



A BASELINE STUDY OF DOMESTIC ABUSE PREVENTION ACTIVITIES IN SEVEN LOCAL AUTHORITIES IN SCOTLAND

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in collaboration with the

National Children and Young People's Prevention Network

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Falkirk Council



CONTENTS	PAGE
Executive Summary	4
1. Introduction	7
2. What is meant by prevention of domestic abuse	8
3. What is included in this report	8
4. Who should read this report	10
5. Methods	11
6. Prevention policy context	12
7. Findings	14
a. Prevention as part of Violence Against Women strategy	14
b. Prevention strategies and success indicators	15
c. Integrating prevention into policy	16
d. Leadership and staffing for prevention	17
e. Primary prevention in schools: range of practice	18
i. Primary school age	18
ii. Secondary school age	19
f. Prevention, the curriculum, and the Curriculum for Excellence: range of practice	24
g. Prevention training for school staff: range of practice	29
h. Prevention gaps and next steps	33
i. Prevention networks	36
8. Conclusion	37
Appendix 1	41
Appendix 2	45

EXECUTIVE SUMMARY

This report creates the first baseline of domestic abuse prevention work in a sample of seven Scottish local authorities. The focus of the study is on primary prevention. This is work with children and young people which is aimed at preventing violence before it happens. There is some interlinking with secondary prevention, which is work that targets women and children who have experienced domestic abuse.

The study locates these activities in the context of recommendations made by Jane Ellis in her review of prevention evidence (Scottish Government 2008b).¹ It also pays particular attention to the *National Domestic Abuse Delivery Plan for Children and Young People* (Scottish Government 2008a)² and the emerging *Curriculum for Excellence*.

The study was commissioned by the National Children and Young People's Prevention Network. It is the companion to *A Report on the Evaluation of the 'Why Create a Drama?' Project*³ which evaluates the impact of a forum theatre production on the theme of domestic abuse presented in schools by Baldy Bane Theatre Company. This is an example of primary prevention of domestic abuse. All the authorities in the sample had involvement with this production.

This is not an evaluation of the prevention activities of the seven authorities. Instead, it aims to provide examples of the different ways in which they are approaching their prevention work. The data was collected through local authority 'leads' on domestic abuse prevention. Interpretations were confirmed through respondents. '**Spotlight examples**' are used to highlight prevention work in individual local authorities. '**Ranges of practice**' create a picture of the delivery of prevention activities across the seven local authorities. The data also includes information on strategies, networks and 'next steps'. The findings could be used to develop policy and practice, or to discuss in seminars, workshops and networks, and they will be of interest to:

- Statutory and voluntary sector leaders and staff responsible for developing Violence Against Women strategies and implementing domestic abuse prevention activities;
- Teachers and educational staff responsible for primary and secondary prevention in the context of the *Curriculum for Excellence*; and
- Scottish Government staff responsible for implementing the *National Domestic Abuse Delivery Plan for Children and Young People* (2008).

The study finds that domestic abuse prevention activities happen in each of the seven local authorities in a unique way. Prevention work in each authority tends to be overseen by the Violence Against Women Partnership (VAWP) and tends to be directly co-ordinated by a sub-group of the VAWP. Most local authorities in the study have prevention strategies, and some have clear output and outcome indicators for their prevention action plans. It is suggested that political leadership on prevention at a senior level may be helpful in securing implementation at local authority level.

The focus of the study is on primary prevention. This is work with children and young people which is aimed at preventing violence before it happens.

¹ Literature Review: Better Outcomes for Children and Young People Experiencing Domestic Abuse - Directions for Good Practice. Scottish Government 2008, Chapter 6. At <http://www.scotland.gov.uk/Publications/2008/08/04112614/13>, sourced 20 January 2010.

² At <http://www.scotland.gov.uk/Resource/Doc/228073/0061720.pdf>, sourced 03 December 2009.

³ A Report on the Evaluation of the 'Why Create a Drama?' Project. Maguire R, Lerpiniere J and Wilson A. University of Strathclyde/NCYPNP, April 2010.

Prevention work is delivered by a mix of statutory and voluntary sector staff. The configuration varies by authority. There are examples of dedicated staff to lead the prevention strategy, but this is the exception rather than the rule.

The study finds examples of very clear local strategies and action plans, dedicated prevention leadership, rigorous training of mainstream school staff, and clear curricular mainstreaming strategies. It includes numerous examples of creative primary prevention practice in schools that can be replicated or adapted by local authorities across the country.

The study also reveals some challenges. Lack of consistent and dedicated prevention staffing means that responsibility and leadership for prevention can become patchy. Lack of dedicated prevention funding seems to make it a struggle to effectively implement prevention activities. The capacity of specialist prevention staff in some authorities to train sufficient school staff in order to meaningfully mainstream prevention into schools is questioned. Prevention staff have varying awareness of how to bring prevention activities, including training of teachers, into the *Curriculum for Excellence*. And questions are raised about how to improve the effectiveness of primary prevention in the future.

The evidence in this report can be summed up as a series of tensions, as in the table below. These aim to frame the extremes within which prevention approaches might sit at local authority level:

'Maximal' model of prevention	'Minimal' model of prevention
High level/strategic support for prevention is very clear: at leadership levels of the Council, through the Community Planning Partnership and/or local authority strategic plans	Political support for prevention rests at lower levels of seniority, and integration into relevant strategies and policies is not clear
Prevention outcomes/outputs are measured through a clear action plan	No clear measures of prevention success
There is consistent, focused and secure professional prevention leadership	Prevention staff are quite insecure, or are employed to focus on broader issues than prevention
There is consistent, ring-fenced funding for prevention work	Funding for prevention is ad hoc
A very wide array of prevention activities are delivered, reaching out to all age ranges and groups of children and young people, with associated staff training	Very little evidence of prevention work being expanded to all children and young people; little evidence of education staff training
High awareness of how prevention works in to the <i>Curriculum for Excellence</i>	Little awareness of how prevention works in to the <i>Curriculum for Excellence</i>



Further research is required in order to present a firmer baseline. This might include studies that aim to evaluate the impact of the range of primary and secondary prevention activities, studies that compare the configuration of funding and staff used for primary prevention, and studies that examine the implementation of domestic abuse prevention from the perspectives of heads, school teachers, parents, and children and young people.

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1. INTRODUCTION

This report is one of a pair of reports commissioned by the National Children and Young People's Prevention Network (NCYPPN). NCYPPN brings together professionals involved in gender-based prevention work to implement the Scottish Executive's *Preventing Domestic Abuse – A National Strategy* (Scottish Executive 2003) and the Scottish Government's *National Domestic Abuse Delivery Plan for Children and Young People* (Scottish Government 2008a)⁴ (henceforth termed the **Delivery Plan**).

In 2009, through the Delivery Plan, NCYPPN secured funding from the Scottish Government for a domestic abuse prevention project in Scottish schools. The Project was called 'Why Create a Drama?'. NCYPPN commissioned Baldy Bane Theatre Company, an established participatory theatre company, to create performances for primary and secondary schools on the theme of domestic abuse. The resultant plays were performed to primary and secondary pupils in schools across eight local authorities: Clackmannanshire, Glasgow, Dumfries and Galloway, Falkirk, Inverclyde, South Lanarkshire, Stirling and West Dunbartonshire. The Project also included the creation of a resource pack for use in schools, to encourage teachers to expand on the issues covered in the plays in a classroom setting.

As part of the project, the University of Strathclyde was commissioned to evaluate the impact of the performances. This report is called *A Report on the Evaluation of the 'Why Create a Drama?' Project*.⁵ The research team was also asked to conduct a scoping exercise of the existing frameworks supporting primary and secondary prevention of domestic abuse in all the participating local authorities, excepting Clackmannanshire. This would be the first report to attempt to map prevention activities across the local authorities. It aimed to assist the NCYPPN domestic abuse prevention project to meet two of its specified aims:

- To work in partnership across local authority areas and increase the consistency of primary and secondary prevention work across Scotland.
- To build the capacity of the National Children and Young People's Prevention Network, therefore ensuring robust two-way lines of communication with national policy makers.

This scoping exercise also contributes to actions in Priority Area 11 of the Delivery Plan:

We will consult with each local authority to identify strengths, opportunities and requirements to developing community-based domestic abuse prevention initiatives. (Scottish Government 2008a: 65)

⁴At <http://www.scotland.gov.uk/Resource/Doc/228073/0061720.pdf>, sourced 03 December 2009.

⁵A Report on the Evaluation of the 'Why Create a Drama?' Project. Maguire R, Lerpiniere J and Wilson A. University of Strathclyde/NCYPPN, April 2010.

2. WHAT IS MEANT BY PREVENTION OF DOMESTIC ABUSE

Preventing Domestic Abuse: A National Strategy (Scottish Executive, 2003), makes a clear distinction between primary prevention of domestic abuse and secondary prevention of domestic abuse:

Primary prevention refers to work which is aimed at preventing violence before it happens and targets the whole population but particularly children and young people....secondary prevention targets women and children who have experienced domestic abuse and men who use violence. (2003: 5)

Primary prevention therefore entails teaching and learning with all children and young people, within and outwith school, about healthy relationships and abusive relationships. It also includes associated work with parents, and applied training of teachers.

Secondary prevention includes specific support for children and families who are known to have experienced domestic abuse.

As noted in the next section, primary and secondary prevention are strongly interlinked.

3. WHAT IS INCLUDED IN THIS REPORT

This report aims to map primary prevention activities taking place in a sample of seven local authorities. In doing this it recognises that primary and secondary prevention are interlinked. Some examples of secondary prevention work being carried out in local authority areas have therefore also been provided. These draw attention to a significant reality of prevention work in schools: that when designing and delivering primary prevention work, it is crucial to acknowledge that this work will have an impact on children and young people who are already being affected by domestic abuse.

The report presents the findings of the mapping exercise through a mix of:

- **‘Spotlight examples’** from named local authorities. These provide detail of how local authorities in the sample are approaching a particular aspect of prevention, including prevention strategies and action plans, how prevention links into mainstream policies, and prevention leadership and staffing.
- **‘Ranges of practice’** from across all seven local authorities, anonymised by code (A to G). These include examples of primary (and some secondary) prevention activities, training of school staff in domestic abuse prevention, and how local authorities are working to integrate prevention of domestic abuse into the school curriculum including through the *Curriculum for Excellence*.



The report also includes:

- A summary of anonymised views from across the seven authorities on the **next steps** they plan to take to sustain and develop their prevention work, and the range of contexts, some quite difficult, in which they hope to achieve this.
- Information on **national networks** available to local authorities for sharing information on prevention strategies and activities.
- A **conclusion** that sketches two models of approach to domestic abuse prevention based on the evidence presented in the report.

The findings are framed in the context of Jane Ellis' substantial literature review of prevention evidence published by the Scottish Government (Scottish Government: 2008b).⁶ Ellis recommends twenty one *Directions for Good Practice in Primary Prevention of Domestic Abuse through Education* (listed in full at **Appendix 1**). Several of her recommendations, notably those related to training, staffing, strategy and curriculum are of direct relevance and interest to this mapping exercise. These are referenced through the report and are returned to in the conclusion.

This is not an evaluation of the prevention work taking place in the seven local authorities. Instead, it aims to provide examples of the different ways in which a sample of local authorities are approaching their prevention work. The examples of prevention practice cited are not intended to prescribe 'best practice' but only to document different approaches to prevention. The National Domestic Abuse Delivery Plan recognises that '*the strengths and requirements in each area will be different*'. (Scottish Government 2008a: 65)

⁶ Literature Review: Better Outcomes for Children and Young People Experiencing Domestic Abuse - Directions for Good Practice. Scottish Government 2008, Chapter 6. At <http://www.scotland.gov.uk/Publications/2008/08/04112614/13>, sourced 20 January 2010.

4. WHO SHOULD READ THIS REPORT

This information in this report should be of interest to:

- Scotland's local authority strategic leads on Violence Against Women and/or prevention strategies.
- Staff in both the statutory and voluntary sectors responsible for carrying out prevention activities at local level.
- Government staff responsible for decision-making about prevention as part of implementing the Delivery Plan.
- Education staff responsible for primary and secondary prevention of domestic abuse at early years, primary and secondary levels of education, including in special schools and private schools.

Examples of how the findings could be used:

- As a bank of ideas for use within individual local authorities that are seeking to develop their policy on primary prevention of domestic abuse.
- As a bank of ideas for groups of statutory or voluntary sector staff, including education staff, who are seeking to develop their own practice on primary prevention of domestic abuse.
- As a springboard for events or seminars within individual local authorities, by groups of prevention practitioners, or across Scotland that seek to compare, contrast and develop approaches to primary prevention of domestic abuse.
- For ongoing discussion in networks and virtual networks aiming to provide a supportive environment for sharing, comparing and developing approaches to primary prevention of domestic abuse.



5. METHODS

A questionnaire (**Appendix 2**) was sent to representatives responsible for domestic abuse prevention work in each local authority. Gaps in responses were filled by gaining clarifications through conversations and emails with respondents, and from others nominated by respondents. Where a broader picture of frameworks, policy and practice was required, for example because of the way in which prevention activities were configured in a particular authority, staff in related organisations involved with delivery of prevention services were contacted, including Women's Aid groups where appropriate.

This is the first report that has attempted to map primary prevention activities across these seven local authorities. There was therefore no pre-existing baseline to develop. It is important to note that the data in the report is dependent on the quality of information received from respondents and therefore cannot claim to be exhaustive. Interpretations of data have been confirmed with the main respondents where possible. Data is anonymised except where naming an organisation does not clearly identify the local authority concerned, or where consent has been provided by the appropriate respondent.

Thanks go to the statutory and voluntary sector staff in the seven local authorities who gave their time to contribute information on their prevention work, and to members of the NCYPPN who provided very helpful comments on drafts of the report.



6. PREVENTION POLICY CONTEXT

The National Domestic Abuse Delivery Plan for Children and Young People (Scottish Government 2008) sets out thirteen Priorities for Action for 2008-11. These aim to enable more effective protection, provision, prevention and participation for all children, young people and their families affected, or at risk of being affected, by domestic abuse.

In terms of prevention, the Delivery Plan recognises schools and educational establishments as an effective way to reach children and young people:

As universal services, schools can play a crucial role in the early identification and support for children and families affected by domestic abuse. The whole school community is uniquely positioned to break down the silence and stigma surrounding domestic abuse and to help these children achieve their full potential. It is also uniquely positioned to challenge the attitudes and behaviours that give rise to discrimination or abuse, and to ensure children and young people have opportunities, through the curriculum, to develop empathy, resilience and respect for self and others. (Scottish Government 2008a: 55)

The Delivery Plan makes it clear that work within schools is not enough:

Schools, however, cannot work in isolation to improve outcomes for children living with domestic abuse or to prevent domestic abuse in the future... Messages about gender equality, respect and non-violence should be reinforced across the whole community ... [including] statutory or voluntary youth projects and organisations working with ... young people excluded from mainstream education, young parents or young offenders. Research also shows that, where possible, involving parents in the relationship education of their children ... may contribute to increasing parents' own understanding and ability to respond to the issues... At local level, a strategic community-based approach to domestic abuse prevention education should seek to build schools' capacity to respond holistically to the support needs of children affected by domestic abuse, through ... links between schools and networks of services for children and families. (Scottish Government 2008a: 56)

Three **prevention priorities** are specified in the Delivery Plan:

10. Improve the way that schools and school staff respond to domestic abuse and to the additional support needs of children and young people affected by domestic abuse.

11. Support individuals, organisations and communities across Scotland to engage in local action aimed at preventing and reducing the harm caused by domestic abuse to children, young people, their families and communities.



12. Ensure the general public understands the impact of domestic abuse on children and young people from the perspective of children and young people, and ensure children and young people themselves know what to do and where to get help if they are affected by domestic abuse. (Scottish Government 2008a: 4)

The **commitments and outcomes** listed in the Delivery Plan for Priorities 10, 11 and 12, link the work of national bodies to the work of schools, school staff, and other locally based organisations (Scottish Government 2008a: 55-70). They expect local and national bodies to work together to contribute towards achieving four outcomes:

- *Developing strong, resilient and supportive communities where people take responsibility for their own actions and how they affect others.*
- *Tackling the significant inequalities in Scottish society.*
- *Ensuring young people affected by domestic abuse are successful learners, confident individuals, effective contributors and responsible citizens.*
- *Improving the life chances for children, young people and families at risk as a consequence of domestic abuse.* (Scottish Government 2008a: 55-70)

The third of these outcomes is directly associated with the expected outcomes of the *Curriculum for Excellence*. The fourth links to *Getting it Right for Every Child*.⁷ All four outcomes are embedded into the Scottish Government's strategic aims over ten years, the *National Outcomes*.⁸

This report provides examples of domestic abuse prevention activities in seven local authorities that contribute towards delivery of the three prevention priorities and the four commitments and outcomes.

The *Safer Lives: Changed Lives guidance* (2009)⁹ provides fresh evidence of why promoting a shared understanding and approach to prevention activities nationally and locally is 'fundamental' (Scottish Government 2009: 3) to tackling violence against women. It provides a reminder that this issue is core to the duties of both national and local public authorities in implementing the Gender Equality Duty. It cites prevention as one of three 'key issues to address' to March 2011, and acknowledges the gap that still exists in effectively addressing prevention:

It has been easier over time to determine what is required to provide resources and activity to support women and children experiencing violence and abuse. It has been harder to focus on and take forward measures to prevent violence and abuse. This needs to be addressed. (Scottish Government 2009: 22)

This report provides some evidence of measures being taken that are helping to fill the practice gap identified in *Safer Lives: Changed Lives*.

⁷Getting it Right for Every Child. Proposals for Action. Scottish Executive 2005.

⁸At <http://www.scotland.gov.uk/About/scotPerforms/outcomes>, sourced 10 February 2010.

⁹At <http://www.scotland.gov.uk/Resource/Doc/274212/0082013.pdf>, sourced 16 March 2010.

7. FINDINGS

a. Prevention as part of Violence Against Women strategy

All seven local authorities in the sample have a **Violence Against Women Partnership (VAWP)** that oversees and co-ordinates violence against women and domestic abuse strategy and actions. Each VAWP is made up of a mix of the statutory and voluntary sectors.

All seven local authorities are consistent in having created, or in planning to create, a sub-group of their VAWP responsible for co-ordination and implementation of their prevention work. These tend to be multi-agency, including education representatives such as Quality Improvement Officers.

SPOTLIGHT EXAMPLE

West Dunbartonshire Violence Against Women Partnership delegates gender-based violence prevention work to an **Education Sub-Group**. Their membership includes a Quality Improvement Officer in Educational Services, a senior manager in Clydebank High School, the VAWP Development Worker and the Reduce Abuse Project Co-ordinator. The Education Sub-Group oversees the Reduce Abuse Project (RA), which is the prevention project in West Dunbartonshire. The RA Project works in partnership with Women's Aid locally to develop and deliver classes and projects in schools. RA has also worked in partnership with the Health Development Officer for Educational Services, Arts and Education Link workers, Strathclyde Police and with school staff. It is a key participant in development of Dumbarton Academy Anti-Bullying Policy and the Local Authority Educational Services Anti-Bullying Policy, and as a result, both Policies include information on prejudiced based bullying including gender-based and homophobic bullying.

SPOTLIGHT EXAMPLE

The **Dumfries and Galloway Domestic Abuse and Violence Against Women Multi-Agency Partnership** is responsible for overseeing the implementation of the Domestic Abuse and Violence Against Women Strategic Framework 2009-12, as well as monitoring and reporting on the outcomes achieved through the annual Action Plan and how these contribute to the Local Outcomes in the Single Outcome Agreement. It has a **Children and Young Person Sub-Group** whose remit is to focus on the needs of children and young people, including support when affected by domestic abuse and prevention. Prevention work includes developing healthy relationships, understanding violence against women and the links with training. Group membership includes Schools Services.



b. Prevention strategies and success indicators

Some of the seven local authorities have prevention strategies with associated Action Plans. Strategies tend to be three year plans with prevention included alongside protection, provision and participation. Action plans tend to specify annual aims for prevention. Some strategies and action plans have clear performance indicators.

SPOTLIGHT EXAMPLE

Falkirk has a Multi-Agency Domestic Abuse Forum. Its **Strategy/Action Plan for 2009/10** includes clear actions, outcomes and responsibilities for prevention of acts of violence occurring, including repeat incidents. Prevention activities in relation to schools include:

Action: Continue to work with children and young people to raise their awareness of violence against women issues.

Outcome: Children and young people will be more aware of the issues surrounding domestic abuse, rape, sexual assault, healthy relationships, and responsible drinking attitudes.

Responsibility: Education Services, Child Protection, Women's Aid, Central Scotland Rape Crisis and Sexual Abuse Centre, SACRO, other forum members as appropriate.

Action: Continue to encourage our own staff and volunteers to attend training on issues around violence against women.

Outcome: Appropriate staff/volunteers will have increased levels of understanding, knowledge and confidence.

Responsibility: Domestic Abuse training Co-ordinator to publicise training. All forum members to encourage participation.

SPOTLIGHT EXAMPLE

The **Dumfries and Galloway** Domestic Abuse and Violence Against Women Strategic Framework 2009-2012¹⁰ has a focus on prevention, aiming:

- *To work to prevent violence against women making it clear that it is never acceptable;*
- *To develop and undertake public awareness work; and*
- *To develop and undertake work with children and young people to prevent domestic abuse and violence against women for future generations.*

Its associated one year Domestic Abuse And Violence Against Women Partnership Action Plan 2009 has a clear prevention outcome (*People and Services are aware that violence against women including domestic abuse is unacceptable*) and a performance indicator for prevention activity in schools (*Number of schools offering input to pupils on healthy relationships*).

This is the first detailed domestic abuse Action Plan for the Partnership that has included a performance indicator. Measurement arrangements are continuing to be developed and enhanced. The success of the Action Plan will be recorded in the progress reports to the Community Planning Partnership on the Single Outcome Agreement.

¹⁰ At <http://www.dgcommunity.net/dgcommunity/MiniWeb.aspx?id=98&menuid=1788&openid=1788>, sourced 10 March 2010.

c. Integrating prevention into policy

There are various ways in which prevention of domestic abuse can be taken up at strategy and policy level by local authorities and Community Planning Partnerships. Integrating prevention into mainstream Community Planning and local authority policy agenda is one means of attempting to push prevention higher up the local policy agenda; gaining senior political leadership on the issue is another.

SPOTLIGHT EXAMPLE

West Dunbartonshire Community Planning Partnership has Reducing Violence Against Women as a programme within the Community Planning theme of Building Strong and Safe Communities in West Dunbartonshire. Gender-based violence prevention work is a project within this Programme. Prevention work is also embedded in local strategic plans including:

- West Dunbartonshire Educational Services Health Development Plan;
- Sexual Health and Relationships Strategy for Secondary Schools;
- West Dunbartonshire Violence Against Women Strategy;
- West Dunbartonshire Draft Single Equalities Scheme;
- Education Equalities and Human Rights Group Action Plan; and
- West Dunbartonshire Child Care Strategy.

SPOTLIGHT EXAMPLE

Local Outcome 1 in the **Glasgow City Council** Single Outcome Agreement is *Reducing the level of violent crime, including gender-based and domestic violence*, but the high profile of the issue stems from another source:

'I think the main strength in Glasgow is that violence against women is high up on the political agenda and that the chair of the Glasgow Violence Against Women Partnership is the Depute Leader of the Council. Violence against women and the impact on children is a concern for every agency and more recognition and awareness is being afforded it. Strong political support is crucial.' (Social Inclusion Officer, Education Improvement Services, Glasgow City Council)

Integrating prevention into mainstream Community Planning and local authority policy agenda is one means of attempting to push prevention higher up the local policy agenda



d. Leadership and staffing for prevention

Jane Ellis (2008) makes a specific recommendation on the need for dedicated leadership at local authority level for effective prevention, and the qualities required in this post:

12. A dedicated post to lead the development, delivery and evaluation of the work being established in each local authority. The dedicated post holder to have knowledge and experience of the education and schools along with knowledge and understanding of violence against women and to be accountable to the multi-agency working group. (Scottish Government 2008b: Chapter 6)

The composition of staff to lead and implement prevention activities varies across the seven local authorities. For all seven authorities a mix of voluntary sector and statutory sector staff implement prevention work, with Women's Aid playing a very strong role in some authorities. Only one local authority in the sample has funded a core, dedicated post to lead on prevention.

SPOTLIGHT EXAMPLE

The Reduce Abuse Project in **West Dunbartonshire** co-ordinates and delivers domestic abuse prevention to young people in secondary schools and other youth settings, and identifies children's needs in relation to this issue. Core funding for two posts and administrative support hours for Reduce Abuse has come from the Community Planning Partnership, from Community Regeneration Funding, and more recently from the Fairer Scotland Fund.

In other local authorities domestic abuse prevention work tends to be led by staff who also have responsibility for other strands of work on Violence Against Women. A typical example is noted below.

SPOTLIGHT EXAMPLE

In **Falkirk** there is no dedicated funding for prevention staff. Prevention work for children and young people is delivered by a range of services including teachers, the education personal and social development support teacher, Central Scotland Rape Crisis and Sexual Abuse Centre, the Forth Valley Domestic Abuse Training Consortium and Falkirk and District Women's Aid.

Significant differences by local authority in funding for dedicated prevention leadership may lead to differences in priority, focus and momentum on delivering prevention work.



e. Primary prevention in schools: range of practice

Many examples were provided of primary prevention work targeted at primary and secondary age school children.

Ellis (2008) makes two best practice recommendations on primary prevention in schools:

17. Employing methods that are participative and experiential, meet a range of learning styles and through which staff practice in the child-adult relationship the values programmes aim to convey in relation to gender.

19. Developing work with the 66 per cent of young men and 83 per cent of young women who think gender-based violence is NOT acceptable and how they can influence their peers so that children can take safe action to collectively challenge violence. (Scottish Government 2008b: Chapter 6)

i. Primary school age

Five local authorities provided examples of their primary prevention work in primary schools:

All primary schools in **local authority B** have *A House Full of Emotions*. This resource is used to increase emotional literacy and help children name and identify feelings and how they affect their relationships with others. A resource used with P6 and P7 children is *Feel Think Do*. This looks at confidence-building and life skills as well as providing children with a vocabulary to help them articulate their worries or fears if they feel unsafe in terms of personal safety and sexual abuse.

In local authority C Women's Aid deliver workshops in primary schools on self esteem, life skills, social skills, optimistic attitudes, and alternative strategies for negative behaviour. These build on existing lessons in emotional literacy and circle time.

In local authority D prevention work is delivered in primary schools by a Children 1st Worker and the Women's Aid Children & Young Person's Outreach Worker. They attend Health Days at primary schools on request. Each class has a half-hour slot and the content depends on the age group:

- For younger classes, a *Book on Worries* is used with discussions with regard to whom the children might talk to. Puppets are also used at this stage.
- For middle school classes, games are used for messages about what are acceptable and unacceptable ways to treat each other.
- For older classes, games are also used to get messages across. Self-esteem activities are also used to demonstrate how it is good to be positive, supportive and respectful to each other and to think about the feelings of others.



Local authority F has programmes in early years and primary through the sexual health and relationships programme on feelings using the *Box of worries* and other resources. They use *Feel Think Do* to help children assess risk and consider what to do and who to tell.

In local authority G, a pilot of *Respect* pack materials has been carried out in P7 classes in two schools, using a community artist to encourage creative ways to cement learning in classes.

ii. Secondary school age

Many examples of primary prevention work aimed at secondary school students were provided by the seven local authorities.

In consultation with local education and domestic abuse sectors and young people, **local authority A** has produced guidance for schools in responding to domestic abuse. The guidance aims to help schools reflect on how they are preventing domestic abuse through promoting healthy and equal relationships between girls and boys. The respondent noted that primary prevention work in this Authority is still '*dependent on individual schools/head teachers*'.

Other primary prevention activities in local authority A include:

- Women's Aid Children's Workers are invited into some schools to give information on domestic abuse and where required raise awareness.
- Secondary schools are encouraged and supported to host plays including *Jackie's Story* and *To Have and to Hold*.
- A local youth group has developed a DVD about domestic abuse which is about to be launched locally and offered to all secondary schools.
- One school has PSE teaching input and discussions on marriage and other relationships with S5 students, and for S2 students uses a DVD *Where is the Love?* to focus on abusive relationships.
- Another school hosts an annual Domestic Abuse Week as part of its PSE calendar.
- Domestic abuse and information on relationships are included as part of an information package on memory sticks given to school leavers.

Local authority B has mixed drama and information, including taking a pupils' drama to schools in another local authority:

- In 2008, as part of 16 Days of Action, secondary school pupils worked with the Police Domestic Abuse Unit to create a play about domestic abuse. The drama was then shown to a wide group of pupils, including some from another local authority area.



- The council has developed a credit card-sized information leaflet for children and young people about domestic abuse. It includes local and national support details and is widely available in secondary schools.
- The regional youth project talks to S5 and S6 students about abuse as violence of all kinds - emotional, physical or sexual violence. They work with young people to encourage them to take responsibility for their lives and not to become abusers themselves. They also have an ongoing project with younger secondary pupils.
- The respondent noted that 'the recent work with Baldy Bane was well received and enjoyed by secondary pupils. The drama is very well constructed and engaged the audience from the start. A fantastic way to raise awareness of the issues.

In local authority C:

- Rape Crisis has delivered workshops to hundreds of young people in schools on the *This is Not an Invitation to Rape Me* campaign.
- Hemat Gryffe Women's Aid provides services to women children and young people primarily from minority ethnic communities who are victims of domestic abuse. They also provide training and workshops on domestic abuse, forced marriage and the 'two year rule'. They have:
 - o Facilitated workshops in two secondary schools to raise awareness of forced marriages.
 - o Worked with Education Services to offer twilight training to pre-school, primary school and secondary school teachers on the effects of domestic abuse on children and young people and added barriers in the BME community.
 - o During 16 Days of Action in 2007 facilitated workshops for S5 students in two secondary schools on domestic abuse and forced marriage. This led to a conference *Challenges and Obstacles* which was facilitated by students. This was successful in raising awareness of the issues surrounding violence against women and girls, including what or who they thought could make a difference in ending this violence.
- In 2009, a drama production *Testing: A Moment's Peace*, based on lesson plans from an *Action Against Abuse* pack, was offered to S2.
- Women's Aid workers provide a drop-in service for pupils in two local high schools to talk confidentially about any concerns of domestic abuse within the home or in their own dating relationships. This offers a first step for young people who may then be referred to a children and young people's worker for ongoing the rapeutic support.



- A group of children and young people recently made a film with local Women's Aid workers about their experiences of domestic abuse, how they would like professionals to respond in a preventative way, and what they have found helpful about working with staff. Women's Aid plans to present this film to staff and pupils locally to inform them of the issue of domestic abuse and the services available.
- In response to an identified gap in domestic abuse support services for children and young people in one area of authority C, Women's Aid workers delivered awareness- raising sessions, including with teachers. This generated referrals to the local Women's Aid.
- In response to identifying teenagers as a hard-to-reach category, Women's Aid workers developed a mixed gender teenage group. This focused on peer support in relation to experiences of domestic abuse. The young people decided to create a resource involving the young people telling their stories, including what has helped them, and informing other young people how to access support. This resource will be launched in April 2010 and will be presented to children and young people in schools across the authority.
- Women's Aid workers attend school staff meetings to present about the services they provide. This highlights the referral process so that staff can refer young people in need of support, with their consent.
- Women's Aid workers have previously carried out programmes of workshops within local primary and secondary schools, focusing on gender, relationships, power, control and domestic abuse. Due to funding restrictions they can now only carry out one-off workshops in local schools. These normally focus on highlighting gender issues, stereotypes and healthy/risky relationships.

In local authority D prevention work with secondary school pupils is in transition. Their dedicated Domestic Abuse Youth Worker post has reverted to a generic Youth Worker post, reducing the focus on prevention. The Youth Worker attends high schools to deliver programmes as part of healthy, respectful relationships that cover a number of issues experienced by young people, including violence against women.

In local authority E, the Children and Young People's sub-group responsible for developing prevention work in the local authority:

- Promotes and encourages the use of prevention programmes and materials within schools, youth and group work.
- Brings in theatre productions for schools, including Baldy Bane.



In local authority F:

- A secondary school hosted a conference led by Zero Tolerance for about 32 young people from schools across the authority during *16 Days of Action* in 2009. This aimed to get pupils from different schools engaged together on the issue of domestic abuse. Activities for the day included *Sexism Bingo*; *What do Magazines tell us about Men, Women and Violence?*; *Sexism and Violence in New Media*; and *Making Change*. Attendees evaluated the day and the outcomes were reported back to the local authority Child Protection Committee.
- The authority has worked with the local NHS health promotion for children and young people team to develop person-centred approaches to drama and role play and to give children confidence to explore issues and make decisions.
- Aberlour offers a one-to-one befriending service aimed at helping young people deal with the issues facing them and providing positive interaction with an identified adult befriender. This allows them to take part in social activities and observe pro-social modelling by their befrienders. Many of the young people come from homes where issues of domestic violence are a reality. Small group activities also assist young people in developing social skills with peers in a safe environment. Young people take ASDAN modules in citizenship as part of their befriending. The service is accredited with the Befriending and Mentoring Network and has won several awards for its work with young people.
- In 2008-09 the Women's Aid outreach children's service delivered awareness-raising to 106 children and young people in schools in the area. This service is specifically for children and young people who have not been in refuge or whose mothers have not accessed support. The outreach worker can support the children and young people during weekly support sessions in schools. The sessions are confidential, helping them deal with their experiences and feelings about domestic abuse, building on self-esteem and safety planning. Referrals can be made by the young people themselves.
- Central Scotland Rape Crisis and Sexual Abuse Centre have a youth project which provides support and information to young people on a wide range of subjects, plus a helpline. All of the CSRCSAC work with young people is funded to March 2011 with VAW fund money from Scottish Government.
- Central Scotland Rape Crisis and Sexual Abuse Centre schools programme focuses on rights (such as the UN Convention) and responsibilities of young people. The sessions are delivered to S1, S2 and S3 in schools over three to six weeks, in blocks inserted into the PSE timetable. It includes work in state schools, private schools and a residential school. Topics include:



- o *Does your Behaviour Influence People?;*
- o *Is it ever OK to use Violence?;*
- o *What is Power? – How to make yourself more Powerful;*
- o *How to deal with Confrontation – How you feel around Confrontation;*
- o *Forms of Abuse. What it is – Physical, Emotional, Sexual; and*
- o *Effects of Abuse.*

In local authority G, primary prevention in secondary schools involves a mix of programmes, packs, drama and information:

- A sexual bullying programme was developed locally and implemented in secondary schools.
- Teen abuse work has been developed and piloted in secondary schools.
- The Baldy Bane performance *To Have and to Hold* was toured to senior pupils in all secondary schools for three consecutive years.
- The local authority prevention project brand was developed by pupils from a high school. Branded postcards containing support numbers and websites are distributed after classes and events.
- A teen abuse design was developed by local pupils, to raise awareness of abuse in teenage personal relationships. The postcards include information on teen abuse as well as support numbers and websites and are distributed after teen abuse classes or events.
- Work on gender stereotypes and healthy relationships is carried out in the local ASN School in partnership with cultural services and Health Development Officer.
- Domestic abuse prevention work is included in the school curriculum, delivered by teachers from the local authority education pack.
- A schools project is developed and carried out annually during *16 Days of Action*, to raise awareness of the issue with pupils.

Summary

The primary prevention work done in the seven local authorities is wide-ranging. There are examples that could be adapted in any local authority. The data suggests that some local authorities may have more breadth and depth to their primary prevention programmes than others.



f. Prevention, the curriculum, and the Curriculum for Excellence: range of practice

Curriculum for Excellence is central to the reform of education in Scotland. The curriculum aims to provide more freedom for teachers, greater choice and opportunity for pupils, and a single coherent curriculum for all young people aged three to eighteen. The purpose of Curriculum for Excellence (CfE) is encapsulated in the four capacities – to enable each child or young person to be a successful learner, a confident individual, a responsible citizen and an effective contributor.

In the **Health and Wellbeing** section of CfE there are six main organisers.¹¹ Gender-based violence prevention work can be matched specifically to two of these:

- Mental, Emotional, Social and Physical Wellbeing; and
- Relationships.

The statements of *Experiences and Outcomes* in Health and Wellbeing reflect a holistic approach to promoting the health and wellbeing of all children and young people:

*Good health and wellbeing is central to effective learning and preparation for successful independent living. This aspiration for every child and young person can only be met through a concerted approach: schools and their partners working together closely to plan their programmes for health and wellbeing explicitly, taking account of local circumstances and individual needs. Each individual practitioner must be aware of his or her roles and responsibilities.*¹²

In order to fulfil their responsibilities and to help children and young people to achieve the *Experiences and Outcomes* in Health and Wellbeing, practitioners in schools and their partners need to ensure that each child is nurtured, active, respected, responsible, included, safe, healthy and achieving.¹³ *Experiences and Outcomes* for Mental and Emotional Wellbeing from early years to S3 include:

'I understand that there are people I can talk to and that there are a number of ways in which I can gain access to practical and emotional support to help me and others in a range of circumstances.'

*'I know that friendship, caring, sharing, fairness, equality and love are important in building positive relationships. As I develop and value relationships, I care and show respect for myself and others.'*¹⁴

The applicability of these to domestic abuse prevention is clear.

¹¹At <http://www.ltscotland.org.uk/curriculumforexcellence/responsibilityofall/healthandwellbeing/index.asp>, sourced 11 March 2010.

¹²From <http://www.ltscotland.org.uk/curriculumforexcellence/healthandwellbeing/principlesandpractice/practitioners.asp>, sourced 11 February 2010.

¹³From <http://www.ltscotland.org.uk/curriculumforexcellence/healthandwellbeing/principlesandpractice/practitioners.asp>, sourced 11 February 2010.

¹⁴From <http://www.ltscotland.org.uk/curriculumforexcellence/healthandwellbeing/outcomes/mentalemotionalsocialphysical/mentalemotionalwellbeing/index.asp>, sourced 11 February 2010.

Work in schools to increase children's knowledge and understanding of gender equality, to promote respectful relationships and enhance children's safety and wellbeing would help in achieving the stated purposes of *Curriculum for Excellence*, as would developing children's understanding of, and their skills to take action against, domestic abuse. This might include children learning how to exercise their rights and responsibilities, make informed decisions, and take thoughtful and responsible action. These would also make sure that each practitioner is meeting his or her role to ensure that each child is nurtured, active, respected, responsible, included, safe, healthy and achieving.

In relation to developing the *Curriculum for Excellence* to deliver the outcomes in the *National Domestic Abuse Delivery Plan for Children and Young People* (the Delivery Plan), the Scottish Government notes that *Priority Area 10* aims to ensure that 'schools and school staff are sufficiently skilled and resourced to contribute to the prevention of domestic abuse and to the early identification and support of children affected by domestic abuse' (Scottish Government 2008a: 55). It suggests that a 'whole-school approach' (Scottish Government 2008a: 58) to promoting healthy relationships will ensure the work is embedded in the curriculum, and that domestic abuse prevention education initiatives should focus on attaining equality and respect for everyone whilst also acknowledging gender inequality and making the links to other forms of violence reduction in areas such as homophobia, racism and bullying.

Following Ellis (2008) the Delivery Plan suggests that education on these issues should start early and be reinforced at all stages of the curriculum. It notes that key to this approach is linking schools into a network of external specialist agencies able to meet the continuing professional development needs of the wider school community. It specifically adds that awareness-raising amongst early years staff is important in prevention.

Under *Priority Area 10*, the Delivery Plan commits the Scottish Government to:

- Supporting the review of existing resources which can help schools progress work to address domestic abuse through the curriculum;
- Working with Learning & Teaching Scotland to take forward the development of *Curriculum for Excellence* to ensure domestic abuse prevention education is embedded into relevant strands of the curriculum; and
- Contributing to the development of cross-curricular, 'thematic' resources which will enable school staff in primary and secondary schools to address domestic abuse as part of an integrated response to violence prevention, equalities and healthy relationships at all stages of the curriculum. (Scottish Government 2008a: 60)

Work in schools to increase children's knowledge and understanding of gender equality, to promote respectful relationships and to enhance children's safety and wellbeing would help in achieving the stated purposes of A Curriculum for Excellence



Scottish Women's Aid is beginning to develop a resource for teachers aiming to support schools in developing *whole-school approaches* to tackling violence against women, particularly domestic abuse.. It will be working with local and national agencies and organisations to create lesson plans and cross- curricular ideas to strengthen school work to prevent domestic abuse. The guide will provide practitioners with ideas on how schools can use, embed and develop resources to challenge gender inequality in their schools and communities.

For domestic abuse prevention activities to become mainstreamed into schools and sustained, they need to be integrated into local implementation plans for the *Curriculum for Excellence*. This will allow schools to share ownership of prevention work, informed and directed by specialist gender-based violence prevention staff, an approach which follows a specific recommendation on primary prevention in schools by Ellis (2008):

18. Moving towards schools taking ownership of the work so it becomes embedded, linked with other whole school issues and located in relationship education with strategies to establish a non-violent school culture. (Scottish Government 2008b: Chapter 6)

Ellis (2008) makes a further curriculum-related recommendation, that prevention be integrated into the school curriculum beyond PSE classes:

16. Developing materials for use in all phases of compulsory schooling which are integrated across the curriculum and not addressed solely in Personal and Social Education. To provide continuity and progression the materials should be based on an understanding of all forms of violence as an abuse of power arising from inequalities with the specificities of different forms addressed at different stages. The materials should be designed in a module structure so they might be used flexibly in response to the identified needs, interests and concerns of children; to include affective, values and skills education and is culturally sensitive. Including direct discussion with children about power and confidentiality - what it is and the boundaries of it. (Scottish Government 2008b: Chapter 6)

The seven local authorities are at different stages in their integration of prevention work into the present curriculum and in advancing this within the *Curriculum for Excellence*. There is evidence that some of the seven local authorities would welcome more information on how domestic abuse prevention fits within the *Curriculum for Excellence*. There are also examples of local authority developments that could be adapted by other authorities. The range of practice is mapped below.



- In **local authority A** exemplar materials are being developed for health and wellbeing, with sexual health and relationships materials referring specifically to domestic abuse at *Curriculum for Excellence* levels 2 and 3. The respondent notes that it is '*devolved to schools to link [prevention] with their Personal Social Education programmes.*' It recognises and aims to have health and wellbeing responsibility mainstreamed, and linked to all elements within the *Curriculum for Excellence*. Like **local authority D**, this authority would like to further develop the connections across the health and wellbeing themes within *Curriculum for Excellence*.'
- In **local authority B**, in close collaboration with the *Getting it Right for Every Child Domestic Abuse Pathfinder Project*, Education Services with local partners have developed a curricular resource called *Safe as Houses?*. This aims to help children and young people discuss and understand issues around domestic abuse and to challenge staff attitudes and values towards the subject. Funded by the Scottish Government, it is delivered in nursery, primary and secondary schools by teachers and early years staff.
- Education Services in **local authority C** has worked closely with women's voluntary organisations to produce a curriculum pack for S1 to S6. It is available in all secondary schools. The materials in the pack are used to support teachers in engaging with young people about the issues surrounding domestic violence and the negative effects of abuse within relationships. The lessons are taught as part of PSE. Women's Aid and Barnardo's have been involved in lesson delivery.
- **Local authority D** intend for secondary schools to take ownership of the healthy respectful relationships work as part of the Personal Social Education curriculum. Staff have been trained in one school and have been supported through the first delivery of the programme. Their experiences will be evaluated and taken into account in work with schools that follow. Although the local authority's Strategic Plan for Children and Young People makes strong references to *Curriculum for Excellence*, staff working in prevention need better information on making the link between prevention and the *Curriculum for Excellence*: '*We are looking at how we can fit violence against women into the Curriculum for Excellence.*'
- **Local authority E** note that it is '*difficult to know*' what materials are being developed by schools. The respondent notes that 'each school is independent' in terms of their PSE programmes for children looking at issues such as respect, healthy relationships and feelings.



- In **local authority G**:
 - o Prevention work is embedded into the PSHE curriculum of most of the secondary schools. Teachers deliver from the Domestic Abuse Education Pack from S1 to S4. As teachers delivering PSHE classes change frequently, training is offered regularly to schools.
 - o Consideration has been given to how gender-based violence prevention work fits into the curriculum in denominational schools. Work has been delivered through RME and PSHE. Sexual bullying work fits well with sexual health and relationships work, and also with *Called to Love*, the national Catholic Schools Sexual Health and Relationships Programme. It also fits well with *How Good Is Our School* 3 indicators.
 - o The respondent from Local authority G notes that '*domestic abuse or gender-based violence prevention work will be matched to the Experiences and Outcomes within the Health and Wellbeing section of Curriculum for Excellence locally.*'

Summary

There is a wide variation in the integration of domestic abuse prevention into the school curriculum within different local authorities. There is evidence of some work at early years level (local authority B) and in denominational schools (local authority G). There is variance in clarity about how prevention is being delivered by schools as part of the current and future curriculum.

In terms of understanding the match to the *Curriculum for Excellence*, some local authorities are already working towards integration of prevention work into the new framework. Other local authority leads on domestic abuse are asking for more information on how to effectively integrate prevention activities into the *Curriculum for Excellence*.



g. Prevention training for school staff: range of practice

The successful mainstreaming of prevention work into early years and schools is also dependent upon the successful training of early years and teaching staff. Ellis (2008) makes four direct recommendations about training (5, 13, 14 and 15). Recommendation 5 relates to multi-agency training:

5. Extending school-based work so more children have the opportunity to learn about domestic abuse with this work being integrated with public education and awareness-raising training for staff working with children and families in all statutory services so that the burden for change is not placed solely on children and schools.

13. Maximizing the number of teachers who deliver the work so that: promoting non-violence might be embedded into school culture; the work is more secure; it is more universal. However, the knowledge, skills and experience of specialist VAW staff and organizations should be fully utilized to inform and direct the development, delivery and evaluation of the work.

14. Ensuring that those facilitating the work undertake training on gender-based violence since the skills, knowledge and attitudes of those facilitating the work are crucial to its success. This training would involve staff exploring their own values and attitudes towards gender, sexuality and gender-based violence along with groupwork skills so that challenging but safe environments for learning are created. The training must also ensure staff are confident and competent to deal with child protection issues.

15. Training, both initial and continuing, for all staff in schools to include awareness-raising of gender-based violence and ensuring recognition of and appropriate responses to children and adults in school who have directly experienced, witnessed or enacted domestic abuse or other forms of gender-based violence. (Scottish Government 2008b: Chapter 6)

There is a wide range of primary and secondary prevention training activities happening across the seven local authorities. The breadth, depth and character of these varies widely. Some authorities have tailored training times to suit teachers' timetables.

In **local authority A:**

- The authority has a formal consortium to co-ordinate training related to violence against women, including domestic abuse training. It commissions and provides high quality training as well as supporting agencies to provide appropriate training for their own staff. Consortium membership includes Schools Services.



- A specialist trainer was made available to carry out prevention work with children and young people. This facility was open to teachers, youth staff and others.
- Multi-disciplinary staff training is provided, attended by teachers, which includes awareness-raising and working with children.
- Input has been given to childminders with a view to raising their awareness.
- Further training has been provided by the Getting it Right for Every Child Domestic Abuse Pathfinder on domestic abuse and its impact on children.

Local authority B:

- Has a domestic abuse training strategy which links to the local domestic abuse training consortium and VAW partnership.
- The consortium training programme is circulated to education services. It is recognised that it is often difficult for school staff to attend events through the day so specific training events have been held for them at times that suit. A weekend training event was organised (Friday afternoon/evening to Saturday afternoon) for nursery, primary and secondary teachers in relation to domestic abuse: *'This was well attended'*. An additional four training sessions on Domestic Abuse were held for all staff.
- The actor Naomi Breeze was commissioned to deliver her play about domestic abuse *Jackie's Story* to a large number of school staff.

In **local authority C** staff development is offered in a variety of ways:

- In-house to individual staff in their own establishment.
- Participating by invitation to multi-agency, one day training.
- Monthly events on specific topics advertised in Education Services internal bulletin and online.
- In-Service Training Days.
- The authority aim to ensure that establishments have access to up-to-date information on gender-based violence in order that they are equipped to give information, phone numbers and advice. This includes early years establishments as head teachers have more face-to-face contact with parents/carers and often are used as a 'safe' confidante when disclosing domestic abuse.



In **local authority D**:

- Teachers are offered training when appropriate courses/conferences come up, organised via an education representative on the Violence Against Women Multi-Agency Partnership.
- Local authority D notes the difficulty that can be faced by specialist domestic abuse prevention staff in rolling out a training programme for teachers. Their intention is for teachers to be trained to deliver sessions through social education classes on respectful relationships. The aim is to pilot this with one or two schools per year. So far two social education teachers from one school have been trained, who have delivered one programme. It has been difficult to arrange appropriate training dates with the teachers and to follow up evaluations, due to pressures in schools.

In **local authority E**:

- The prevention strategy has a training budget that is used to deliver training to teachers and other agencies across the authority.
- Women's Aid offers some training.
- There are other training resources such as DVD's like *Listen Louder*, *Home Truths* and *Changing Lives* and also training packs such as the *Respect Pack*.

In **local authority F** a mix of domestic abuse courses are available through a Training Consortium, including:

- o *Understanding Domestic Abuse and the Effects on Children;*
- o *Recovery and Domestic Abuse;*
- o *The Invisible Man;*
- o *Domestic Abuse: What the Manager Needs to Know;*
- o *Supporting LGBT People Experiencing Domestic Abuse;*
- o *Supporting Women Experiencing Domestic Abuse; and*
- o *Parenting Following Domestic Abuse.*

These are available to teachers, and given the shortage of time available for in-service day training, the trainer responds to requests from groups.

Two prevention workshops in September 2008 and October 2009 were also targeted at multidisciplinary staff that had attended domestic abuse awareness training in the last five years; who had experience of, or the desire to deliver prevention education; and who had embraced the National Strategy definition of domestic abuse.



In local authority G:

- Teachers have been trained by the Reduce Abuse Project Co-ordinator to deliver from a Domestic Abuse Education Pack for use in S1 to S4 and to deal with disclosure from pupils.
- Teachers in one secondary school have been trained by the Reduce Abuse Project to deliver a sexual bullying teaching pack, including a DVD made by pupils, with more training planned in other schools.
- Due to regular changes in PSHE staff, training is offered regularly to schools. This can be delivered through in-service sessions, twilight after school, or through the CPD timetable. Training was developed and delivered by the Reduce Abuse Project, Women's Aid and the Child Protection Officer for Educational Services. It looks at domestic abuse prevention work, impacts on children and young people, and the links to child protection. It was offered across the local authority to educational staff through the CPD programme.
- As part of the local VAWP training strategy, a multi-agency group of trained and/or experienced trainers deliver to a range of services, including education and early years.
- As there is a Getting it Right for Every Child Domestic Abuse Pathfinder Pilot in the area, the multi-agency training group also worked with the Pathfinder Co-ordinator to develop and deliver comprehensive training on issues related to domestic abuse. This has been delivered to staff including office and clerical workers, janitors, service providers and policy makers.
- Training for probationary primary and secondary school teachers is embedded into the annual CPD timetable and delivered by the Reduce Abuse Project

Summary

There is a variation in the breadth and depth of training offered and delivered to school staff. Local authority D indicates the difficulties that can be faced by specialist prevention staff in having sufficient resources to effectively mainstream prevention responsibilities to teachers through delivery and evaluation of training. Several authorities point to the challenges in getting teaching staff released for training, and a number of examples can be seen of how local authorities are working creatively to achieve this.



h. Prevention gaps and next steps

In order to map 'next steps for domestic abuse prevention' the seven local authorities were asked about the most important prevention gaps and their plans on how to fill them. The responses to this question mainly came from local authority 'leads' on prevention.

One local authority representative summed up its next steps in a way which encompassed the plans of most:

'Presently, the main aim for us would be to develop our prevention work in schools and establish a consistent service and then, once we are at this stage, look to assess its effectiveness.'

Two local authority representatives felt that prevention had focused on domestic abuse, and that having the capacity to extend the agenda to broader violence against women issues would be helpful.

These wishes to develop and extend prevention services were sometimes placed in a context, summed up well by one authority representative:

'Schools tell prevention workers that the sessions are more effective when delivered by 'experts' in the field rather than teaching staff. So the challenge is to have the capacity, through dedicated prevention workers and robust partnership working, to do as much of the actual delivery as possible. Additional funding to employ a worker will increase the capacity to deliver prevention work. The additional challenge is to persuade schools to free up teaching staff for training for longer than a short session, so that there is an opportunity to deliver robust training, increasing their confidence in delivering the work in school.'

The tension – or synergy – between having specialists to deliver prevention work, and the role of specialists in training mainstream school staff to deliver prevention work is not new. It is worth recalling Ellis' (2008) recommendation on this:

13. Maximizing the number of teachers who deliver the work so that: promoting non-violence might be embedded into school culture; the work is more secure; it is more universal. However, the knowledge, skills and experience of specialist VAW staff and organizations should be fully utilized to inform and direct the development, delivery and evaluation of the work. (Scottish Government 2008b: Chapter 6)

This resonates with the dilemma expressed by some local authority representatives about having the capacity to deliver effective training for teachers.



In order to help fulfil their plans, most local authority representatives felt that having a dedicated prevention worker – or increasing the number of existing prevention workers – would be most helpful:

‘Having a dedicated prevention worker would improve effectiveness of prevention work in schools.’

This need though was set for almost all the respondents in the context of insecurity of funding. Concern was expressed over the funding for the voluntary sector, for example:

‘Voluntary sector agencies have played a vital role in providing input to schools either directly with young people or as trainers in staff development. There is a growing concern whether they will be funded adequately to continue this excellent work.’

Concern was expressed over lack of ring-fenced or secure funding for prevention posts, for example:

‘Work has reverted back to being offered on an ‘ad hoc’ basis following Violence Against Women funding being included in the Grant Aided Expenditure of the Council and difficult decisions having to be made with regard to service priorities. If there was dedicated budget for prevention work this would make things a lot easier.’

Concern was also expressed in terms of schools’ budgets, for example:

‘Funding is the biggest problem facing how we best progress the excellent partnership work already started. It is a huge worry that no money is likely to be ring-fenced. Schools are now responsible for their own budgets and if they have to ‘buy in’ resources such as the Baldy Bane production, I think they will struggle.’

‘Having a dedicated prevention worker would improve effectiveness of prevention work in schools’

(quote from school staff)

‘If there was a dedicated budget for prevention work this would make things a lot easier’

(quote from school staff)



Case study

Local authorities were asked how they would expect to fund the Baldy Bane play to be performed in more of their schools. The responses further demonstrate the uncertain position regarding funding:

'I don't know at present. The prevention project has a budget attached which may pay for two or three performances, but additional funding will have to be found. In the past there has been some funding available through the CPP, but I don't anticipate any this year. Schools have very little spare budget, so I don't think they will be able to fund performances.'

'Possibly via school funds or by the Domestic Abuse Training Consortium.'

'Schools are now responsible for their own budgets and if they have to 'buy in' resources such as the Baldy Bane production, I think they will struggle.'

'We don't have a budget for prevention work currently and with Council budget cuts imminent it is unclear where funding could be found to cover this.'

'This is unclear at this time. there may be opportunities as Curriculum for Excellence becomes embedded.'

'This I'm not sure of without knowing if the local authority are going to channel more funding into prevention work and where this money will be allocated to.'

Summary

Local authority staff responsible for prevention have a clear view about what might boost delivery of prevention work, namely dedicated staff and secure funding. They are concerned to deepen and broaden their prevention work.

Alongside this there is evidence of insecurity about funding for local authority prevention work generally; for the voluntary sector, including Women's Aid, who play a significant role in delivery in some of the authorities; and about prioritisation of prevention activities in schools that face difficult funding choices.



i. Prevention networks

Jane Ellis (2008) makes a further recommendation about the importance of networks to domestic abuse prevention:

10. Continuing the development of a national network to assist in sharing best practice, provide on-going support and guidance, and the sharing of skills and expertise. This could be supported and/or provided virtually and linked with Learning and Teaching Scotland. (Scottish Government 2008b: Chapter 6)

Two prominent examples of national network in Scotland are The National Children and Young People's Prevention Network and the VAW Prevention Network.

The **National Children and Young People's Prevention Network** provides a space for practitioners involved in gender-based violence prevention work to meet up. Its formal role is to:

- Provide a two-way channel of communication between those involved in implementing prevention initiatives locally or nationally and the Scottish Government policy making groups, in particular the National Domestic Abuse Delivery Group and relevant sub-groups.
- Promote opportunities for members to share local and national good practice information about developments in the field of preventing domestic abuse and violence against women, with a view to informing policy development and facilitating the replication of good practice examples across different localities.
- Ensure local and national prevention initiatives are informed by emerging research, policy and legislation in relevant areas such as education, child protection, gender equality and violence against women and children.

Members of the Network include representatives from Violence Against Women Partnerships in local authority areas, voluntary sector organisations, and workers with a national remit. The Scottish Government are represented with a member of the Violence Against Women Team attending meetings and facilitating a two-way communication process with the Government. The Network meets between four and six times a year in Glasgow.

The **VAW Prevention Network** is a national violence against women prevention network for Scotland which is co-ordinated by Zero Tolerance Charitable Trust and funded by the Scottish Government. It has over 130 members who are VAW prevention professionals and activists working through Scotland. It has a website <http://www.vawpreventionscotland.org.uk/> that has examples of prevention work happening in local authorities across the country.

The National Children and Young People's Prevention Network provides a space for practitioners involved in gender-based violence prevention work to meet up

8. CONCLUSION

This report has created the first baseline of domestic abuse prevention work in seven Scottish local authorities. All seven had involvement with the NCYPPN/Baldy Bane Theatre Company *Why Create a Drama?* Project. The focus of the study has been on primary prevention. 'Spotlight examples' have been used to highlight prevention work in individual local authorities. 'Ranges of practice' have created a picture of the delivery of prevention activities across all seven local authorities. The study has located these activities in the context of prevention recommendations made by Ellis in her review of prevention evidence (2008) and has paid particular attention to the *National Domestic Abuse Delivery Plan for Children and Young People* (2008) and the emerging *Curriculum for Excellence*.

The picture is, of course, incomplete. The companion report to this study¹⁵ is an evaluation of the impact of the Baldy Bane play in a sample of schools across eight local authorities. Further research into primary prevention would be helpful. This might usefully include studies that aim to evaluate the impact of the range of primary prevention activities, that compare the configuration of funding and staff used for primary prevention activities, or that examine the implementation of domestic abuse prevention from the perspectives of heads, school teachers, parents, and children and young people.

Despite this limitation, some conclusions may be drawn. This study has found that prevention activities happen in each of the seven local authorities in a unique way. Prevention work in each authority tends to be overseen by the Violence Against Women Partnership and tends to be directly co-ordinated by a Sub-Group of the VAWP. Most local authorities in the study have prevention strategies, and some have clear output and outcome indicators for their prevention action plans. It has been suggested that political leadership on prevention at a senior level may be helpful in securing implementation at local authority level.

Prevention work is delivered by a mix of statutory and voluntary sector staff, with the configuration varying by authority. There are examples of dedicated staff to lead the prevention strategy. This is the exception rather than the rule.

The companion report to this study is an evaluation of the impact of the Baldy Bane play in a sample of schools across eight local authorities

Further research into primary prevention would be helpful

Political leadership on prevention at senior level may be helpful in securing implementation at local authority level

¹⁵A Report on the Evaluation of the 'Why Create a Drama?' Project. Maguire R, Lerpiniere J and Wilson A. University of Strathclyde/NCYPPN, April 2010.

The study has seen examples of very clear local strategies and action plans, dedicated prevention leadership, rigorous training of mainstream school staff, and clear curricular mainstreaming strategies. It has included numerous examples of creative primary prevention practice in schools that can be replicated or adapted by local authorities across the country.

The study has also revealed some challenges. Lack of consistent and dedicated prevention staffing means that responsibility and leadership for prevention can become patchy. Lack of dedicated prevention funding seems to make it a struggle to effectively implement prevention activities. The capacity of specialist prevention staff in some authorities to train sufficient school staff in order to meaningfully mainstream prevention into schools has been questioned. Prevention staff have expressed widely varying knowledge of the role of the *Curriculum for Excellence*, and of how to effectively lock prevention activities and training into this. Questions have been raised about how to improve the effectiveness of primary prevention in the future.

Ellis' (Scottish Government 2008b)¹⁶ *Directions for good practice in primary prevention of domestic abuse through education* encompasses recommendations on staffing configuration, training strategies, and primary prevention activities in schools.

In relation to staffing for effective primary prevention, Ellis identifies a tension between how effective primary prevention can be if the position of the 'specialist' at the centre is weakened or diluted so much that their capacity to train mainstream staff may be compromised. She recommends moving towards schools taking ownership of primary prevention work (Recommendation 18), and maximising the number of teachers who deliver prevention work, but with specialist VAW staff and organisations directing this (13). She recommends a dedicated post in each local authority to lead the development, delivery and evaluation of prevention work (12). In this sample of local authorities, a dedicated post was the exception not the rule.

Lack of consistent and dedicated prevention staffing means that responsibility and leadership for prevention can become patchy.

¹⁶Literature Review: Better Outcomes for Children and Young People Experiencing Domestic Abuse - Directions for Good Practice. Scottish Government 2008, Chapter 6. At <http://www.scotland.gov.uk/Publications/2008/08/04112614/13>, sourced 20 January 2010.

In relation to training for effective primary prevention, Ellis recommends that those facilitate primary prevention work undertake training on gender-based violence including exploring their own values and attitudes (14). She recommends awareness-raising of gender-based violence for all staff in schools, including making appropriate responses to those who have directly experienced domestic abuse (15). She recommends integrating this with awareness-raising training for staff working with children and families in all statutory services so that the burden for change is not solely on schools (5). There are examples of all these activities across the seven local authorities.

In relation to primary prevention activities in schools, Ellis recommends employing methods of primary prevention in schools that are participative and experiential and meet a range of learning styles (17), developing primary prevention work with young men and young women who think gender-based violence is NOT acceptable (19), and developing primary prevention materials for use in all phases of compulsory schooling which are integrated across the curriculum and not addressed solely in Personal and Social Education (16). Whilst there are examples of work in all these areas, there are also clear gaps according to the evidence presented in this report.

Finally, Ellis recommends a national network to assist in sharing best practice, skills and expertise (10). This study suggests that this exists in at least two forms, each available to all local authority prevention leads in Scotland.

The overall picture of the evidence in this report is perhaps best summed up as a series of tensions, as in the table below. None of the seven local authorities is solely within either column. These are 'ideal types' which aim to frame the extremes within which prevention might sit in the local authorities:



'Maximal' model of prevention	'Minimal' model of prevention
High level/strategic support for prevention is very clear: at leadership levels of the Council, through the Community Planning Partnership and/or local authority strategic plans	Political support for prevention rests at lower levels of seniority, and integration into relevant strategies and policies is not clear
Prevention outcomes/outputs are measured through a clear action plan	No clear measures of prevention success
There is consistent, focused and secure professional prevention leadership	Prevention staff are quite insecure, or are employed to focus on broader issues than prevention
There is consistent, ring-fenced funding for prevention work	Funding for prevention is ad hoc
A very wide array of prevention activities are delivered, reaching out to all age ranges and groups of children and young people, with associated staff training	Very little evidence of prevention work being expanded to all children and young people; little evidence of education staff training
High awareness of how prevention works in to the <i>Curriculum for Excellence</i>	Little awareness of how prevention works in to the <i>Curriculum for Excellence</i>

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APPENDIX 1

Jane Ellis (Chapter 6 of Literature Review: Better Outcomes for Children and Young People Experiencing Domestic Abuse - Directions for Good Practice, Scottish Government 2008, at <http://www.scotland.gov.uk/Publications/2008/08/04112614/13>)

Directions for good practice - primary prevention of domestic abuse through education

These recommendations are made in response to the National Domestic Abuse Delivery Group in Scotland's question: 'What action is needed to ensure *all* children and young people are equal, respected and responsible to prevent abuse in future and in their own young relationships?'

It is recommended that consideration is given to:

1. Continuing regular broad public education campaigns which employ a range of media to reach different audiences
2. Including people under the age of 16 years in the evaluations of public education campaigns
3. Developing, delivering and evaluating public education campaigns specifically for children
4. Ensuring campaigns have clear and consistent messages which challenge negative media reporting of domestic abuse
5. Extending school-based work so more children have the opportunity to learn about domestic abuse with this work being integrated with public education and awareness-raising training for staff working with children and families in all statutory services so that the burden for change is not placed solely on children and schools
6. Developing wider community strategies which link work in schools with programmes specifically targeted at parents of school-aged children
7. The Primary Prevention through Education sub-group mapping and auditing existing community based work and considering how this might be further developed particularly for very young children and their parents and for children not in mainstream education



In relation to school-based work it is recommended that consideration is given to:

8. Conceptualizing the work within a Rights framework (Human and Children's) which is consistent with current domestic abuse policies in Scotland. Other aspects of Children's Rights (participation, provision) could be promoted, rather than the contingent use of Rights currently in school-based work where the focus is mostly on protection
9. Developing best practice guidance, similar to the Respect standards for work with perpetrator groups (2004) and those in Northern Ireland (WAFNI, 2005), to promote programmes and judge their quality
10. Continuing the development of a national network to assist in sharing best practice, provide on-going support and guidance, and the sharing of skills and expertise. This could be supported and/or provided virtually and linked with Learning and Teaching Scotland
11. Each existing local authority multi-agency working group providing strategic and practice guidance with this being joined-up with work on other forms of violence reduction in areas such as homophobia, racism, bullying
12. A dedicated post to lead the development, delivery and evaluation of the work being established in each local authority. The dedicated post holder to have knowledge and experience of the education and schools along with knowledge and understanding of violence against women and to be accountable to the multi-agency working group
13. Maximizing the number of teachers who deliver the work so that: promoting non-violence might be embedded into school culture; the work is more secure; it is more universal. However, the knowledge, skills and experience of specialist VAW staff and organizations should be fully utilized to inform and direct the development, delivery and evaluation of the work
14. Ensuring that those facilitating the work undertake training on gender-based violence since the skills, knowledge and attitudes of those facilitating the work are crucial to its success. This training would involve staff exploring their own values and attitudes towards gender, sexuality and gender-based violence along with groupwork skills so that challenging but safe environments for learning are created. The training must also ensure staff are confident and competent to deal with child protection issues
15. Training, both initial and continuing, for all staff in schools to include awareness-raising of gender-based violence and ensuring recognition of and appropriate responses to children and adults in school who have directly experienced, witnessed or enacted domestic abuse or other forms of gender-based violence



16. Developing materials for use in all phases of compulsory schooling which are integrated across the curriculum and not addressed solely in Personal and Social Education. To provide continuity and progression the materials should be based on an understanding of all forms of violence as an abuse of power arising from inequalities with the specificities of different forms addressed at different stages. The materials should be designed in a module structure so they might be used flexibly in response to the identified needs, interests and concerns of children; to include affective, values and skills education and is culturally sensitive. Including direct discussion with children about power and confidentiality - what it is and the boundaries of it
17. Employing methods that are participative and experiential, meet a range of learning styles and through which staff practice in the child-adult relationship the values programmes aim to convey in relation to gender
18. Moving towards schools taking ownership of the work so it becomes embedded, linked with other whole school issues and located in relationship education with strategies to establish a non-violent school culture
19. Developing work with the 66 per cent of young men and 83 per cent of young women who think gender-based violence is NOT acceptable and how they can influence their peers so that children can take safe action to collectively challenge violence
20. Having a wider community strategy to link school-based work with targeted and specialist services to support children and women experiencing domestic abuse and to hold violent men to account
21. Planning and costing multi-methodological evaluations in order to capture outcomes and processes which are explicitly linked to the aims of programmes and to assessment procedures in schools. Ensuring children's views and experiences of the work and their learning are central to the evaluation process along with disseminating the findings to inform best practice



Annex - Curriculum programmes known to be currently in use with children/young people in Scotland (from Ellis, 2008)

Title	Age group	Author
<i>Action Against Abuse</i>	Secondary school	Glasgow City Council
<i>Bringing About Change Women's Aid</i>	Primary and secondary	South Ayrshire
<i>Domestic Abuse Education</i>	Secondary school	West Dunbartonshire Domestic Abuse Partnership
<i>Healthy Relationships</i>	Primary and secondary	North Ayrshire Women's Aid
<i>Respect</i>	Primary and secondary	Zero Tolerance
<i>Healthy Respect SRE³⁴/RME³⁵ Home Activities Resource</i>	Primary	Healthy Respect NHS Lothian
<i>Wee Violence is Preventable (VIP)</i>	Under 5s	18 & Under
<i>Tweenees</i>	Primary school	18 & Under
<i>Teen VIP</i>	14-18	18 & Under
<i>Sexual Bullying – Name It and Shame It</i>	S3-S6	Reduce Abuse Project West Dunbartonshire
<i>Stop Sexual Bullying</i>	Secondary school	WOMANKIND Worldwide
<i>Nae Danger</i>	11-16	Barnardo's Scotland
<i>Helping Hands</i>	Primary	Women's Aid Federation NI



APPENDIX 2

Mapping of prevention strategy and services in local authority areas

Questions for NCYPP Network members, 29 October 2009

The information from these questions will be used to inform the baseline study being carried out by University of Strathclyde, to complement the evaluation of the Baldy Bane production. The study will document current prevention frameworks within each participating local authority in the context of the National Domestic Abuse Delivery Plan (2008) Priorities for Action 11, 12 and 13. The information provided will solely be used for the purposes of this research project.

Questions

Your prevention strategy and services

1. Please outline the prevention strategy in your local authority area. Please include its indicators of success.
2. Please outline any other local strategies or action plans that contribute to prevention work in your local authority area.
3. How is prevention work delivered in your local authority area in terms of specific prevention services/projects? Which agencies are involved with each? Who are the target groups for each service/project (e.g. children of specific age ranges, BME groups etc)?
4. What future prevention services and projects are planned?
5. What is the latest annual figure for children and young people affected by domestic abuse in your local authority (please cite the source)?
6. What services are available in your local authority area for children and young people affected by domestic abuse?

Prevention work with schools

7. What is happening in a. primary and b. secondary schools in your local authority in terms of prevention work? Who delivers this? How is it funded?
8. What information and training/CPD is provided on prevention in your local authority for schools generally, and for teachers specifically?
9. Do you know whether prevention-related Curriculum for Excellence materials are being developed by schools in your local authority? If so, please provide detail.



10. How could the effectiveness of prevention work in schools in your local authority best be improved?
11. How do you anticipate that the roll-out of the Baldy Bane play across schools in your local authority area will be funded?

Final questions

12. What are the most significant gaps in prevention work in your local authority area?
13. How significant is your prevention strategy in terms of your local authority priorities? Does prevention feature, for example, in the Single Outcome Agreement?
14. How effective does the funding for prevention work in your local authority area feel? How secure does it feel?
15. Who else should we contact to get information on the prevention work happening in your local authority area?
16. Is there anything else important to say?

