tells the teacher you could get upset that they told them” (C4)



3. More of...

The majority of focus groups all noted that they would like more sessions as they found them valuable, but also noted what they would like to see more of in the sessions these are summarised below:

Key Stage 3/4

i. More participation.:

“if we could have had activity and move around the stations or something”.

“it was a little bit boring because there wasn’t much do, and we had to listen to her reading a lot”.

“One session YP: Less distributive: T: “(SLO) was really quiet, we couldn’t really hear her”.

ii. Use of videos:

“a video would have been helpful, as it explains it more”. (YP1 School 3)

“a video would explain more stuff, and like if you didn’t get it, it would show it as well. And it would be simpler to understand”. (YP 2 School 3).

iii. Further definition of words as particularly KS3 year 7 focus group not understanding words. (School 3 F1 &2).

iv. **More in depth sessions** : The older young people years 8/9 particular highlighted the need for more information earlier and more depth: Some female pupils want more in-depth education about sexual matters in relationship, but acknowledge that there is a fine line between ‘**education and promotion**’ of **relationships**.



School 1 and 4:

“I think the sessions involved the right topics but next time maybe they could not hold back as much when talking to a group of our age (YP3)”.
“The issues raised were relevant to our age and could have been developed further, as people our age older for them now. May be go into more depth on the relationships and sexual topics. We were told things would be suitable for us. But consider going into more as children know a lot more, and need to know if they are doing ‘more older things”.

“The issues that were spoke about were completely relevant; we’re at that age where we know quite a lot about what was spoke about, but when we were talking about things in more depth, it made me realise that I didn’t know as much. Everything about the lesson was really good. We all got our point across and were able to share our opinions comfortably” (YP4).

Key Stage Foundation Phase and key stage 2

The children in the focus groups from the foundation phase and key stage 2 also noted that they would like more participation (School, 7,8,9,10):

- *“more games”*
- *“more games would make it better”*

As well as one or two children pointing out they would like more opportunities and softer cards:

“Really hard and didn't get a chance picking a card out of the bucket with balls” (School 7)

“Half and half didn't like picking the cards out of the bucket with balls because the cards where sharp”



More sessions on other issues: The young people (Key Stage 3/4) also noted that they would not just like sessions on domestic abusive but also on a number of issues

that young people are faced with in relationships but other issues facing young people also (Schools 1, 2,5,6.:

“more about what is illegal because you hear about things that people do but you don’t actually understand that what they are doing is illegal”

*“The **advantages and disadvantages** of acting ‘older’ were requested. Some pupils expressed the view that this information is required **earlier, at around 12-13 years of age** “.*

*School “More information is needed about how to **get out of a relationship**”*

School 4: More information on “Child abuse”. “Woman abusing a man”.

School 3, 9, 6 :

“Bullying”.

“how to treat other people; how to make new friends”.

“depression”.

“drugs/alcohol”.

“smoking”.

4. Additional Outcomes Abuse – as Bullying : Young people’s Perspectives on Abuse:

There appeared to be a good understanding of the term ‘Power and Control’. Which was clearly demonstrated by KS3&4 focus groups as they related this to their own experiences / knowledge in particular bullying , issues in relation social media and the “abuse” of it:

Schools 1, 2, 4, 5, 6 Facilitator observations:



“Electronic communications can be used to bully people, ‘Facebook’ is the usual weapon of choice. Pupils identify ‘Bullying and Abuse’ as similar”.

“power and control is like bullying, it happens, its there all the time”

Interviewer : In what way

In school, on the phone, instagram....” (School 5).

“How young people understand abuse could be explored further: The young people separation of ‘mental’ abuse from ‘emotional’ abuse by pupils is a theme that ran through all session. This may be worth further consideration in the ‘value language”

School 1

*“**Question:** If you were in a relationship where someone had power and control over you, do you think that you would recognise it?”*

***Answer:** Yes by all*

***Question:** Do you think that his can this can happen by texting?*

***Answer:** Yes, by calling names, pictures of them, hiding behind the phone, threatening.*

***Question:** Does this happen? Are you threatened over the phone?*

***Answer:** Sometimes online, if they won’t day it to your face.”*



Observations

1. Delivery: Development of safe environment.

All observations suggest that the sessions were well planned and that a safe environment for engagement and learning to take place was developed, the key points from all sessions that were noted are as follows:

- Content was age appropriate engaging,
- Clear and good instructions given
- Well planned and focused
- Participatory in nature where possible
- Good listening by SLO (Primary)

“The facilitator delivering the session showed enthusiasm and had an energetic approach to support all the pupils to participate. The contents included in the session were identified and discussed, to ensure that all pupils were aware of what the session was going to bring to the table. Clear tone of voice was utilised which demonstrated confidence in the ability of the facilitator to present the contents appropriately”. (School 2)

“The delivery of the session was well presented, and all contents included in the session were discussed and explored in a professional manner. The facilitator utilised a formal/non-formal approach which supported to ensure that the contents were delivered appropriately and to support the pupils to engage in the session. The facilitator at times struggled to produce clear toning when exploring the contents which would result in the pupils losing their concentration and interest in the session”. (school 4)

Points for further discussion Delivery

A number of points for further discussion where also outlined:

1. Short period of time, Not enough opportunity for Young people to explore and discuss issues further particularly in Key stage 3/4.



2. Further building of a safe learning environment:

“Future recommendations would include strategies that could be introduced to the sessions based on sensitive contents that may apply to some pupils. At the start of the session there were no clear discussions carried out on what pupils should do if they feel uncomfortable with any of the contents being explored.

3. More Participation Games

“I also think that more activities/games could be introduced in the sessions to make them more exciting for the pupils to engage in.

4. Addressing Gender biased scenarios e.g:

Answers given by the pupils included discussions on stereotyping of genders in relationships. These included the male gender being more likely to produce domestic abuse, because they are more ‘macho and have more strength and are bigger’. I thought this was a common answer that many young people believe that domestic abuse is only a ‘man hitting a woman’ issue. I believe this should point should be added to the agenda of the sessions, to ensure that all pupils are aware that domestic abuse can be produced by both genders, and that man and woman should be treated as equal partners in relationships.

5. Smaller groups to encourage engagement (see below)



2. Engagement

Overall the observations for all focus groups demonstrated that the children and young people appeared to engage positively with the sessions, which was demonstrated by the children and young people participating and responding appropriately.

Two levels of engagement:

1. Body language most children and young people seemed to engage with no overly disruptive behaviour, apart from some immaturity and discussion with some groups particularly males in the high schools.
2. In some focus groups (School1, School 5, there were dominate groups that responded to questions and often male dominated.
3. Children young people answered appropriately/ responded to questions, however there were some more mature and less mature:

“All pupils engaged in the session, however, some showed more interest than others. Some pupils also showed more maturity with the contents being explored than others, which can expected with the age range of the pupils. A small margin of pupils showed inappropriate behaviour, however, the facilitator dealt with these challenging situations in a professional manner, again demonstrating their abilities. I thought it was clear from the engagement of the pupils that some are grown up than others, in term of their adolescent’s periods and their awareness of their surroundings”.

3. Extended learning

Children and young people were clearly developing new understanding as it was clear they did not always now the right answers especially in relation to the law and legality of things.

Gender sessions Foundation Phase: sessions with Primary helped young people explore stereotypes children clearly already have gender stereotypes in mind and



were able to explore these and question them, by the end of sessions children seemed to recognise girls and boys as equals?

How to keep safe identified and children able to identify who to contact.

Staff Focus group / Observation

One school engaged in a feedback session after their inset training with Hafan.

Delivery

A well planned session was observed with engagement by staff evident.

“Steady relaxed delivery, clear definitions of Domestic abuse and Power & Control given.

Really well explained (from power-point).

Content of lesson very good explanation of age related awareness provided.”

However it was felt that the session was not long enough for staff to engage in discussion and to explore in depth issues:

“When given opportunity staff began to discuss issues, behaviours of children (staff engaged). Staff preferred activities, really needed longer time period”.

Enhanced Learning

The observations and feedback highlight that such training is important in consolidating and enhancing their knowledge base around safeguarding:

“In 2015 we are very aware of the ways in which we approach the subject and who would address this.

All members of staff are aware of who needs to be informed.

All members of staff have had sufficient training.



Information about certain children is shared between staff members across the school.

Many guidelines are in place...children that can be picked up by..."

While staff clearly see the links between safeguarding and domestic abuse issues they also recognise the need for raising awareness with children as being important.

Could be implemented further down the school to high numbers of younger children (statistically) experiencing domestic abuse.

Benefits of SP to young people:

"Enables children to express their feelings/be aware of what is unusual/unhealthy behaviours in the home

Links with schools 'values' rights, respecting schools.

Children don't feel isolated with what is happening to them".

Issues to consider

"Wider impact: Curriculum restraints

Timetabling-overloaded curriculum

Who are also accountable in addition to education establishments-social services etc...

Needs embedded not just taught in isolation as a one-off".



5. Review of Educational Research Policy

Two important documents to consider in relation to the provision of educational programmes such as Spectrum are: the recent National Assembly for Wales legislation:

- i. The violence against Women, Domestic Abuse and Sexual Violence (Wales) Act 2015 (NAW, 2015), and
- ii. a review of Education in Wales: Successful Futures: Independent Review of Curriculum and Assessment Arrangements in Wales (Donaldson (2015),

A summary of the key points that would appear relevant are outlined:

5.1 Policy : Violence against Women, Domestic Abuse and Sexual Violence (Wales) Act 2015.

The violence against Women, Domestic Abuse and Sexual Violence (Wales) Act 2015, was recently passed by the National Assembly for Wales. Its aims and purpose will need to be fully considered by organisations that promote prevention.

The aim of the bill is to:

“ improve arrangements for the prevention of gender based violence, domestic abuse and sexual violence; to improve arrangements for the protection of victims of such abuse and violence; to improve support for people affected by such abuse and violence; and to require the appointment of a National Adviser on gender-based violence, domestic abuse and sexual violence” (NAW, 2015, p 1).

The purpose of the act is to:

- (a) arrangements for the prevention of gender-based violence, domestic abuse and sexual violence;



- (b) arrangements for the protection of victims of gender-based violence, domestic abuse and sexual violence;
- (c) support for people affected by gender-based violence, domestic abuse and sexual violence. (NAW, 2015, p 1).

Under this act Welsh Government and Local Authorities will have to prepare national and local strategies to implement the purpose and aims. Amendments to the Education Act 1996 illustrate that Welsh Ministers *may* therefore require Local Education Authorities to promote the purpose of the Act. It could therefore be suggested that any new strategies are likely to contain references to promoting awareness and support mechanisms through educational opportunities, which may as current strategies promote both training for staff and children/ young people.

5.2 Educational Review: Successful Futures: Independent Review of Curriculum and Assessment Arrangements in Wales by Professor Donaldson (2015),

Professor Graham Donaldson has been asked to produce a clear, coherent vision for the National Curriculum and assessment arrangements in Wales from Foundation Phase to Key Stage 4, linking directly to a new qualifications system. Prof Donaldson has visited 58 schools and received 713 responses to his “call for evidence” since being appointed by the Welsh Government in March. More than 300 young people have put forward ideas on how best to shape a new curriculum and Prof Donaldson said he was buoyed by a “healthy response”. Evans, G. (2014)

The Donaldson report recommends that there should be four purposes of the curriculum with associated key characteristics, one of the four purposes which would seem to be of particular relevance to providers of PSE education such as Spectrum is:

healthy, confident individuals who:



- have secure values and are establishing their spiritual and ethical beliefs
- are building their mental and emotional well-being by developing confidence, resilience and empathy
- apply knowledge about the impact of diet and exercise on physical and mental health in their daily lives
- know how to find the information and support to keep safe and well – take part in physical activity
- take measured decisions about lifestyle and manage risk – have the confidence to participate in performance
- ***form positive relationships based upon trust and mutual respect – face and overcome challenge***
- have the skills and knowledge to manage everyday life as independently as they can and are ready to lead fulfilling lives as valued members of society.

_(Donaldson March 2015, p. 29).

One of the key recommendations of the review is that there will be six Areas of Learning and Experience as organisers for the entire age range from 3 to 16. One of these key areas is ***Health and well-being Area of Learning and Experience***. It could be presumed that “healthy, confident individuals may be particularly relevant to this area of learning and experience.

The purpose and “Areas of Learning” outlined would be particularly relevant in relation to the Spectrum projects aims.



6. Findings / Recommendations

6.1 Findings:

The two key aims of the research have been addressed in this evaluation, the findings are outlined below.

1. ***A review of the evaluation questionnaire used within the organisation at the end of all delivery sessions to increase the 'usefulness' of the data collected.***

A full review of teaching materials was carried out which resulted in a revised questionnaire which has provided useful data to measure impact of the Spectrum Project (see Appendix 1-3).

The review also enable a working model (see Figure 1) to inform practice to be developed. This has been utilised to engage in staff training and could further benefit the spectrum project delivery team through using at a model to explore their practice and aims.

Analysis of pre and post session questionnaires have identified that:

- v. The evidence demonstrate that there is a significant change in both KS3 and Staff in regards to their knowledge and awareness of what constitutes Violence against Women, Domestic Abuse and Sexual Violence in line with Welsh Government (2015) desired outcomes.
- vi. In addition KS2, KS3 and Staff responses to the question focusing on Power and Control indicated a statistically significant move towards selecting power and control as a causation factor for KS2 (sig .000) and KS3 (sig .000).
- vii. Staff response were similar pre and post sessions but scored highly both times which indicates that teachers already



- understood the role of power and control in abusive relationships (sig .785) (Table 4).
- viii. The data however suggests that there is there is a lack of clarity in both pupils and staff minds as to the appropriate action to take and understanding of who they need to talk to or inform about issues of domestic abuse with the school.
 - ix. There is a lack of understand indicated in staff responses in regard to their role of 'making the abuse stop'.
 - x. A need to reconsider some questions where response rate low (see recommendations below)
 - xi. A need to consider Gender question for foundation phase as the question did not provide pupils the option of seeing boys and girls as equal (see recommendations below).
 - xii. At times the staff perspective on the way a child feels were considerably different and may indicate a lack of empathy and awareness of the child's perspective see (Graphs.....)
 - xiii. From the qualitative responses it was evident that teachers were asking for specific strategies to cope with the additional demands of the increase of domestic abuse; although they did see the sessions as beneficial in this regard (Donaldson, 2015). In additional teachers were concerned that their actions would be 'criticised' and this may cause an overly cautious stance to suspected abuse.
 - xiv. Key Stage 3/4 pupils requested "tell us straight" in regard to sexual education, online risks and bullying. In additional they also clearly wanted 'more sessions' and saw this as an essential part of their learning at school



2. A qualitative exploration of the sustainability of outcomes among pupils and within schools involving face-to-face research with children and young people.

The focus groups and observations further validate many of the questionnaire findings through demonstrating from children, young people and staff that their views post session delivery.

The themes identified within the focus group and observations demonstrate Hafan Spectrum sessions have had on the whole a **positive impact** with children and young people, they have extended **knowledge and understanding** of domestic abuse or in the case of the foundation gender session questioning of gender stereotyping. All focus groups and observations identified that the **participative delivery** was effective and that **extended understanding** around domestic abuse did occur particularly with key stages 3 & 4.

While all focus groups were able to identify the need to ask for help to keep safe, it would seem the case that most young people would seek out somebody they “**trust**” family and friends are often cited. Areas for further consideration were identified which included:

- i. further opportunities for participation, and more interactive teaching include the use of media e.g videos.
- ii. Foundation phase identified the need to ensure all have the opportunity to participate and that cards are “softer”.
- iii. Key Stage3/4 identified the need for more sessions and **more in depth sessions.**
- iv. Additional sessions on a range of “*issue*” based topics.

It is evident that young people (key stage 3/4) have made the links between domestic abuse and their own lived experiences including links to bullying and social media activity, demonstrating understanding of power and control in all relationships.



Welsh Government Objectives

The evaluation provides some evidence to support Welsh Government Outcomes:

It can demonstrate that Hafan have successfully

1. Promote awareness of, and to prevent, protect and support victims

Both the questionnaire and focus / observation demonstrate that Hafan have raised awareness, changed attitudes from an “early” age. And influenced training of staff. It can also demonstrate that it is supporting Children, Young People and Staff to know how to and where to access support to some extent. The data provides clear evidence of those who have participated have benefited.

2. Strengthen the strategic leadership and accountability for VAWDASV

The reach of Hafan training is evident from the delivery but in this evaluation the number of evaluation responses from March 2015 (see section 3 / 4) and the focus and observations which are only a small sample of Hafan’s delivery. The sessions and evaluation therefore fully demonstrate the organisations commitment to addressing VAWDASV and how it has made it more visible and prioritised across the statutory Education Sector across Wales.

3. Improve the consistency, quality and join-up of service provision in Wales.

The evidence from the evaluation suggests that a quality an appropriate service is being offered to raising awareness across Wales in the statutory education sector. It also demonstrates that participants are provided with awareness training in relation to disclosure. The use of pre and post questionnaires and the investment in on-going “objective” evaluation demonstrate a commitment to developing a robust evidence base to inform future practice.



The Spectrum project also seems ideally placed to feed into and to make a strong contribution to the new curriculum developments outlined by Donaldson and endorsed by the Minister for Education.

6.1 Caveats / Limitations of Research

The evaluation addressed both aims it set out to.

However there were some small limitations that require consideration for future research.

1. It was anticipated that there would be more foundation phase sessions evaluated with focus groups and observations. A number of sessions were arranged however due to Local Education Consortium inspections a number were cancelled and unable to be rescheduled.
2. While the aim of the evaluation was not necessarily evaluate teaching staff perspectives, it was intended to interview teaching staff after sessions. This was not possible due to staff time, therefore where it was possible a teaching staff inset training was observed and focus groups carried out. Evaluation one also outlined the difficulties of engaging with teaching staff.
3. There were difficulties experienced by Hafan staff in coding the questionnaire responses, which resulted in slippage of the project final report. UWTSD staff supported Hafan staff with rectifying this.

6.3 Recommendations

6.3.1 Specific to Data Recommendations

Content

1. While there is evidence to support that staff and pupils know that they can ask for help there would seem to be the need for :
 - a. *Further focused sessions with staff/school to identify procedure/designated person and*



- b. *For pupils sessions need either greater clarity or reinforce of understanding of who is an appropriate adult to information about domestic abuse.*
2. There appears to be a lack of understanding indicated in staff responses in regard to their role of 'making the abuse stop'. Staff appear not to see this as their responsibility:
 - a. *Further focused sessions which outline roles and responsibilities at teacher, head teacher and other school staff levels.*
3. Further enhance teacher specific strategies to support children and reduce abuse. Teachers need to be reassured that there is both a clear whole school strategy and a supportive environment for disclosures.
4. *For Key stage 3 & 4 it was identified in both the questionnaire and focus groups/observations the need to have extra sessions for specific issues indicated by the pupils. As well as enhance current provision including more in depth sessions, and relate to a range of relevant and associated topics, e.g bullying, sexual relationships and relationships on line. .*

Delivery Recommendations

1. Children and Young people responded well to the participatory nature of the delivery but some requested more participation and inclusion.
2. Consideration of Inclusion of more multimedia, online resources to support delivery.
3. The questionnaire identified that at times the staff perspective on the way a child feels were considerably different and may indicate a lack of empathy and awareness of the child's perspective: *Develop a child-centred viewpoint which increases adult understanding of a child perspective.*



4. Consider further children and young peoples lived experiences and how they understand terms and relate issues to their own worldview.
5. For both staff and pupil sessions would benefit for more time to explore issues in depth and provide opportunities for discussion.

Revising of questionnaire

Continue to revise questionnaire:

1. One question on the staff questionnaires only had 22 responses out of 304 staff: 'What do you think of the session today?' *Delete this question from the staff questionnaire or revise.*
2. The gender question asked in the Foundation Phase questionnaire did not provide pupils with the option of seeing boys and girls as equal. *This question needs to be redesigned.to include "are boys and girls equal"?*

6.3.2 General Recommendations:

1. Overall the evaluation demonstrates that Hafan are meeting their own and Welsh Government objectives; Hafan should continue to build on their evidence base to inform and develop practice.
2. Hafan should consider the implications of influencing Donaldson curriculum reform.
3. The Spectrum team could utilise further the model of power and control to assist evaluation of own materials and practice.
4. Teaching Staff perspectives appear to be difficult to capture from a qualitative perspective. Given the areas that have been identified in the questionnaires in relation to staff there appears to be the need for further training with staff—this training could be based upon evidence of need through engaging in further research with staff.



5. Continued support for Hafan staff in; refining, coding and analysing questionnaire data.



6. References

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7. Appendix



Appendix 1 Teacher Questionnaire

Teacher Questionnaires					
Question	Stage 1 OPRESSION	Stage 2 AWARENESS OF OPPRESSION	Stage 3 AWARENESS FOR THE NEED OF AGENCY	Stage 4 AGENCY IN ACTION	Stage 5 ³ AUTO-AGENCY
Do you know what domestic abuse is?					
WHY does domestic abuse happen?					
HOW do you think abuse in relationships makes children FEEL?					
If you suspected a child in your class was being abused WHO would you go to for advice?					
What do you consider to be the MOST IMPORTANT reassurance you could give a child if you suspect them of being abused?					
What would STOP a child asking/getting help?					
Domestic abuse is					
This lesson would help child affected by abuse because . .					
The signs of an abusive relationship are...					
In a healthy relationship a child would feel.....					
In your opinion, what if any, are the benefits of this workshop for children?					
In your opinion, what if any, are the benefits of this workshop to yourself as a teacher?					

³ Teachers from an adult standpoint would be more likely to 'see' Stage 5 becoming a reality.



Appendix 2 KS3: Pre and Post Workshop

KS 3 Questionnaire					
Question	Stage 1 OPRESSION	Stage 2 AWARENESS OF OPPRESSION	Stage 3 AWARENESS FOR THE NEED OF AGENCY	Stage 4 AGENCY IN ACTION	Stage 5 AUTO-AGENCY
Do you know that domestic abuse is?					
WHY does domestic abuse happen?					
HOW do you think abuse in relationships makes people FEEL?					
If someone was worried about abuse WHO could they go to for help?					
If someone needed HELP in dealing with domestic abuse which of the following would be MOST IMPORTANT?					
What would STOP a person getting help?					
Domestic abuse is					
This lesson would help someone affected by abuse because					
The signs of an abusive relationship are.....					
In a healthy relationship I would feel.....					4

⁴ Stage 5 is at least 'aspirational' in KS 3 and the beginnings of the 'normalisation' of healthy relationships.



Appendix 3 : KS2: Pre and Post Workshop

KS 2 Questionnaire					
Question	Stage 1 OPRESSION	Stage 2 AWARENESS OF OPPRESSION	Stage 3 AWARENESS FOR THE NEED OF AGENCY	Stage 4 AGENCY IN ACTION	Stage 5 ⁵ AUTO- AGENCY
Do you know what domestic abuse is?					
Why does Domestic Abuse happen?					
HOW do you think abuse in relationships makes people FEEL?					
If someone was worried about abuse WHO could they go to for help?					
Do you feel that you are able to talk to someone about anything that worries you?	Who would you talk to?				
	Why would you choose them?				
	Why can't you talk?				
	What would make it easier to talk?				

⁵ Stage 5 was considered 'unlikely' to be achieved by KS2 pupils and/or difficult to evaluate.

