

PRACTICAL PREVENTION VIOLENCE AGAINST WOMEN AND GIRLS

Delivering prevention work within educational settings

COMIC RELIEF'S VISION

A JUST WORLD FREE
FROM POVERTY

Comic Relief does three things: it raises much needed cash; it then allocates that cash to projects to transform the lives of some of the poorest and most disadvantaged people in the UK and around the world; and it raises awareness of the issues it feels strongly about.

Since 1990 Comic Relief has been supporting work to ensure the safety of young people, especially young women, in a range of settings, including schools. Secondary schools are important sites in the prevention of 'violence against women and girls' (VAWG). Schools can be safe havens in which young people can feel protected, listened to and are able to make disclosures; equally schools can be places where young people are vulnerable to teen-relationship abuse and gender bullying.

In 2010 Comic Relief launched, in the UK, a two-year initiative looking at ways to integrate VAWG prevention work with the needs of schools. A research team led by **AVA** (Against Violence and Abuse) worked collaboratively with the projects to explore what could be learned, and the following report is based on their evaluation.

Our thanks go to the voluntary sector organisations, the schools, and the students that took part in the work.

We aim to disseminate this report widely and will continue to support this type of work through our grant making.



1.....VIOLENCE AGAINST WOMEN AND GIRLS



1 INTRODUCTION

In 2010 Comic Relief launched a two-year initiative – Practical Prevention – looking at ways to embed violence against women and girls (VAWG)¹ prevention work within a secondary school environment, building on the concept of a ‘whole-school’ approach. This approach sought to strategically connect the key components of a school (pupils, frontline staff, school leaders, parents and the community) with a view to increasing the likelihood of prevention becoming embedded across the institution.

The initiative involved: funding third sector organisations with a track record of delivering VAWG prevention work; a network of schools (called Schools in this report) in which these agencies would deliver the work; and a research team led by AVA (Against Violence and Abuse) who worked collaboratively to explore what could be learned. Funding was allocated to third sector organisations (called Projects) in six areas across England (see Appendix for further information about the Projects).

This report is about the journey of this work alongside the Schools, pupils and teachers they listened to; it is based on the evaluation work undertaken by AVA. Its intention is to give schools, and third sector organisations working alongside them, practical ideas about how delivering VAWG prevention work can fit within the classroom and within the wider school culture. For schools, this report has been written to support teaching staff, school leaders and governing bodies in developing successful strategies on how best to tackle VAWG within their culture/curriculum. For the third sector, the report is targeting organisations working with young people who wish to support the initiation/delivery of VAWG prevention work in schools.

Practical Prevention sought to illustrate the process of how to achieve change in schools based around three learning questions that guided the Projects and the research team throughout the duration of the project:

1. What are the key factors necessary to ensure the VAWG prevention agenda is embedded into the work of schools?
2. What other school-based agendas can be used to support the development of the VAWG prevention agenda?
3. What structures need to be in place to enable a whole-school approach?

These three learning questions are returned to in the ‘lessons learned’ section of this report.

From its inception, Practical Prevention sought to draw on existing research around whole-school approaches, building on the model developed by WOMANKIND and the Institute for Education, and to consider meaningful updates or enhancements to this model (see section 4.3 for a discussion around an extended version of the model).

¹‘Violence against women and girls’ (VAWG) is a core term used throughout this report. The internationally agreed definition of VAWG, as set out in the UN Declaration on the Elimination of Violence Against Women, is any act of gender-based violence likely to result in ‘physical, sexual or psychological harm or suffering to women [or girls]’ Source: UN Declaration on the Elimination of Violence against Women, Article 1, 1993.



2 CONTEXT

This report will view VAWG within a school context. Attitudes and behaviours perpetuating VAWG within the wider community can filter into school communities. It has long been understood that VAWG is part of a 'broad context of power inequalities at the individual, group, national and global levels'². It can play out in the classrooms, the playground and within youth peer-groups, and it can include: pupils engaging in physically, sexually or emotionally harmful teen-relationships; pupils involved in online bullying or 'sexting' - sending explicit messages/photos via hand-held devices, (one in four 11-18 year-olds has received a 'sext' by phone or email³); pupils coping with relationship abuse at home between parents/carers; and school responses to coercive practices such as female genital mutilation (FGM) or forced marriage.

²Source: United Nations General Assembly (2006) *In-Depth Study on All Forms of Violence against Women: Report of the Secretary General, A/61/122/Add. 1, para 67.*

³*Beat Bullying (2009) virtual violence - protecting children from cyber bullying.*

3 BARRIERS AND CHALLENGES

One of the first tasks of Practical Prevention was to understand the barriers and challenges that stand in the way of VAWG prevention work being delivered in schools/embedded within school culture.

This project sought the views of the school leaders, teachers and pupils that were involved in the Schools and the predominant views have been summarised below:

- ✓ **Curriculum pressures:** The timetable is stretched, making the inclusion of non-academic subjects a challenge.
- ✓ **Lack of staff confidence:** School staff are concerned about how to discuss this sensitive subject.
- ✓ **Normalisation of VAWG:** The everyday nature of some forms of VAWG, such as sexual bullying, and the lack of challenge to this behaviour has left school staff and young people feeling that aggressive/sexualised behaviour is indirectly condoned.
- ✓ **Lack of language:** Many young people surveyed did not understand concepts such as 'consent' and 'respectful relationships'. It is hard to talk about something without having the appropriate vocabulary.
- ✓ **Lack of procedures responding to VAWG:** School staff are concerned about how to signpost young people for support once VAWG has been identified. Equally, young people lack trust in school staff around how any disclosures they made would be responded to and acted upon.
- ✓ **Community pressures:** Many school leaders are concerned that parents, carers and the wider community will not be supportive of attempts to educate young people about this 'hidden' problem.

The remainder of this report is dedicated to exploring the ways in which the Projects worked to overcome these obstacles.



4 LESSONS LEARNED


Over the two-year period in which the Projects developed and delivered VAWG prevention work in Schools, they all demonstrated ways in which third sector organisations can support schools to engage with, and begin the process of, making schools part of the fight against VAWG. This section of the report reflects upon the three learning questions devised for the work.

4.1. What are the key factors necessary to ensure the VAWG prevention agenda is embedded into the work of schools?

The following provides examples of activities that can enable a VAWG prevention agenda to be embedded into the work of schools; the practical 'how to' examples relate to three specific 'outcomes'.


4.1.1. Outcome 1: School leaders understand how to embed VAWG work within policies and school culture.

EMBED PREVENTION BY... Localising work through a partner agency

 **Findings:** School staff found working in partnership with a local, expert organisation to be highly effective. By working in partnership on this issue School staff who wanted to champion VAWG prevention had access to the most recent data on prevalence, up-to-date resources, and a mentor with whom they could discuss how best to meet the specific needs of their school. School staff also stated that this mentoring role helped their School to maintain the momentum for this work.


How to: In order to find a 'local expert', schools may wish to contact national agencies such as Women's Aid to find out about projects operating locally that champion VAWG prevention work. Projects suggested that partnerships between a school and a local expert organisation should not rest solely on two individuals - this ensures that partnerships can be sustained even if staff members move or change roles.

EMBED PREVENTION THROUGH... Sustainability

 **Findings:** School leaders showed caution about taking on additional commitments or partnerships that could not be sustained. While Practical Prevention guaranteed two years of resources, the cost of many prevention programmes can be dependent on the ability of third sector agencies to maintain funding for this work.


How to: To create a sustainable funding stream for the work, thus increasing buy-in from school leaders, one of the Projects engaged with the local authority. It presented the prevention project to the Director of Safeguarding and local councillors, focusing on the content, cost and benefits in terms of both students and school staff. The provision of local domestic violence data was also provided to evidence the local need for the work. This Project was subsequently successful in securing future funding for its school-based work to continue beyond the life of the project. By offering a clear pricing strategy, matched with a business case, it can be easier for schools and local authorities to budget for such work.

EMBED PREVENTION BY... Identifying school champions

 **Findings:** All Schools involved in Practical Prevention had a 'staff champion' who worked with their Project to develop and deliver the work in the School. The staff champion was generally already responsible for child protection and/or personal, social and health education (PSHE) within the School, but also included school leaders involved in wellbeing and drama. The role of the champion was to engage with and gain the support of the senior management.


How to: It should be considered where best VAWG champions will sit within the school. This may be PSHE or it may be with other staff who feel the work has an affinity with their subject area. Champions should open up conversations about VAWG prevention with senior managers and consider enlisting the support and insight of school governors. While it is advised that the core VAWG champions within a school are teaching staff, Projects also explored how to enlist the support of school leaders as honorary champions. One Project invited a governor from each School to sit in on a lesson delivered by the Project team. This led to the Project being championed by the governing body.

EMBED PREVENTION BY... VAWG being mentioned in school policies

 **Findings:** The Projects discussed with teaching staff and School leaders the extent to which issues like gender violence were specifically mentioned in the child protection policies of Schools, or whether sexual bullying was part of bullying policies. The Research Team captured findings that showed that School staff were often unsure about the exact content of policies (e.g. if sexual bullying was mentioned in bullying policies) and VAWG was absent from all policy documents in many of the Schools.

How to: The Schools that did work to embed VAWG prevention within a policy framework chose to: update their bullying policy to explicitly record sexual bullying incidences; and to embed the prevention of VAWG into the School development plan. This institutional commitment to end VAWG raised the issue on the School agenda and started to focus the Schools' work.


EMBED PREVENTION BY... Making VAWG a safeguarding issue

 **Findings:** Projects unanimously felt that first and foremost within Schools, VAWG work needs to be seen and understood as a child protection issue. Practical Prevention highlighted that for many Schools gender-based abuse is not mentioned in child protection policies and procedures. VAWG can have a devastating impact and because of this pupils need to be protected as they would be from bullying, neglect and other forms of abuse. It is vital to protect and educate all children, not just those who are known to have experienced abuse.

How to: Specific training needs to be delivered to staff that have a focused responsibility for child protection within the school. Schools should ensure that policies around safeguarding, wellbeing and bullying make reference to VAWG (see policies section).


4.1.2. Outcome 2: Teaching staff understand how to embed VAWG work within lesson-plans.

**EMBED PREVENTION BY...
'Team-teaching' alongside experts**

 **Findings:** Teachers in Schools considered specialist training on VAWG useful, but found that the most effective way to embed ideas and practice was the chance to shadow teaching sessions led by a VAWG expert from a Project. Pupils in focus groups reported that they wanted to be taught VAWG sessions by adults that were trained and familiar with the issues such as an external expert, a visiting guest speaker, or a trained member of staff.

How to: Enable teaching staff to teach their first VAWG prevention sessions alongside specialist VAWG workers. Teaching staff will benefit by: deepening their knowledge of the issues; observing the facilitation skills used; accessing new activities and resources; and modelling how these external staff deal with challenging questions and group interactions on the issues explored. In one School undertaking team-teaching, it was found that 88% of the teachers reported their knowledge of VAWG was either 'good' or 'very good': a 46% increase from the start of the project. In another School 74% of teachers said that VAWG training had helped them to identify unhealthy relationships among pupils.

**EMBED PREVENTION BY...
Creating new vocabularies**


 **Findings:** The data captured before prevention work began in Schools suggested that both teaching staff and young people often struggled to talk about, or identify, VAWG because they lacked the language to do so. Young people were often

unable to define words such as 'consent', and some of the teaching staff lacked the vocabulary to fully explain the components of unhealthy relationships. The findings of the Projects suggested that general VAWG training across the whole staff team, with additional focused support and shadowing for delivery staff, was an important step towards giving Schools the mandate to talk about and question VAWG.

How to: To begin the process of embedding VAWG as an issue that a School tackles, Projects worked with teaching staff in training sessions to expose them to new vocabularies, thus helping them to understand and talk about VAWG. For example, teaching materials often talk about 'healthy relationships', but teachers also need to have the language associated with 'warning signs' in relationships. Another example is that many young people struggled to define concepts such as 'consent', and staff should be supported to consider running small group discussions with pupils around terms such as 'forced marriage' and 'rape'. In one School there was a 300% increase in sexual bullying being logged by the staff, reflecting the new vocabulary and mechanisms for identifying and dealing with VAWG.

4.1.3. Outcome 3: Pupils show increased awareness of VAWG as an issue that affects young people.

**EMBED PREVENTION BY...
Incorporating VAWG within the curriculum**

 **Findings:** Within Projects the channels used to increase the VAWG awareness held by young people was primarily done through learning activities in lessons or assemblies. Messages from lessons were sometimes backed up by awareness and/or poster campaigns across the School, or




viewings of drama productions. In terms of impact on learning and behaviour, the curriculum lessons were judged the most effective.

How to: While PSHE is still the most common stream for VAWG work to sit within, delivering VAWG content in Geography, English, Drama and PE curriculum areas should also be considered. Young people are most receptive to methods such as drama, testimonies, case studies, facts and statistics.


Delivery in any area of the curriculum is always challenged by time pressures on the timetable. Some Schools did reflect on the need to make time for VAWG prevention work. In one School, pupils showed a 19% increase in knowledge of how to recognise signs of an unhealthy relationship, after prevention lessons. Another School, working specifically with black and minority ethnic communities, noted a 10% increase over the life of the project in those reporting they knew someone who was being pressured into getting married.

EMBED PREVENTION BY... Talking about prevalence and the law

 **Findings:** A focus on the law and 'facts' around VAWG emerged as a crucial way in which to challenge attitudes that normalise/minimise violence. Young people in Schools reported that they liked learning about facts and the law: it made them more aware that it happens to many people, and also that it is not acceptable.

How to: The prevalence rates of different forms of VAWG can be used to create a discussion for young people. Young men, in particular, seem to remember statistics, providing a useful starting point for the young men to then think further about the impact of VAWG.

EMBED PREVENTION THROUGH... Youth involvement

 **Findings:** The Projects found that involving young people in the VAWG prevention process increased impact. Where young people were encouraged to 'take action' and push for change, they were more likely to demand that staff engage with the programme of work, as well as challenge attitudes and behaviours within their own peer groups.

How to: The use of 'peer educators', 'youth ambassadors' and 'youth involvement teams' when delivering VAWG prevention work should be considered. All of these can be vital to create high levels of engagement with the issue. One Project used campaign posters - designed by the pupils - to raise awareness of VAWG across the School. Young people felt this led to more open conversations about what to accept or not accept in a relationship. Young people in focus groups at the end of the programme reported a good recall of the key campaign messages. One School set up a Youth Involvement Group. This group brought about institutional change by amending the School's sexual bullying policy and by meeting with the Head Teacher to discuss future action. In another School, pupils became strong advocates for VAWG prevention within the curriculum: 73% stated it was something schools should teach.

4.2. What other school-based agendas can be used to support the development of the VAWG prevention work?

The education agenda within England is currently a shifting environment, with an increasing number of schools becoming academies and the role of the local authority diminishing. This new education environment makes it difficult for third sector agencies wanting to promote VAWG prevention work to negotiate their way into schools. Levers used by the Projects to engage the Schools varied to suit the local context but a core group of emerging and existing agendas were identified. These are outlined below.

VAWG and the child protection agenda:

As discussed in relation to ‘policies’ in this report, VAWG needs to be seen and understood as a child protection issue. Educating young people in schools about VAWG, including giving information on warning signs and pathways to support services, should be seen as an essential component of a child protection strategy.

VAWG and the agenda of academies:

Academies have increased autonomy to decide how and what to deliver within their curriculum. This independence creates new challenges to implementing prevention education, but can also open up new opportunities. If an academy views a subject as an education priority it will find opportunities to work on it. Within one academy that participated in Practical Prevention, VAWG was recognised as an important issue to work on and therefore content was streamed across the School in its ‘business communities’. This meant that all young people had four hours a week on life skills that included VAWG work. Although Practical Prevention did not work with academy clusters, there are potential opportunities to engage national academy providers with a VAWG prevention agenda.

VAWG and the equalities agenda:

Most schools would argue that they place emphasis on equalities, inclusion, and respect. A lever to get VAWG prevention work onto a school’s agenda is to explain it in terms of a ‘gender equality’ issue. Schools need to recognise gender violence as a manifestation of attitudes and behaviours that undermine the agenda of equality and inclusion they actively seek to promote.

Behaviour: Many Schools suggested that during the VAWG project the lessons learned about respectful relationships helped to improve classroom dynamics. In short the VAWG education work resulted in changes to the way in which staff delivered lessons, challenged inappropriate behaviour and reported incidences of abuse.

Self-esteem: Many of the initiatives run by the Projects in Schools required young people to develop a clear viewpoint on gender violence – such as developing a piece of drama about VAWG – or to take on a role of peer-educator around the topic of VAWG. This work led some teachers to report that these initiatives increased the confidence and self-esteem of the young people involved. Teachers also reported that young people who had previously been harder to engage had passionately committed to the project, which in turn had appeared to raise their confidence and aspirations.



4.3. What structures need to be in place to enable a whole-school approach?

The Practical Prevention Research Team set out to ensure that this initiative was both informed by previous findings about whole-school approaches, and contributed to new ways of understanding whole-school approaches.

New learning: As Practical Prevention drew to a close the Research Team noted that while many of the Schools working with Projects had undertaken positive steps to embed VAWG prevention work, staff continued to view the process of Practical Prevention as a journey towards a whole-school approach.

Teachers in Schools commented:

"The programme in itself for us is a starting point not a finishing point"

"Good school development, I believe, comes from sustained drip-feed education in the area or areas of the curriculum. It reaches every child and has a progression to it".

The notion of a whole-school approach being the culmination of many different activities and processes led the Research Team to develop a new framework for a whole-school approach informed by six components of prevention delivery that Projects identified at the start of Practical Prevention. These six components are: learning, safeguarding, campaigning, participating, institutionalising and localising. The new model is seen as a guide for schools working towards a whole-school approach; it also seeks to emphasise that a whole-school approach needs to incorporate learning opportunities and actions for both young people and school staff.

Fig 1: New model for a whole-school approach.

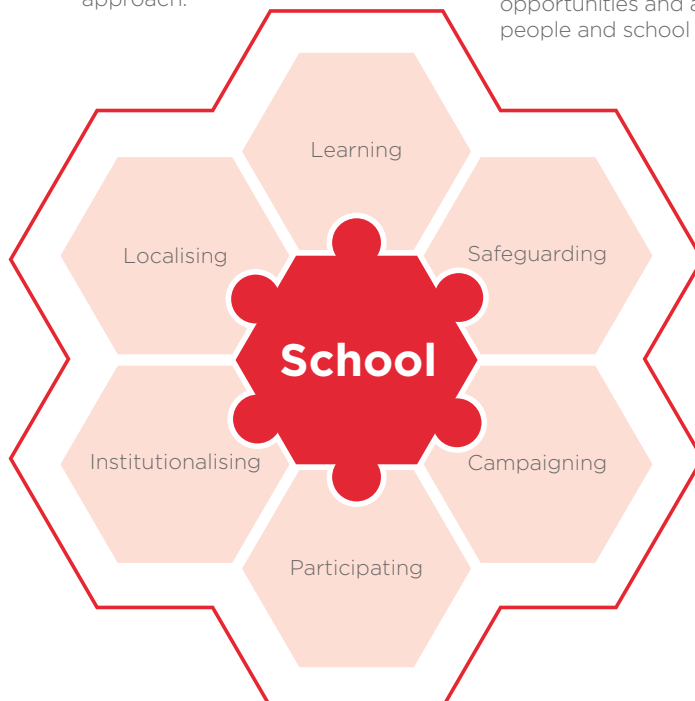


Figure 2 below provides an overview of the actions relating to each of these key components. It is developed from an analysis of key activities that the Projects delivered and is designed to help practitioners and policy makers to further understand how to implement a whole-school approach to stop violence against women and girls.

COMPONENT	ACTION AREA	ACTIONS
LEARNING	Embed VAWG prevention within the curriculum (see case study 1)	<ul style="list-style-type: none"> Promote gender equality and challenge stereotypes Increase the understanding pupils have of VAWG Build respectful relationships Provide specialist child protection training
	Provide staff development about VAWG	<ul style="list-style-type: none"> Increase the understanding that all staff have of VAWG Facilitate training and shadowing
	Learn what works	<ul style="list-style-type: none"> Evaluate VAWG prevention approaches; identify practice to continue and share
SAFEGUARDING	Respond to VAWG disclosures	<ul style="list-style-type: none"> Embed VAWG into relevant child protection policy/procedures Train child protection leaders Create staff awareness around how to respond, refer and report
	Operate safe and supportive VAWG sessions	<ul style="list-style-type: none"> Create safe and supportive spaces for discussing VAWG Agree ground rules within any VAWG discussions Inform all participants of the lesson content
	Refer to local services	<ul style="list-style-type: none"> Establish partnerships with local support services Set up/follow appropriate referral routes and information sharing
CAMPAIGNING	Raise awareness	<ul style="list-style-type: none"> Use events and assemblies to increase awareness Use materials that allow for reflection: leaflets and posters
	Engage the community	<ul style="list-style-type: none"> Run campaign events with parents or partner agencies Join community campaigns
	Join global campaigns (see case study 2)	<ul style="list-style-type: none"> Link the school to global campaigns around VAWG
PARTICIPATING	Engage young people as researchers (see case study 3)	<ul style="list-style-type: none"> Develop the skills and tools to help young people identify VAWG concerns/solutions
	Engage young people as facilitators (see case study 4)	<ul style="list-style-type: none"> Enable young people to share VAWG viewpoints, deliver preventative lessons, mentor their peers and lead campaigns
	Appoint staff champions	<ul style="list-style-type: none"> Appoint champions/coordinators for the work Develop a working group to support and promote the work
INSTITUTIONALISING	Seek cultural change	<ul style="list-style-type: none"> Model respectful relationships (staff and young people) Promote gender equality
	Develop policies	<ul style="list-style-type: none"> Develop policies that tackle VAWG: sexual bullying and harassment policy; gender equality action plan; child protection policy; VAWG strategy/action plan
	Enlist leaders	<ul style="list-style-type: none"> Engage the school governors Engage senior management
LOCALISING	Understand local context	<ul style="list-style-type: none"> Understand and work within the local context Identify specific cases of VAWG
	Undertake risk assessment	<ul style="list-style-type: none"> Complete a risk assessment Develop safety plans Decide how to safely deliver a curriculum
	Build local partnerships	<ul style="list-style-type: none"> Map local services Identify allies and resistance within local community Build partnerships with local organisations and experts



CASE STUDY 1

Using drama

One Project developed a six-week intensive drama piece with a small group of young people. This was usually linked into the BTEC or the GCSE curriculum, and the final production was shown across the school. The drama students had an opportunity to develop a good understanding of the issue, and at the same time build their skills in drama and aspire to getting a good assessment for this piece of work. Teachers reported improved grades as a result of the production for all the young people involved. Young people reported that the opportunity to develop an in-depth work programme was more effective on their learning, understanding and engagement of the issue than a few independent classroom sessions might have been.

CASE STUDY 2

Linking to an existing campaign

One Project used the international campaign, White Ribbon - a key tool for highlighting violence against women and girls' issues - to emphasise the responsibility of men and boys in helping to end abuse. The campaign encourages schools to feel part of something larger. As an internationally recognised day, the campaign has a focal point, and one School won an award for meeting internationally set White Ribbon Campaign criteria. Two hundred Year 7 and 8 students were involved, along with 30 staff, and they had to form a people white ribbon, which was filmed and photographed. The large photographic version of the ribbon was then placed on a notice board in the hall where students had lunch and parents' evenings were held. A short film was created about the event which was played on a loop on the School TVs. Furthermore, a Community TV channel was contacted and agreed to play the film clip nine times a day over the campaign period.

CASE STUDY 3

Using ambassadors

One Project recruited young people to act as ambassadors on violence against women and girls work within their Schools. As part of the first phase of the programme 18 ambassadors were trained and supported to organise a whole-school event for the International Day to End Violence Against Women. The group organised a lunchtime whole-school event for Years 7, 8, 9 and 10, selling cakes, white ribbons and distributing information leaflets. In addition, the ambassadors chose to campaign and raise awareness of forced marriage and honour-based violence - through the death of Shafiea Ahmed - utilising display boards and posters that they had created. During the second phase of the work, 10 ambassadors were then trained to support the delivery of the PSHE Year 9 sessions with teachers. During the sessions, ambassadors supported their fellow peers in undertaking the classroom activities.

CASE STUDY 4

Involving young people

One Project created a Youth Involvement Group who worked with the project lead to develop and deliver a comprehensive programme across their school. The Youth Involvement Group began by working intensively to understand violence against women and girls and to audit good-practice education resources. They then wrote an education resource pack, to be used within their own School, that had clear session plans and guidance. Then they created and used a Safe and Equal Gauge to identify the local issues in relation to violence against women and girls. They also ran an interactive-voting lunchtime session that engaged the whole School and resulted in identifying sexual bullying being identified as the priority area that the group should work on. The students worked with the project lead to train teachers in identifying sexual bullying and delivered PSHE lessons on this issue. The Youth Involvement Group was felt to have created institutional change by amending the current school policy on sexual bullying.



5 CONCLUSION

The evaluation findings gathered from the six Projects clearly show that Practical Prevention has enabled Schools to make changes, from raising awareness of the issue, through to creating an environment in which more respectful, equal relationships are commonplace, creating real change in attitudes and behaviour. It is hoped this report can offer a way in to consider Practical Prevention in the local school environment. For more information about this work please contact:

grantinfo@comicrelief.com

APPENDIX The six Projects

Respond

Respond works with children and adults with learning disabilities who have experienced abuse or trauma, as well as those who have abused others, through psychotherapy, advocacy, campaigning and other support. They developed a programme of prevention and awareness-raising workshops for groups of young people with learning disabilities, their parents and educational staff, in two special Schools using a specifically developed, innovative prevention and creative arts group work.

Off the Record (OTR)

This West Country organisation developed work around a Youth Involvement Model which focused on involving young people (through a Youth Involvement Group) in reviewing and developing teaching resources for Years 8, 9 and 10, and identifying specific areas of school life that they could improve in order to increase awareness and skills in healthy relationships. The work's overall aim was to empower young people to work in partnership with school staff to develop a sustainable whole-school approach to VAWG and the promotion of gender equality. OTR worked with two mainstream schools and one special school.

Nottingham Domestic Violence Forum (NDVF)

NDVF led the development of VAWG work across Nottinghamshire. For the project they worked with two Schools in Nottingham on a building blocks approach. Initiatives included: developing campaigns (for which one school won a White Ribbon Campaign award); one-off inputs via assemblies and smaller group work; a focus on healthy relationships and domestic violence for a project with a Year group, and a series of lessons as part of the Geography curriculum. Different groups of pupils were involved in one or more of these initiatives, and NDVF sought to evaluate whether participating in several initiatives appeared to embed learning further and have a greater impact on knowledge, attitudes and behaviour.

Southall Black Sisters (SBS)

SBS works to meet the needs of black (Asian and African-Caribbean) and minority ethnic women who have experienced abuse, focusing in particular on London. The aim of the project was to create long-term attitudinal and behavioural change among young people through challenging social, religious and cultural values and practices which justify violence against black and minority ethnic women. They focused their programme of work in two Schools in one London borough where the school population was at least 98% black and minority ethnic (BME), and developed PSHE sessions, a special workshop on misogyny in music videos, and developing a peer mentoring/campaigning group.

Tender

Tender is a national organisation working on delivering VAWG prevention directly in schools, as well as training practitioners to do this through using drama. For this project they worked in eight London secondary Schools, explicitly taking a whole-school approach. The aim was to embed violence prevention in the curriculum and in School policies, as well as to provide staff and young people with the knowledge and confidence to tackle gender-based violence and promote healthy relationships. The main focus of the work was engaging young people, through drama, to create their own pieces about VAWG as part of their Drama GCSE course, and/or to perform to the entire school. They also delivered some training to teachers and developed a Young Ambassadors' programme (peer campaigning group).

Victim Support Cornwall (the SAFE Project)

Victim Support Cornwall has a long history of domestic violence prevention and healthy relationships awareness-raising work across Cornwall. For the duration of this project they spent more concentrated time working in two of their local secondary Schools. The project was delivered in one-hour lessons over a term. In the first year of the project, lessons were delivered to Year 7, 9 and 10 classes. In the second year of the project another set of sessions were run for the same classes, in an attempt to further embed and expand the learning.

