

Hampton Trust Daphne II Programme Evaluation.

Changing knowledge and attitudes towards domestic abuse and violence in young people participating in educational programmes.

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The DAPHNE Programme

The Daphne programme is one element of the European Commission's fight against crime, The funding programme overall objective is to support organisations that develop measures and actions to prevent or to combat all types of violence against children, young people and women and to protect the victims and groups at-risk. Such measures involve:

- Setting up networks at European level between NGO and promoting cooperation between NGO and appropriate authorities
- Measures to protect target groups and prevent violence against them
- Studies and research to investigate the cause of violence, methods of intervention, involving prevention, support and reintegration
- The exchange of information and best practice
- The dissemination of information, including seminars, conferences and written and audio visual materials
- The organisation of awareness-raising campaigns

It is complementary to programmes that exist in the Member States of the European Union, especially in the way it focuses on the exchange of good practices about violence across the Union¹. Daphne represents the starting point of NGOs and voluntary organisations cooperation at EU-level in the fight against violence towards children, young people and women. It encourages NGOs to set up or reinforce European networks and helps them implement innovative projects, the results of which can be disseminated to other Member States and regions.

In many cases, these organisations offer services which the public authorities do not have the power or the ability to provide. Society will only benefit from the expertise and experience of the NGOs if their ideas and programmes are disseminated throughout the European Community and shared with like-minded organisations in other Member States.

The Hampton Trust and Daphne II

In 2006 Hampshire based Hampton Trust successfully secured funding until 2008, for Daphne II projects. The Trust was established in 1996 and applies holistic principles to empower people to resolve violence, conflict, abuse and social isolation. Hampton Trust runs projects for children, young people, families and individuals who may need additional support to overcome a challenge at some point in their life. The Trust has considerable experience and expertise in working in the field of domestic violence and works at a strategic level to address violence and abuse, undertake research, and promote innovative evidence based solutions. Hampton Trust works collaboratively with other statutory and voluntary sector organisations to develop needs led services to meet gaps in provision.

¹ The Daphne programme 2000-2003

Hampshire County Council is one of four partners involved in the Daphne II programme, others members are the Men's Counselling centre, Graz, Sweden, County Council of Varmland, Sweden and Devon County Council, Devon UK. The key characteristics of the Daphne II programme support actions to combat all types of violence against children, young people and women in Europe and all aspects of this phenomenon (violence in the family, violence in schools and other establishments, violence at work, commercial sexual exploitation, genital mutilation, health repercussions, trafficking in human beings, rehabilitation of perpetrators, etc). The activities that can be supported are:

1. identification and exchanges of good practice and work experience with a view in particular to implementing preventive measures and assistance to victims;
2. mapping surveys, studies and research;
3. field work with the involvement of the beneficiaries in all phases of project design, implementation and evaluation;
4. creation of sustainable multidisciplinary networks;
5. training and design of educational packages;
6. development and implementation of treatment programmes and support for victims and people at risk, as well as for perpetrators;
7. development and implementation of awareness-raising activities targeted to specific audiences

Previous Daphne (1) research undertaken in West Sussex² in 2003 provided an extensive literature review which identified that the majority of previous research had focused on the perpetrator or adult victim. There was a paucity of research exploring causal factors between witnessing domestic violence during childhood and adolescence and the incidence of future offending. The West Sussex research explored and confirmed the hypothesis that young people subject or exposed to domestic violence were potentially more likely to engage in violent and persistent offending.

Domestic violence is not restricted to physical force, but also includes sexual assaults and frightening threats that often amount to a pattern of coercive control. It is violence committed by an intimate, that is, a current or former husband or wife, partner or girl/boyfriend. Some definitions of domestic violence include acts from any member of the family, but the definition in this report follows Home Office practice in restricting it to intimates.

The Home Office defines domestic violence as:

'Any violence between current and former partners in an intimate relationship, wherever and whenever the violence occurs. The violence may include physical, sexual, emotional and financial abuse' (Home Office 2003: 6).

² West Sussex Daphne research 2003-4

Project Objectives

There were four intended aims of the Hampton Trust Daphne II 2006-2008 project were to:

- Develop and deliver an educational programme for children and young people in a school setting
- Address the lack of knowledge around domestic violence in children and young people
- Develop and deliver a educational programme for children and young people in youth settings
- Develop and deliver a programme for teachers, youth workers, and PHSE forum members aimed at raising their awareness of domestic violence and abuse.

The beneficiaries of the project were intended to be children and young people and their significant others, educationalists, facilitators, and those who work with young people. The overall expected result was a change in knowledge and attitudes towards domestic abuse and violence in young people participating in educational programmes.

In the main there were separate areas of activity addressed within the project delivery;

- The development of three education resources, at primary, secondary and tertiary levels.
- The piloting of a school based education initiative to raise awareness and improve knowledge of young people
- The delivery of tertiary level group work interventions for young people involved in violence related offending.

Methodology & Data Collection

The key aim of the evaluations of the Daphne II project was to identify 'what worked' in order to increase knowledge and awareness in respect of domestic violence via an assessment of project design, implementation, delivery, outputs, impact and cost. This evaluation has used a mixture of quantitative and qualitative methods, which included: 25 telephone interviews with teachers and school staff, feedback from children and young people collected by project leads, feedback from project facilitators and data collected through programme selection and evaluation.

It was apparent throughout the evaluation process that the project team within the Daphne II initiative have consistently exercised innovation and flexibility within the working brief in responding to some unexpected challenges in the implementation and delivery processes.

This inevitably led to some unforeseen activity, not incorporated into the initial baseline data sets for the initiative. Understandably the broad span of the objectives spawned considerable diverse yet interrelated activities. Essentially this means there can be no comparable data spanning all of the activities for evaluation purposes.

These factors combined with significant changes in key staffing members, with staff 'moving on' across the partnership agencies has resulted in some key quantitative and qualitative data being unavailable for evaluation. This has included pre group screening, and key individual and personal data which would enable follow up screening against recidivist outcomes.

Measuring changes in knowledge and attitudes to domestic abuse and violence: Validated Attitudinal Scaling Tool.

The University of Wisconsin (USA) had previously developed a validated knowledge and attitudinal scaling tool. This tool was further developed and adapted for UK use in partnership with young people, families, health, education, child protection specialists and youth justice staff and based upon the research undertaken in Daphne I.

It was intended for evaluation purposes to measure attitudes and knowledge of participants in relation to violence and domestic abuse pre and post before programme intervention. It was anticipated that this would provide comparison baseline data for use by internal and external evaluation to measure change in attitudes and knowledge bases. Previous research has indicated that violence prevention programmes may change attitudes³. The scaling tool was introduced within one school based pilot group, and four youth based groups in the initial stages of the programme.

Initial challenges were faced in the application of the scaling tool, which was found to be too long and complicated for this cohort of young people, who had mixed levels of literacy and/or did not speak English as a first language. This resulted in facilitators reading the questions to the participants, which was a lengthy and time consuming process and which largely disrupted the 'forming' element of the group processes. Project facilitators expressed concern that this may have potentially had some negative impact on the self esteem of those group members concerned and impact upon their future engagement with group sessions. This also raised some concerns regarding the quality and accuracy of data collected in relation to shared answers and the level of understanding of questions asked.

The programme team reverted to asking a series of short un-validated questions to determine revised changes in attitude or knowledge after the intervention. This in itself would present challenges in measuring change or attitudinal 'distance travelled' to quantify the effectiveness of the intervention. Contemporaneous notes were taken by facilitators to record the post intervention feedback from participants. Unfortunately, the majority of this qualitative feedback and additional personal data which would enable tracking of the cohort members against recidivist outcomes was held by associated programme personnel that have since left posts and this data has been lost as a result.

³ Hague et al 2001

Lessons learned and opportunities for future development

- data collection should be negotiated between funders and projects leading to a realistic and 'doable' data collection system (electronic or at least with shared access if possible);
- where possible, a dedicated or central data monitoring post may need to be factored on top of service provision costs; more guidance should be made available on the collection of data, with an emphasis on the ability to provide 'trackable' data; and projects should collect and collate as much cost data as possible
- there is identified gap and therefore the potential to develop a more creative and flexible approach to attitudinal scaling. Options for consideration may include web based and or interactive scaling applying techniques such as write and draw.
- robust piloting of attitudinal scaling mechanisms and the planning and the establishment of minimum base line data sets will minimise the risk of valuable data being lost.

Developing Education and Training Resources

This element of the project was concerned with the research and development of education programmes and resources that could be applied to raise awareness and increase knowledge in respect of domestic violence and abuse at primary, secondary and tertiary levels.

The research and development phase was informed by extensive pre project planning which capitalised upon previous national and international research complimented by the knowledge and experience of local multi agency network groups. This included extensive critical analysis of available programmes on a local, National and international basis. This work identified limitations, challenges and opportunities of existing programmes.

This phase of the project including a significant element of facilitating networking and focus group events across educationalists, health professionals and experts in domestic violence and abuse. There was extensive liaison with child protection (safeguarding) experts in order to ensure any model of delivery took into account child safety and protection.

This process of extensive consultation enabled a mechanism to inform potential programme contents for three separate programme manuals.

- Raising awareness and knowledge for professionals and community members (Primary). This resource is directed at professionals working with young people in schools in order to provide them with the skills needed to cascade a programme within their school base on domestic abuse.
- A school based education programme. (Secondary level - The Worst Kept Secret) This is an eight session school based programme for professionals working with young people who have completed the required programme training in domestic abuse. This is a school based programme for young people aged 13 years and over and is based on healthy relationships.

- A youth based setting intervention programme (Tertiary level – The Linx Programme). This is intended for delivery for young people aged 14-17 years, who are exhibiting challenging, violent and abusive behaviour and who have been exposed to violence in their own homes.

Delivering Youth Intervention Programmes in School Settings.

An effective approach to children and young people who may potentially be exposed to domestic violence involves primary prevention in schools, coupled with one to one or group work as appropriate at a secondary or tertiary level.

One of the aims of the project was to deliver primary and secondary level cascade training for staff to deliver within their own schools. With this in mind, the primary education resource manual was presented at eight SRE (Social Religious and Education) workshop events facilitated across Hampshire. The forums membership is comprised of multi agency personnel involved in delivering against the personal, social, and health and citizen education (PHSCE) curriculum in schools. The purpose of the workshops was to raise awareness around the domestic violence and abuse agenda, and also to showcase the completed school based education programme (secondary resource) with a view to offering additional training to enable them to confidently use this resource in schools as part of the PHSE curriculum.

The secondary resource presents a creative and interactive educational package, adopting a student centred approach focused on healthy and respectful relationships, originally designed to be delivered over 8 (x8) weekly ninety minute sessions. The feedback from the members of this cohort suggested that while the introductory primary level workshop and the presentation of the secondary were valued and well received as part of professional development, the majority were still reluctant to deliver any intervention against domestic abuse within school settings. General themes of concerns emerging from feedback from this cohort have been broadly summarised as follows;

- Existing pressures on the school curriculum mean there is unlikely to be capacity to devote more than a 'one off' awareness raising session.
- Participants were not confident that than a one day training event would not equip them to address the subtle nature of domestic violence, nor any issues arising from any programme or intervention.
- The programme was considered to long in its existing format to be delivered within school, and was felt to be intensive for universal application.
- Schools have national targets to address in relation to bullying, but not domestic violence or abuse
- Pressures upon capacity meant that schools were not able to release staff to undertake the one days 'train the trainer' training.
- It was felt that assumptions being made about the core skills of professionals, for example health visitors or social care colleagues were considered to have more experience or confidence in broaching this area of work than voluntary sector or school based colleagues.

On the basis of this feedback from the SRE forums, an alternative approach was taken in engaging with schools. Letters were sent out to the 46 Hampshire area secondary schools, offering free training to key personnel involved in delivering against the PHSE curriculum. This offer included 4 x2 hour sessions, spread over four evenings, on a cascade training model and included the free provision of the both the primary and secondary resource manuals. There was no response whatsoever to this invitation.

This feed back was explored further during a series of semi structured telephone interviews to 25 members of school staff, randomly selected from secondary schools across the project area. All participants were involved in some way with the PHSE curriculum. These interviews allowed the opportunity to explore some of the key issues identified within the initial PHSE forum workshops and did generate some rich qualitative data.

A significant proportion of those interviewed echoed the concerns around staff not feeling sufficiently confident (despite the offer of training) to deliver interventions related to domestic abuse. Several participants referred to the subtle and often delicate nature of controls applied in domestic abuse and the potential impact or associated risk of any disclosure being handled insensitively or inappropriately by them. Some comments included;

'I accept that basic training might give me with the confidence to talk about basic healthy eating, drug, alcohol or sexual health- but I think this (DV) is a specialist area and I would be neither confident or comfortable leading sessions about it (domestic abuse) or handling any subsequent disclosure'

'I wouldn't know where to take any issues that affected me personally from any disclosure, where would I go for debriefing or support?'

There were also some issues raised around apparent assumptions that all school staff would feel comfortable delivering interventions, in what was felt to be such an emotive area, without any consideration as to whether they themselves may ever have been exposed to domestic abuse. Some feedback suggested that domestic abuse interventions should be built into the school curriculum in the same way that bullying is addressed. Although some of the feedback identified some concerns as to the appropriate level of intervention within schools.

Too basic or brief a programme was considered to be at risk of lacking any impact. However, there were also some areas of concern as to whether too intensive an intervention could potentially result in young people making disclosures about domestic abuse, and whether that could make them vulnerable targets for bullying in some form.

'I have a slight feeling of unease, could this alter the dynamic of the often subtle relationship between teacher and pupils, and parents and carers & indeed the peer relationships?'

Lack of capacity, or conflicting demands upon capacity was a common theme identified throughout the interviews. The timetabling of the training in the evenings, which was essentially outside of, and in addition to normal working hours was identified as barrier to attending.

However, an opportunity to pilot the secondary resource programme **did** was presented through one secondary school, where the project lead had an established connection and relationship with the school. This opportunity was clearly related to the fact that the school staff knew the facilitator and were confident in their skill and ability in working safely in this sensitive and emotive subject.

This pilot consisted of 8 workshop sessions (each approximately an hour long) delivered by the project lead in conjunction with the school staff. The pilot group participants were of mixed gender groups for four sessions, and single gender for four sessions (two male, two female), the average age of participants being 13 years. On average 32 young people accessed these workshops giving a total participant number of 168. The workshops offered a range of approaches which included questionnaires, DVD's, exercises to explore perceptions and knowledge base complimented by interactive discussions.

The intended learning outcomes were to increase awareness and general understanding of domestic violence and abuse, and specifically to increase knowledge and confidence in dealing with domestic violence in peers. Formal evaluation data was collated in respect of 23 participants, of which 19 young people could clearly identify an appropriate strategy they could use to support peers experiencing domestic violence, and a further 2 said they would know what to do, although they did not give any detail.

'I would help them by talking to them, listening and telling them numbers of people who could help'

A number of participants (10 of the 23 reporting) found that their group was too large to allow effective discussion and that the smaller group work element was the most beneficial part of the workshop. Many found that the sessions were less effective because too many participants tried to talk at once and this interrupted the flow of the discussions at key points and this was also identified by facilitators. It was also noted by facilitators, in observation and comparison across mixed and single gender workshops, that female participants seemed more reluctant to engage in the discussion elements of the workshop and were possibly intimidated by the more confident and outspoken boys within the mixed group. This suggested that single gender smaller groups are more effective for future practice.

Qualitative feedback from the young people taking part in the workshop was encouraging with 14 of the 23 who returned evaluation forms specifically commenting on the skills of the facilitator in leading the session;

'It was a good way to teach someone how to cope with domestic violence'

'I think it was delivered well and had careful consideration'.

The varied and innovative applications of the workshop were in the main enjoyed and valued by the participants with 16 of the evaluated group of 23 requesting further similar workshops to be repeated within school.

Lessons Learned and recommendations for future development

- For effective implementation, teachers and school staff need their identified concerns addressed. This is particularly important in respect of capacity, anxiety around referral and response processes associated with disclosures and child protection. They should feel supported to deal with any issues raised through primary prevention through regional multi agency or education authority networks. There may be the opportunity to address this in part through the mapping and communication of local and regional networks available to support professionals involved in delivery of domestic abuse interventions.
- Mechanisms should be in place to ensure that multi agency staff can receive information, advice and specialist support where necessary. This could potentially enhance peer support networks and identify named locality or organisational specialists.
- Any training should include project materials and input to inform how to handle disclosures, which a specific focus on safeguarding and child protection. It should preferably last more than one day and enable exploration of fears and concerns as well as providing knowledge and resources including referral mechanisms to local; advocacy and support services.
- Any training for school staff should wherever possible be built into development days and not be set outside normal hours of employment
- Any school based intervention or event needs to be negotiated with the school offering a minimum of one full terms notice.
- Future planning for work within schools may need to cost an independent resource to deliver one off sessions, focused on what domestic abuse is, how to identify it and protective behaviour strategies for keeping safe.
- Schools requirements to focus on the curriculum means little time can be devoted to domestic abuse as opposed to bullying which has a specific focus. This may offer an opportunity to relate domestic abuse to bullying in school based interventions.
- Given the emotive and complex nature of this agenda, sensitive consideration needs to be given to the skill base, experience and any potential exposure/ experiences of domestic violence or abuse for staff being requested or selected to deliver training or interventions.

- Primary interventions group sessions, based within in school (and indeed other settings) may need to be smaller, maximum of 8-10 and from the findings of the pilot, preferably same gender groupings. Young females appeared to be intimidated by a mixed gender sessions. Findings suggested that gender specific programmes may be more appropriate as existing programmes tend to be based upon what is known about adult male perpetrators. Very little research appears to have been undertaken in relation to young females exhibiting violent behaviour or child centred models of addressing violent behaviour.

Educational Programmes in Youth Settings.

In 2006 Hampshire County Council identified 'Safer, Stronger Communities' as one of its priority areas establishing this as one of the county Public Service Agreement targets. Hampshire is focussing on educational preventive programmes for children and young people in relation to interpersonal violence. Wessex YOT, working in this field aimed to reduce violent crime in Hampshire and set a stretch target to reduce violent crime by 10% (target being to reduce crime by 5%).

Taking lessons learned from the development and the challenges faced in implementing the educational programme in school settings a decision was made to focus the Hampshire II Daphne resources on a youth based setting delivery. This clearly demonstrated the committed, yet flexible and responsive approach of the project team. Hampton Trust were subsequently approached to work in partnership with Wessex YOT to develop an innovative way of working with young people committing violent crime in order to address the impact of domestic violence on their behaviour. It was proposed to measure any attitudinal or behavioural change and to monitor the cohort against incidence of recidivism. This approach met an identified need within youth settings for the development of a programme for young people starting to exhibit signs of violent behaviour themselves following exposure to domestic abuse or violence within their own lives, rather than adopt a generic public health based programme across universal settings such as youth clubs etc.

This led to additional unforeseen programme activity in liaising with Youth Offending staff to determine both the programme content and model of delivery for young people exhibiting signs of violent behaviour. Nine Wessex Youth Offending Teams participated in initial training in domestic abuse facilitated by the Hampton Trust lead.

Wessex YOT employed two part time workers to work alongside Hampton Trust to deliver the programme in the Gosport, Basingstoke and Totton areas of Hampshire. The programme written for those in a youth setting subsequently became focused on young males exhibiting violent and abusive behaviour as this was an area of greatest identified need.

The project brief for this element of the programme was to deliver a series of group work interventions to young men (aged 14-17 years) who had been convicted of a violent offence⁴ and subject to a Youth Justice Board order⁵ although the latter was relaxed in the later stages of the project to include voluntary referral through YOT key workers.

As the project began to roll out it became apparent that there was an unmet (though lesser) need for a similar intervention for young girls broadly meeting the same programme criteria and a decision was made to again 'flex' the programme to deliver a programme for this cohort in addition to the planned work. The programme was based upon the tertiary programme training manual developed for direct work with young people (Linx). The theme of this group work is based upon exploring the links between experiences of domestic abuse, associated feelings and how this impacts upon offending behaviour.

The group programmes spanned ten weeks and consisted of ten 1.5 – 2 hour sessions which incorporate a number of participative exercises and games which also allowed space for young people to discuss issues and concerns as they arise. The learning outcomes for the programme were;

- Explore what constitutes domestic abuse
- Look at who is affected
- Explore how it feels, peer pressure frustrations and managing anger
- Links between domestic violence and youth offending
- Gain insight into young people legal rights and responsibility, consequences, losses and gains
- Develop strategies for staying safe in a domestic violence situation
- Identify local support services for young people

The overall project time scale spanned from to June 2007 to December 2007 during which time members of the Wessex Youth Offending teams and the Links project team were able to jointly identify 245 young people who broadly met the criteria. This was achieved using the screening tool based upon the Daphne 1 work undertaken in West Sussex. From this cohort they identified 92 young people who fell within a further limited criteria which identified a refined cohort resident in specific geographical areas (Totton, Basingstoke and Gosport), and within a similar age range.

This filtering took into account the areas of rurality within Hampshire and the associated challenges of transport and access, and the impact of age ranges upon group dynamics. For the same reasons, and building upon the knowledge gained in phase two school based interventions, groups were facilitated on single gender criteria.

⁴ Actual Bodily Harm, Grievous Bodily Harm, Assault by beating, Common Assault, Causing harassment, alarm or distress by threatening words or behaviour, Criminal Damage, Hoax, Abusive, malicious telephone calls or communication.

⁵ See www.yjb.gov.uk for full list of orders and sentences.

Of the selected cohort of 92 young people 58 were assessed for suitability using semi structured interviews conducted by the project leads and co facilitators. The remaining 42 young people did not fall within the parameters of the project for the following reasons;

- In custody (reoffending)
- Moved out of area
- Resident outside project areas
- Gender (initially but adjusted to meet identified need)
- Employment or training commitments
- Previous conviction for sexual offences
- Mental or emotional health reasons
- They declined, or parents declined to engage

Of the cohort of 92, 58 engaged and attended interviews, 39 commenced group work programmes and 21 completed the programme. Four youth groups programmes were subsequently facilitated and completed in total across Hampshire, three (all male) groups in Basingstoke, Totton, and Fareham, and one (all female) group in Basingstoke facilitated by the Hampton Trust Daphne II Project lead and two Wessex YOT workers.

Name of Group	Number Commenced	Completed
Basingstoke Boys	12	5
Totton	12	6
Fareham	7	5
Basingstoke Girls	8	5
Total	39	21

The application of the screening tool had been requested by personnel working with young males convicted of a violence related offence and who had possibly been exposed to domestic violence within their home setting (normalisation of violent behaviour) as part of the programme pre-referral processes. The tool did not require adaptation but it is dependant upon the commitment of workers using it effectively. Youth workers recognised the need and value of the tool some, yet were both reluctant and concerned about directly asking young people whether they had experienced domestic abuse at home. This placed significant limitations upon the application and benefits of using the tool to screen for programme suitability.

There were also significant challenges for those practitioners faced with trying to deliver a structured programme within the context of working with young men exhibiting violent and abusive behaviour.

The client group displayed complex and challenging behaviours within the group setting which disrupted the group cohesion and processes. Many of the issues could only be addressed by facilitators on a one to one basis, i.e. child protection, mental health issues, health and safety. Each of the topics raised took time, knowledge, skills and resources to deal with in a safe, respectful, appropriate and professional manner.

The varying levels of unique and occasionally competing need arising within the group setting demonstrated the absolute need for the practitioners to be skilled and experienced in both the sensitive subject matter, and one-to-one and group work settings.

The importance of the appropriate skill base and approach of staff and facilitators of the programme was an identified issue for the participants. The value of establishing an early relationship built upon mutual respect and trust was identified key to the positive engagement of the participants. This was often referred to in relation to some of the challenges to perception and opinion.

'Overall I thought the group and workers were fair. There was some control, but not so much you couldn't say what you wanted to. It was good that we (the group) negotiated the rules and we didn't get told off if we didn't agree'

'It's important to have a good worker that you can have a good relationship with. They should be interested in you, care and have a sense of humour'

'I thought the labels thing was dangerous, but I did learn a lot from it, I did not realise the things I say can hurt people.'

In keeping with the pilot of the programme in an educational setting, the size composition and regular membership of the group was also identified as being a key factor to effective engagement for the young participants. Not all participants attended every session, and this may be considered to have a limiting impact of the intervention overall given the actual time engaged with the programme.

'6 or more people were good but less than that it got a bit tense'

'The same girls didn't turn up every week, and that made it hard for those of us who did'

The educational setting pilot had demonstrated that the validated attitudinal scaling tool was too long and complex for this programme. The use of write and draw technique was piloted within some of the youth setting work which showed some positive results.

'One of the things I remember most was drawing the pictures that were interpreted, like the sun tree drawing'

Attitudinal scaling could have feasibly allowed measurement of change of attitudes or knowledge, and the loss of personal data prevented tracking against recidivism or focus groups to explore changes in attitude post intervention. However, there were more subtle, yet essential significant outcomes for young people demonstrated from this intervention less easily captured as quantifiable data.

This is related to raising levels of self esteem in victims of domestic abuse and allowing them to rationalise their experiences and reduce any sense of social isolation.

'It helped me to realise it's not my fault, what happened at home'

'It was good to be listened to'

'You helped me think things through before I hit out'

'You sit there and I think, I'm glad, I'm not the only one having problems'

Two young male group participants who had completed the programme have since indicated a desire to become youth peer facilitators for a similar programme.

Lessons Learned and recommendations for future development

- There are clear benefits and opportunities aligned to an identified need to focus similar work in youth settings (especially youth offending teams) for young people who are exhibiting challenging behaviours.
- All young people identified as exhibiting violent behaviour could potentially be referred onto such programmes whereby an assessment can be made by a skilled practitioner as to both the young people's exposure to domestic abuse and their suitability for group work programmes.
- Multi agency training and peer support programmes should be available to all staff working in youth settings. This could potentially enhance peer support networks and identify named locality or organisational specialists.
- The training package for the tertiary level interventions developed as part of this programme should not be made freely available without support training underpinning their application. The lesson plans within the programme offer only a semi structured guide to its application. Those interested in using this programme should be trained, not solely in applying the package, but in dealing with some of the challenges and issues that arise through its application. There is also an identified need for practitioners to receive adequate skilled supervision and support to ensure safe practice for both practitioner and young person.
- The identified need for further research in respect of Webster Stratton principles and methodology for group practice in working with young people with conduct disorder,
- Any semi structured programme for young males is recommended to be no less than of eight weeks duration. (Research on adult male perpetrators suggests a minimum of 30 weeks programme to effect any lasting behaviour change.

Summary

As part of the Daphne II partnership, Hampton Trust has researched, piloted and developed three educational packages in relation to domestic abuse and children and young people, across primary, secondary and tertiary interventions.

The main challenges faced in the process of developing and delivering educational packages have surrounded concerns expressed by both educational and youth staff regarding their skills and capacity to deliver effective intervention programmes against domestic violence and abuse. These concerns are related to both the issues it can raise personally for facilitators, how they deal with disclosure in classroom and youth based settings, child protection as well as time and curriculum restraints. Additional concerns surrounded the need for peer support and supervision networks.

For those staff working with young people displaying challenging behaviour who have been exposed to domestic violence and abuse within their own lives the challenge lies in developing a 'fit for purpose' model for this type of intervention. Such a model will need to innovatively engage these young people whilst incorporating elements of the training package into an educational group setting in order to address the very real needs of each individual young person.

It should be noted that the prevention element of the Daphne II is fundamentally process based. Whilst hard outcomes of interventions are naturally important, the lessons learned through the combined processes of development and delivery should be considered of equal value and relevance in informing subsequent areas of development.

The focus of the dissemination of the programme is intended to offer insight into the lessons learned from the delivery in a school and youth based setting with young people already exhibiting violent behaviour after exposure to domestic abuse rather than the specific programme outcomes in order to help others implement a similar programme. This programme has already produced a rich and varied learning experience for those concerned and offers many lessons learned as part of its contribution toward the overall objective and ethos of the Daphne programmes in respect of domestic abuse and its impact upon young people.

The programme has spawned material for future work which the Hampton Trust will be taking forward which will include;

- Looking at the delivery of gender specific programmes for young people convicted of a violent offence and who have been exposed to domestic violence or abuse. This work is already underway in the shape of a female only pilot programme in the Southampton area.
- Providing training for key workers to deliver the youth programme under a strict set of criteria including supervision and/or matrix management models.
- Awareness raising of the need to address real concerns around child protection processes and support mechanisms within schools.

