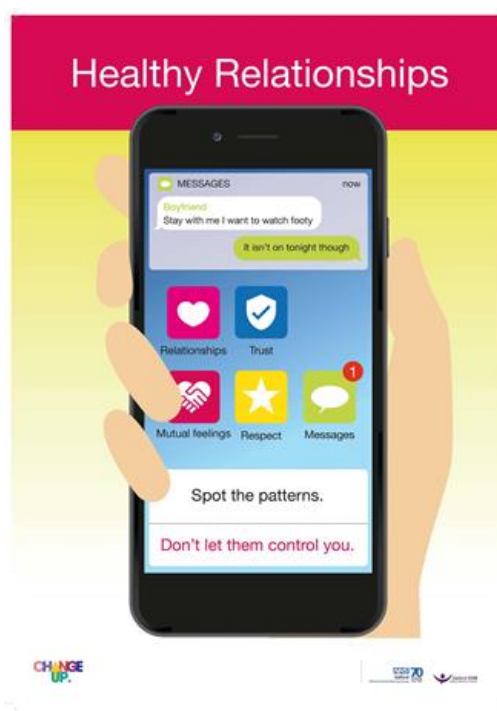


An evaluation of the Change Up programme



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Acknowledgements

Gratitude is extended to the young people and school staff who took part in this evaluation. Many thanks are also given to the programme team at Social Sense – Reece Hobson and Jayne Livesey - who were extremely helpful in their support to complete this evaluation and who were integral in the process of data collection.

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1 Introduction

1.1 Background

Domestic violence and abuse (DVA) is recognised to be a harmful social problem that is embedded in communities globally as the World Health Organization (WHO) (2017) has described it as a serious public health problem of global epidemic proportions. In the UK, DVA has been defined as:

Any incident or pattern of incidents of controlling, coercive, threatening behaviour, violence or abuse between those aged 16 or over who are or have been intimate partners or family members regardless of gender or sexuality. (Home Office, 2018, para 1)

Whilst for some time physical, sexual, financial and emotional abuses have been acknowledged as distinct forms of DVA, coercive and controlling behaviour (hereafter called 'coercive control'), as a form of relationship abuse, is now recognised in the UK and beyond for its considerable harmful effects (Home Office, 2018). In addition, over the last decade or so, what has increasingly been brought to the fore, is the realisation that DVA is not a social problem limited to adulthood, but it is also a problem in the relationships of children and young people. Subsequently, there is a growing body of work that explores DVA in young people's relationships.

In 2009 Barter et al. reported concerning levels of physical, psychological/emotional and sexual abuse within the relationships of young people aged 13-17 years after surveying 1,353 young people from eight secondary schools across England, Wales and Scotland. Of 88% respondents who had experienced some form of intimate relationship, 22% had experienced moderate physical violence (pushing, slapping or holding down) and 8% had experienced more severe physical violence (punching, strangling, using an object). Three-quarters of the girls and half of the boys had experienced emotional abuse, with the most common form as 'being made fun of' and/or the use of surveillance in 'constantly being checked up on'. One in three girls and 16% of boys reported some form of sexual abuse from a partner with 70% of girls and 13% of boys stating that this had negatively impacted their well-being. Drawing attention to the gender-based framework for understanding the dynamics and impacts of DVA, Barter et al. highlighted that 'a central issue concerns gender. Girls, compared to boys, reported greater incidence rates for all forms of violence' (Barter et al., 2009: 4).

Another study was completed more recently. Broad and Gadd (2014) conducted a survey of 1,203 young people, aged 13-14 years old, finding that over half had some direct experience of DVA (whether as victims, perpetrators or as witnesses). They found that 44% of boys and 46% of girls reported that they had experienced at least one of the types of DVA (physical, mental/emotional, sexual abuse or coercive control). The most commonly reported forms of abuse were emotional abuse and controlling behaviours with 38% reporting at least one type of maltreatment falling into one of these categories. When gender differences were tested for in relation to physical abuse, sexual abuse and emotional abuse/controlling behaviours, the only significant difference recorded was for sexual victimisation; with girls reporting considerably more than boys.

In other published work, research on young people's experiences of DVA has found influences in relation to social, cultural and lifestyle factors (Sabina et al, 2016). For example, there is some suggestion that incidents of DVA in young people's relationships increase as they get older (Hokoda, Martin Del Campo & Ulloa, 2012). Viewing age as an indicative factor is important as research indicates that those young people who are exposed to relationship abuse earlier during adolescence are more likely to experience DVA later in life (Alleyne-Green, Coleman-Cowager & Henry, 2012). There are, therefore, implications with regards to prevention and early intervention (Hokoda et al., 2012). In terms of gender, overall, current evidence presents conflicting results, and it is reasonable to conclude that girls and boys are both perpetrators and victims of DVA with more research needed to provide a clearer picture of perpetration, victimhood, risk and protective factors.

1.2 Addressing DVA with young people: the Change Up programme

Within the DVA field, there is an increasing interest in how social norms theory (SNT) can be harnessed to address gender-based violence (Cislaghi & Heise, 2017). This includes identifying a simple way to measure social norms and using SNT to design successful interventions. In this context, a norm is a belief or custom that is held by most of a group or community. There are three types of belief which underpin a social norms approach (SNA): actual; perceived; and misperceived norms. Actual norms are those which are actually believed or demonstrated in behaviour. Perceived norms refer to what people think or perceive the norm to be, whereas a misperceived norm differs from an actual norm; that is, it

is when what people think is not actually the case (Berkowitz, 2012). Adopting a SNA to intervention or study design means adopting these different concepts. In DVA research, for example, it might mean exploring conservative norms (which are, arguably, outdated) about gender such as men are the breadwinners, and women are primarily responsible for the home and caring for dependents.

Between 2016 and 2017 Social Sense, a social marketing agency based in Salford, delivered a pilot project, *Change Up*, based upon SNT, which focused on early prevention work for young people associated with, involved in or at risk of DVA (Rogers, 2017a). By using a targeted approach to locate project delivery sites, it was envisaged that this would, to some extent, address the disjointed approach to service provision available to young people living in pockets of a city known to have high levels of DVA. The *Change Up* project was delivered as a high school-based prevention programme centring on healthy (non-violent) relationships to Year 9 students (young people aged 13 to 14 years old). *Change Up* was delivered in two schools in Salford which has some of the highest rates of DVA in the UK (CPS, 2012). Statistics illustrate this as in 2017 across Greater Manchester 22,739 domestic abuse related crimes and 67,987 domestic abuse related incidents (incidents not recorded as a crime) were recorded; combined this made the North West region the third highest in England and Wales (ONS, 2018).

Commissioned for a second time by the Salford Clinical Commissioning Group, in 2018 *Change Up* was delivered to four high schools in Salford. Each school took part in the programme. *Change Up* consists four phases:

- Phase 1: baseline survey for young people;
- Phase 2: data analysis and workshop design;
- Phase 3: Intervention - workshop and poster campaign;
- Phase 4: post-intervention survey for young people.

Again, the programme was delivered to young people aged 13-14 years (Year 9 students). During the workshop, young participants designed posters carrying messages about non-abusive, healthy relationships which were then used in a campaign within the participating

high schools as well as local, feeder primary schools (for children in Years 5 and 6) for each of the four high schools. The campaign was sent to nine primary schools. The poster campaigns are attached as Appendix 5.

This report presents the findings of a secondary analysis of survey data collected during this second delivery as well as the findings from qualitative data collected from young people who participated in the project and school staff in the high schools and feeder primary schools who participated in the poster campaign. In addition, to establish the financial, economic and social impact of the *Change Up* programme we have undertaken a Cost Benefit Analysis. We start by setting out the methods used in this programme evaluation which set out to consider both process and impact. Then findings are presented for all phases of data collected which are then triangulated in a multi-layered analysis. This is explored in the final discussion and conclusion. Lastly, we provide some key recommendations that emerge from the analysis.

2 Methodology

2.1 Methods

Young people's survey: secondary analysis

Five high schools were recruited to participate in the *Change Up* programme. One subsequently dropped out before delivery began. Between April and May 2018, the baseline survey was completed across four high schools by young people aged 13-14 years in Year 9 (n=386). Following the delivery of an intervention (workshop), in July 2018 a repeat survey was undertaken. Prior to the repeat survey, another school dropped out due to internal difficulties, and so three high schools participated in the repeat survey. Attrition is an expected feature of pre- and post-test surveys (Olson and Witt, 2011) and it is a recognised limitation resulting in reduced sample size in the second survey phase. As such, this programme evaluation has made best use of the available data.

Section 3.1 below reports on survey findings, and more specifically, the normative change evident in the survey data. Survey questions are included in Appendix 1. The analysis utilises aggregated data rather than data collected across individual schools. Efforts were made to survey the same sample from the baseline survey and workshop participants. A breakdown of participant characteristics is illustrated in Table 2.1.

A secondary analysis of data is now a widely recognised methodology (Bulmer, Sturgis, & Allum, 2009; Rogers and Ahmed, 2017). However, as this was a secondary analysis, it was not possible for controls to be implemented regarding recruitment or sampling of survey respondents.

Table 2.1 Survey respondents' characteristics

Baseline survey		Repeat survey	
Gender	Female: 148 (46%) Male: 163 (50%) Prefer not to say: 12 (4%)	Gender	Female: 128 (49%) Male: 115 (44%) Prefer not to say: 18 (7%)
Age	13 years old: 103 (32%) 14 years old: 219 (68%) 18 years old: 1 (0%)	Age	11 years old: 4 (2%) 12 years old: 1 (0%) 13 years old: 31 (12%) 14 years old: 216 (83%) 15 years old: 2 (1%) 18 years old: 7 (3%)
Ethnicity	Asian British - Bangladeshi: 7 (2%) Asian British-Other: 3 (1%) Asian & Asian British-Indian: 3 (1%) Asian British-Pakistani: 6 (2%) Black British - African: 18 (6%) Black British-Caribbean: 2 (1%) Black British - Other: 4 (1%) Chinese or Other - Other: 1 (0%) Chinese or Other – Chinese: 3 (1%) English Traveller: 7 (2%) Irish Traveller: 1 (0%) Mixed - Other: 5 (2%) Mixed - White & Asian: 3 (1%) Mixed - White & Black African: 7 (2%) Mixed-White/Black Caribbean: 5 (2%) Not disclosed: 1 (0%) Roma Gypsy: 2 (1%) White - British: 214 (66%) White - Irish: 7 (2%) White - Other: 24 (7%)	Ethnicity	Asian British - Bangladeshi: 7 (3%) Asian British-Other: 7 (3%) Asian British-Indian: 3 (1%) Asian British-Pakistani: 7 (3%) Black British - African: 20 (8%) Black British - Caribbean: 4 (2%) Black British - Other: 5 (2%) Chinese or Other - Other: 1 (0%) Chinese or Other – Chinese: 1 (0%) English Traveller: 2 (1%) Irish Traveller: 3 (1%) Mixed - Other: 10 (4%) Mixed - White & Asian: 1 (0%) Mixed - White & Black African: 6 (2%) Mixed -White/Black Caribbean: 4 (2%) Not disclosed: 3 (1%) Roma Gypsy: 2 (1%) White - British: 152 (58%) White - Irish: 4 (2%) White - Other: 19 (7%)

Young people's feedback

Feedback from young people was collected in two ways. First, following each workshop qualitative data was captured at the end of the session through the completion of pre-printed feedback postcards (with 'something I'll do differently after today is...' (n=101 completed) or 'today made me think about...' (n=114 completed) (n=3 were unusable). All feedback card data was anonymous. Second, additional qualitative feedback was collected from young people through a focus group conducted in HS1. Five young people from Year 9 took part (n=3 males, n=2 females). The facilitator used a semi-structured question schedule (see Appendix 2). The recruitment strategy for this was a purposive, non-random sampling approach in that we only sought to include those young people who had completed the

surveys and had participated in the intervention (the workshop). Enabling the recruitment process, school staff acted as *gatekeepers* connecting willing participants with the researcher (Clark, 2011). Informed consent was gained from young people and 'opt-in' consent was obtained from parents or carers. The focus group took place in school time on the school site. A thematic approach was used for the analysis of qualitative data from feedback cards and in the reporting of the triangulated data below (Braun & Clarke, 2006).

Feedback from school staff

Feedback was gained from practitioners who worked in partnership with Social Sense to enable the delivery of the *Change Up* programme or who helped to facilitate the poster campaigns in primary schools. This data was collected using a semi-structured interview schedule and via a telephone interview or email interview (see Appendix 3 and 4 for the interview schedules). Again, this data was analysed and is presented using a thematic approach (Braun & Clarke, 2006).

Economic analysis

We utilised the New Economy model of Cost Benefit Analysis (CBA) along with their Unit Cost Database, which allowed us to present the financial and economic (public value) case for the project (New Economy, 2015). There are of course well-known limitations to CBA, but we see it as a useful tool for programme evaluation when used in conjunction with other methods as part of a multi-layered analysis (Hwang, 2016). We calculated the financial and economic return on investment for every £1 invested in the project as follows. Budget actuals were obtained from the project management team in order to accurately understand costs. The benefits focussed on reduced incidents of domestic violence, and improved well-being of individuals – specifically positive functioning (autonomy, control, aspirations. The level of benefits was calculated by drawing on the change in attitudes amongst students

between the baseline and repeat surveys, using attitudes towards domestic violence as a proxy measure of actual domestic violence. A range of qualifiers were applied, including optimism bias correction (i.e., accounting for the level of confidence in the data); deadweight (i.e., business as usual, or what would have happened without the intervention); lag (i.e., time for the interventions to be rolled out); and drop-off (i.e., the way in which some participants tend to revert back to pre-intervention status over time).

2.2 Ethics

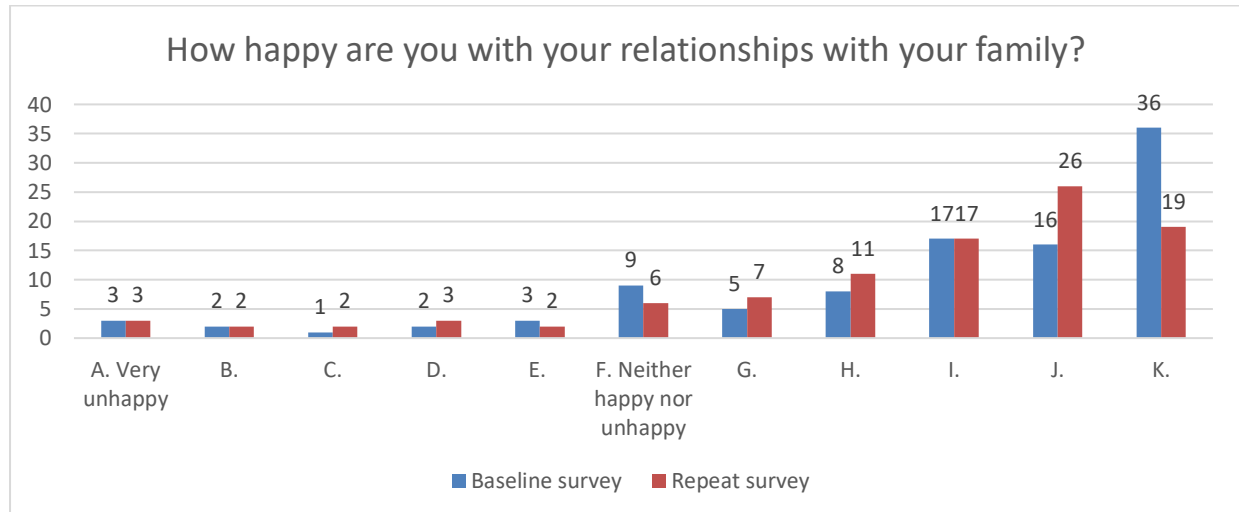
The research team has experience of research and programme evaluation on ethically sensitive topics (Rogers, 2016, 2017b) and integrate the ethical guidelines laid down by the British Sociological Association, the Social Research Association and the Health and Care Professions Council. Throughout the evaluation issues of anonymity and confidentiality were addressed, and informed consent was taken from all participants. The study was subject to the procedures required by the Ethics Approval Committee of the School of Health and Society at the University of Salford.

3 Findings and analysis

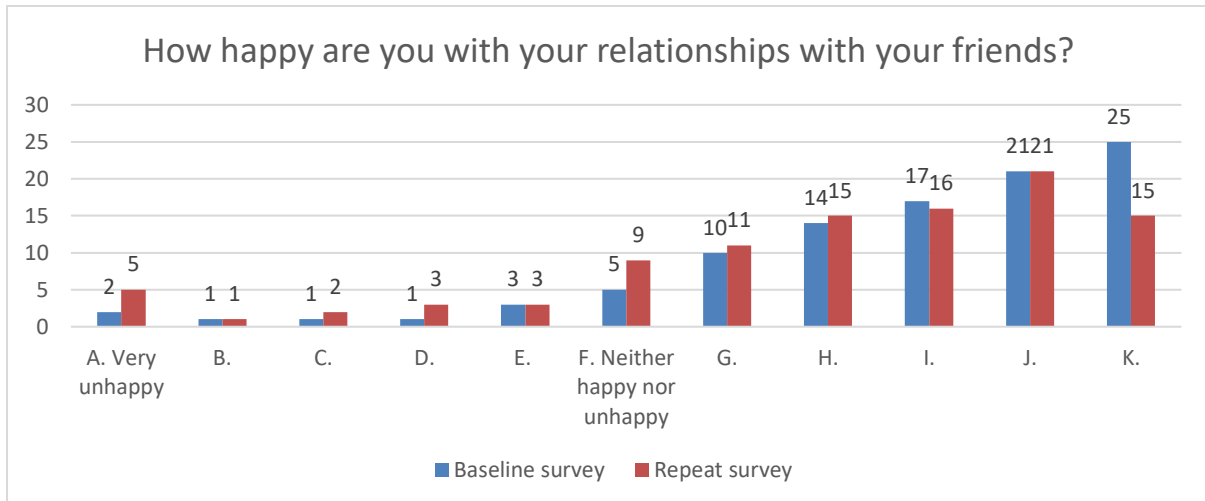
This section begins by presenting the findings of survey data. Many of the scenarios presented in the survey sought to understand norms in relation to physical abuse and several other factors (emotional response to embarrassment or anger, or the presence of alcohol for example). In the repeat survey there was a question about young people’s perspectives on non-physical forms of abuse (emotional abuse and coercive controlling behaviours). We then present the findings from qualitative feedback from young people and school staff. We end with a Cost Benefit Analysis of the *Change Up* programme.

3.1 Young people: survey data

Relationship satisfaction



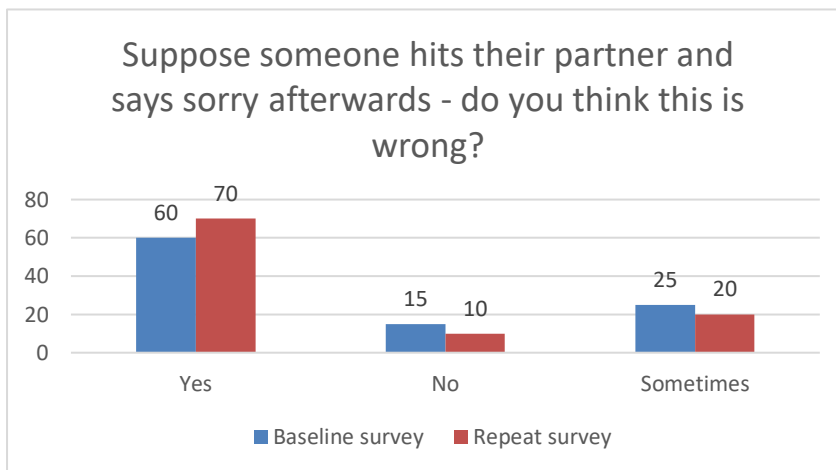
Young people were asked about their feelings towards current relationships with family and friends. This helped to establish some context to young people’s relationships more generally from their perspective. Young people responded to both questions using a scale with 0 meaning very unhappy (shown as A in the chart above), 10 very happy (shown as K), and 5 neither happy nor unhappy (shown as F). In terms of familial relationships, between the baseline and repeat surveys, there was very little change apart from the last two ‘happy’ and ‘very happy’ options with a notable shift. However, these responses still indicate contentment with family relationships as, indeed, most responses do for both surveys.



Congruent with the previous question (about familial relationships), most young people were content with their friendships. There was a slight shift in the repeat survey as fewer young people ‘very happy’ with their relationships with friends, and slightly more were ‘very unhappy’. However, most respondents were in the range of being satisfied or happy with their friendships overall in both surveys.

Norms and attitudes about physical abuse: contrition

Over half (60%) of respondents in the baseline survey considered it to be wrong for someone to hit their partner even if they subsequently apologised. Only 15%

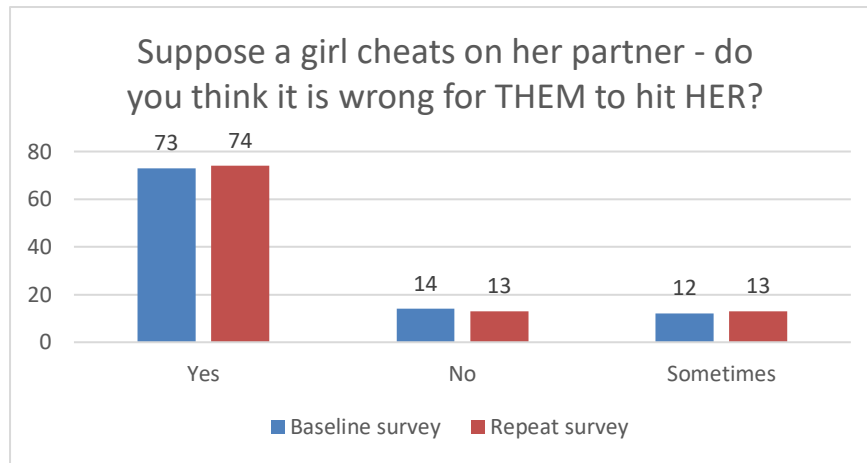


considered this not to be wrong. There was a positive change of 10% in the repeat survey with a total of 70% of respondents indicating that this was wrong. Concurrently, the proportion of young people who selected ‘no’ (15%) or

‘sometimes’ (25%) showed a slight decrease of 5% (to 10%, and 20%).

Norms and attitudes about physical abuse: infidelity

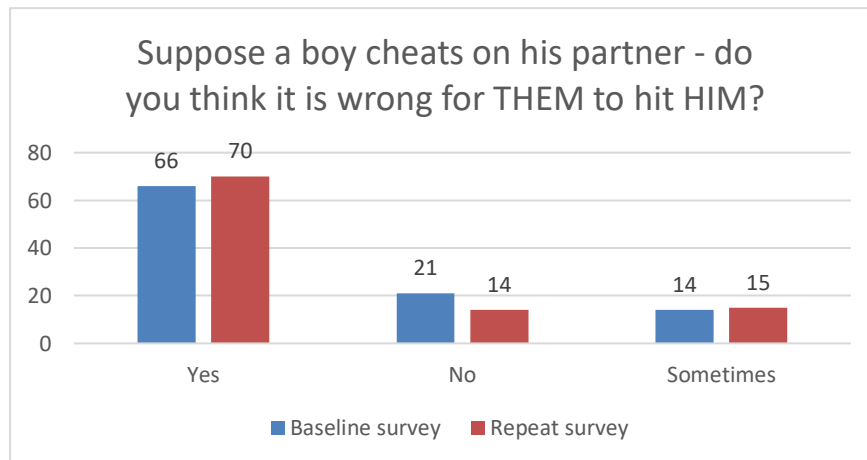
Almost three-quarters (73%) of young people considered it to be wrong for a partner



(male or female) to hit their girlfriend if she had cheated. Similar proportions considered this not to be wrong (14%) or sometimes to be wrong (13%). Responses in the repeat survey were almost identical

indicating very little change in norms in relation to physical abuse and infidelity.

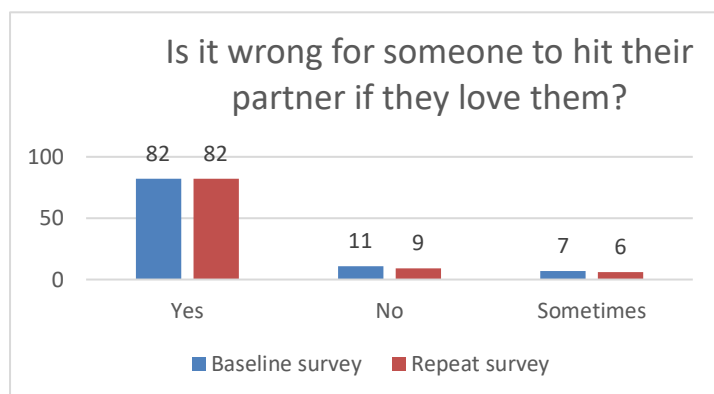
Designating the gender of the victim as male, respondents were also asked ‘suppose



a boy cheats on his partner – do you think it is wrong for THEM to hit HIM’. There were slightly different findings in this scenario. In the baseline survey, 66% of young people agreed that this is

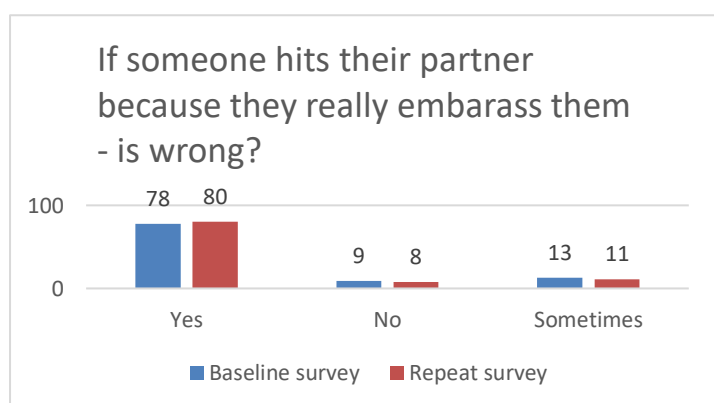
wrong with a small, but positive, change in the repeat survey with 70% agreeing that this is wrong (this is still 4% less than the respondents in the survey where the victim was female).

Norms and attitudes about physical abuse: emotions



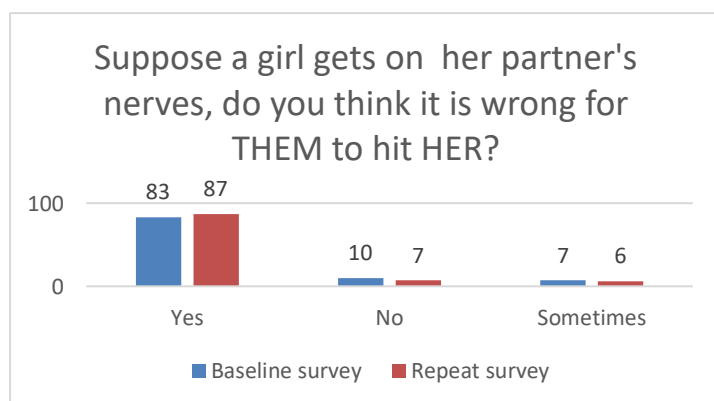
Focussing on the relationship between love and physical abuse, 82% of respondents reported that it was wrong to hit someone even if you loved them. There was no change in the repeat for this affirmative response, with only a slight shift in the 'no' response (from 11% to 9%) and 'sometimes' response (from 7% to 6%).

9%) and 'sometimes' response (from 7% to 6%).



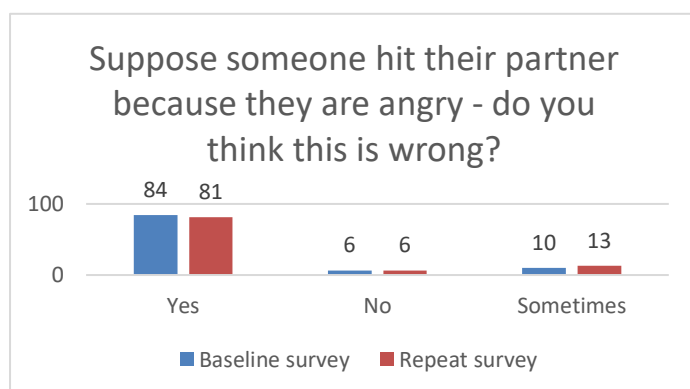
In the baseline survey, just over three-quarters of young people (78%) considered an individual's physical response to being embarrassed as hitting their partner was wrong. Whilst 9% opted for 'no', this is not wrong, 13% considered it to be 'sometimes' wrong. There was a very slight positive change to 80% indicating that this was 'wrong' in the repeat survey with a 6% downward shift in those who considered it to be 'sometimes' wrong.

very slight positive change to 80% indicating that this was 'wrong' in the repeat survey with a 6% downward shift in those who considered it to be 'sometimes' wrong.



A similar question asked about other emotional responses in terms of individual's response (male or female) if a partner was found to be irritating. Again, a high proportion of respondents (83%) agreed that it was not acceptable to hit a partner in this context. The repeat survey showed a small rise in this (to 87%) with a decline in responses who indicated that this was always or sometimes acceptable.

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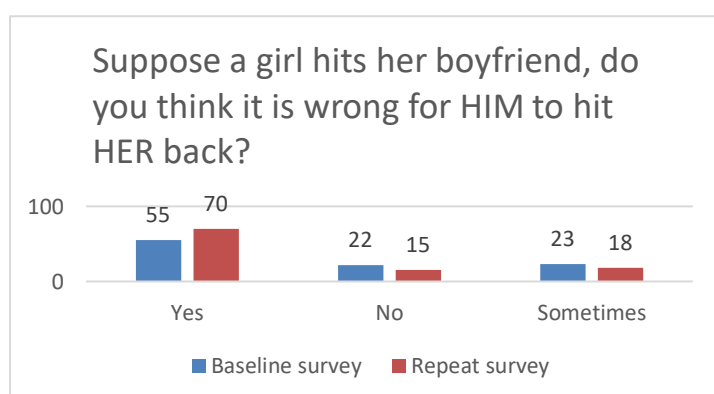


In the baseline survey most respondents (84%) reported that it was wrong for someone to hit their partner just because they were angry. There was a slight decline in this at the repeat survey (to 80%) as more respondents indicated that it was sometimes acceptable (rising from 10% in the

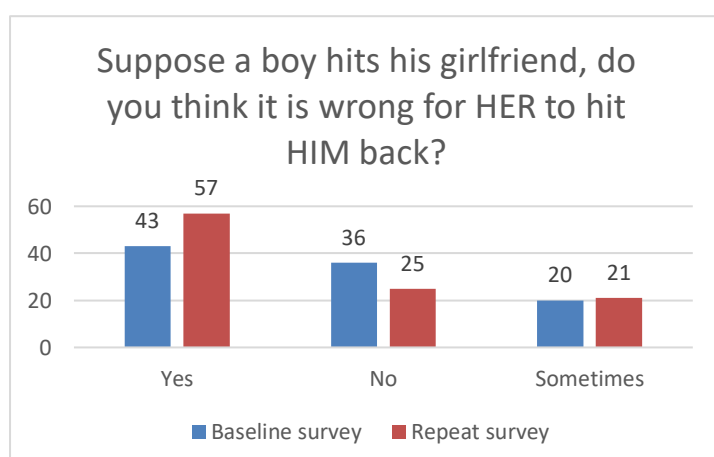
baseline survey to 13% in the repeat survey).

Norms and attitudes about physical abuse: retaliation

Just over half of respondents (55%) in the baseline survey considered it to be wrong

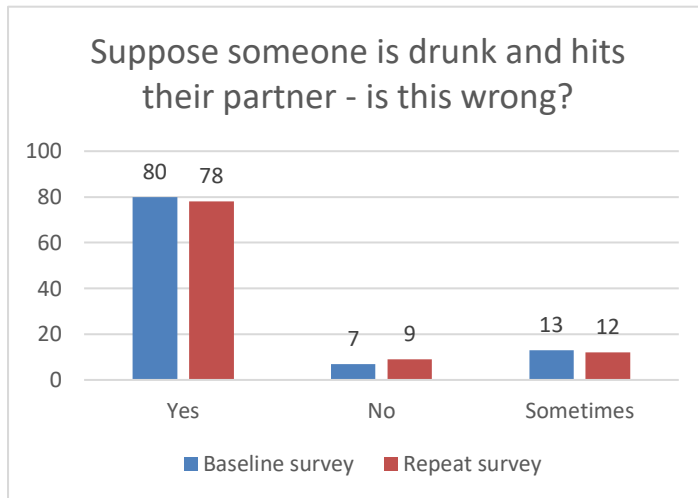


for a boy to hit his girlfriend in retaliation. The remaining sample was evenly spread across the other options. There was a significant positive change however in the repeat survey with almost three-quarters (70%) indicating that this was wrong.



Using the same scenario but transposing the gender identities of the perpetrator and the victim, there were specific differences in relation to the previous question with fewer respondents (43%, compared to 55% above) reporting 'yes' it is wrong for a girl to hit a boyfriend in retaliation. Similarly, 36%

thought that it was acceptable (compared to 22% above) for a girl to hit her boyfriend if he had hit him. Again, there were sizeable positive changes in the repeat survey with a 14% increase in respondents who considered this to be wrong, and a drop of 11% in those who thought that it was acceptable.

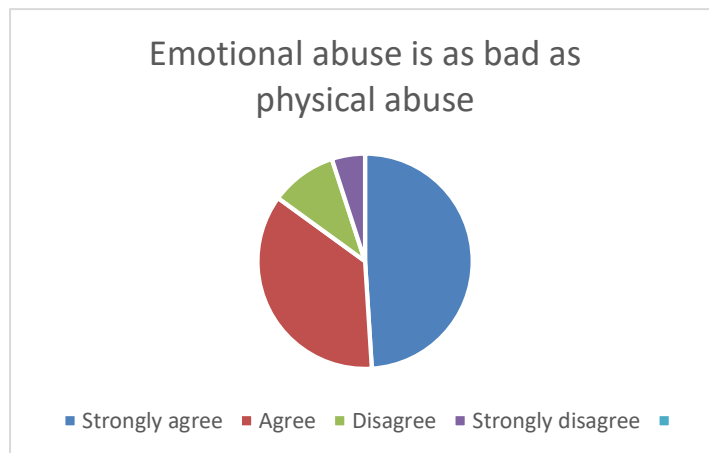


Respondents were asked to consider the influence of alcohol and norms about physical abuse. More than three-quarters (80%) of respondents considered it to be wrong if someone hit their partner whilst drunk, but 13% considered this to be only 'sometimes' wrong. The repeat survey indicated very little change in norms with a very small drop in affirmative answers

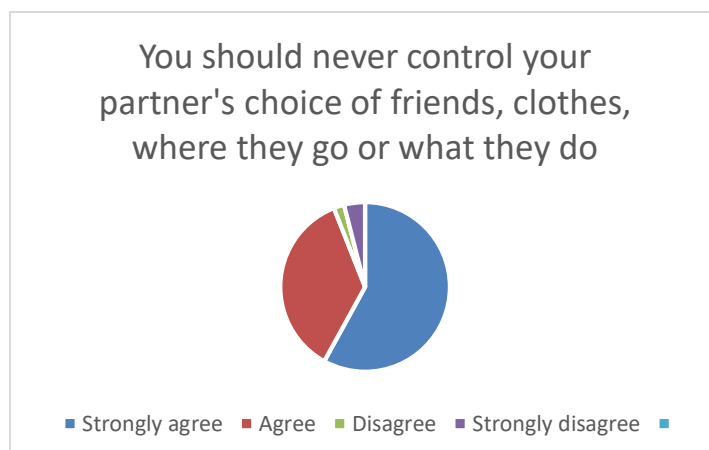
(to 78%) and a slight increase (from 7% to 9%) in those reporting that this was not wrong.

Norms and attitudes: emotional abuse and coercive behaviour

The repeat survey included a set of statements, two of which explored young people's norms around emotional abuse and coercive behaviour.



Overall, 75% of respondents agreed or strongly agreed that emotional abuse is as bad as physical violence.



Similarly, most respondents agreed or strongly agreed (total 94%) that you should use controlling behaviour in an intimate partnership.

Speaking out



In congruence with a SNA, and in relation to the notion of bystander intervention, young people were asked about their potential response to a situation where their friend was being abused. Overwhelmingly, most young people (90%) indicated that they would speak out if this was the case.

3.2 Young people - focus group findings

Norms

To establish a picture of the local neighbourhood in which schools were located, young people were asked as to whether they thought that DVA was a particular problem in their community. The group agreed that it was and that they were aware of DVA through either experience (*'friends who have been through it'*, and *'[yes] dad and girlfriend'* where the girlfriend was the perpetrator) or through awareness campaigns (for example, adverts or posters), or other media (such as film or TV shows). As *Change Up* is based upon a Social Norms Approach (SNA), we then sought to establish some indication of norms with regards to what is and what is not a healthy relationship.

Several statements were made regarding what constitutes a healthy relationship including:

"Equality, trust each other, you can talk to each other when you need to."

"Treat each other how you want to be treated, like, you treat each other as equals, not as one person's more important than the other."

Thinking about an unhealthy relationship, young people focussed on arguments:

"Arguments because all couples argue eventually...one time or another".

"[Arguing] is going to happen isn't it? But you learn to get over it though."

"Abusive is where one person physically dominates whereas arguing is both of them fighting at each other."

"Arguing's not as physical as abuse [...] but it depends how you argue."

“It can depend on the language that’s being used in the argument because if you’re just fighting over something really petty then it might not be classed as abuse but if you’ve got one person saying, like, ‘you’re stupid’ and, like, a lot of insulting things that could be near abuse or abuse.”

Intervention: the workshop

Attention was turned towards the interventions: the workshop and poster campaign. Young people were asked for their opinion about ‘what worked’ in the delivery of *Change Up*. One young person commented on the video section:

“I thought it worked really well how they would show a bit of the video and then stop it and ask questions about it because, obviously, some people will know more than others. So, the fact that they’re stopping it at certain bits makes sure everyone is understanding. That was really good.”

“We watched a video of how a bad relationship is where the male dominates the female but maybe it would be good to do a video where it was the other way round to show that it does happen.”

Positive comments were made indicating that the level, for the video in particular, was pitched well as young people could relate to the content:

“It was realistic, like, it was people our age so it was more common. The video we watched, that could actually happen.”

The workshop was designed to highlight those aspects of DVA that are often hidden, such as controlling and coercive behaviour (as opposed to overt sexual or physical abuse). The messages about this type of abuse were received and understood by young people:

“He started getting jealous of her going and stuff like that and he kind of ended up, like, controlling her, in slow little steps so we could see.”

“It started like a nice relationship and then he wouldn’t let her go with her friends and stuff.”

“There was a scene where she goes and hugs her friend who’s a boy and she comes back and her boyfriend says to her ‘what are you doing?’ or ‘don’t embarrass me in front of my friends.’”

Some young people commented on the poster design section of the workshop:

“When we did the posters, that worked well because it was more involved with it and, obviously, we got to share our opinions to the people who did it, so it was quite good.”

“You had to create a snapchat filter or a drawing of domestic abuse...either that or just a poster of what you thought about it, like a mascot.”

“We put, like information to get help and stuff like that.”

“Some of us put new ideas of how we could maybe help deal with the problem.”

Young people were then asked to comment on what changes they would make to the workshop if they were able. There was a very clear message that young people considered that smaller groups with people they know better and a longer time for the workshop would work better. In relation to the size and constitution of the workshop group, comments included:

“I’d have a smaller group that, like, you’re more comfortable with, like your class or something because a lot of people didn’t say anything because it was, like, random people from different forms.”

“We didn’t really know each other so it was a bit awkward. No one actually said a lot.”

“I remember, the workshop I was in, I did most of the talking with the guy because he was asking questions, but no one was putting their hands up. So, I did most of the talking and some people just said one or two words but then afterwards people were like ‘why were you talking so much? Well, because he’s asking questions and that’s why.”

“We probably would have done [said more] in a normal class or something.”

One participant commented that *“some people weren’t taking it very seriously. They were just messing about.”* This may have been linked to the commentary about the lack of familiarity with each member of the group and, as such, a small group of young people who know each other might be more effective in terms of approaching the issue in a more mature way.

Some comments reflected practical issues such as the short amount of time that participants were given to design the posters:

“You need more time to do the activities like the poster because they only gave us, like ten, twenty, minutes to do the poster and it was quite big.”

“The posters are obviously a way for people to get new ideas about how to deal with it or showing you what information, you’ve understood but if we’re just getting, like, five minutes to rush it then we’re not going to get anything down.”

In terms of the activities (discussion, video, poster design) young people indicated that they were happy with these and offered no alternative suggestions.

Intervention: the poster campaign

Young people gave their opinion on what they thought might be more effective than a poster campaign demonstrating insight and innovation. They said:

“Having people round school to talk about it. Just like speak about what it is and stuff. People around school that you can go to and talk to about it and they could do stuff to do with it.”

“It could be, like, charity events about domestic abuse and stuff and raise money.”

“Maybe you could do one of these workshops with year sevens when they come into the school because obviously relationships and all that are new to them so if they know what an abusive relationship is and what a good relationship is then maybe that would help.”

“A presentation in an assembly would be good because then...the problem with doing it in class is that people might still talk where if it’s in an assembly it’s more formal and people are going to be more silent and, I mean, you’ve only got one thing to look at which is the presentation.”

“I think [making a video] would be good. When you put a video on in class everyone watches it because it’s better than doing a lesson.”

Impact of Change Up

Young people were asked to comment if they considered that, overall, the delivery of the *Change Up* programme in their school had made a difference and had a positive impact. Young people indicated that they did think this to be the case as they had learnt something new:

“Yes, because it explains the difference between a bad relationship and a good one and it shows the key steps to a relationship becoming bad.”

“It shows how a bad relationship forms.”

Indicating that they had learned more about the hidden and insidious nature of DVA, this young person commented that:

“I like that they showed us the little steps of, like, how it might grow. You might’ve just brushed past it and stuff.”

Another person indicated that they now understood some behaviours that were previously considered to be acceptable, might actually be controlling and point to unhealthy relationship behaviours in their partner.

“If a guy told you he doesn’t like some of your clothes, you’d go with it and stuff and that’s probably not the best thing to do.”

Another participant pointed out that the workshop had helped to highlight the impacts of DVA:

“That’s one of the things that the video brought up, the effect that it does have on your social life, the effect that it has on your friends and how your friends view you because there was a moment where the girl’s with her friend at her friend’s house and she’s having fun and then she gets a call from her boyfriend saying that she has to come home and she just leaves.”

Help-seeking

Finally, underpinned by the concept of ‘Bystander Intervention’, young people were asked a question to establish what they would do if they were concerned that their friend was in an abusive relationship. This prompted several responses indicating that the participants would be proactive if this was the case:

“I would talk to them and just say ‘what’s going on?’ I don’t really know what I’d do if they didn’t tell me though.”

“At the end of the day, you’ve got to look out for that person and not be bothered about what other people think of you.”

“You have to sit down and talk to someone, like if you’re close with their boyfriend or girlfriend, maybe you could talk to them as well and ask them ‘what are you doing?’ Just tell them straight off. You don’t just have to go to the police or whatever, you have to actually talk to them.”

“If the girl was being abused, I’d speak to her about it and if she doesn’t open up, I’d speak to the guy about it and say ‘think about what you’re doing, you’re controlling her.”

“I’d get a helpline or something like that.”

“Some people might not know that are being controlling and some people have that kind of personality where they like to be in control of everything but sometimes maybe they take it too far and then it does become one of those relationships, but it wasn’t meant to be.”

Two young people drew attention to the common barrier that victims face in that it is not always easy to admit to someone that their partner is being abusive:

“If I was concerned about one of my friends being in that sort of a relationship, I’d probably try talking to them first about it and if they either wouldn’t tell me anything or made it seem overly-good when I knew it was bad, then I’d probably just keep my eye out for them and then if it was getting too far, maybe, inform my mum or a teacher or someone like that.

“I’d probably just let them know I’m there for them and build that trust and then eventually they’ll open up.”

As such, responses indicated that young people felt a responsibility to act if they knew that abuse was occurring.

3.3 Young people – feedback cards

At the end of each workshop participants were asked to complete pre-printed feedback cards to capture data immediately after that intervention:

- ‘something I’ll do differently after today is...’ and
- ‘today made me think about...’ (see Figure 3.1)



Figure 3.1 Feedback cards

A total of 215 feedback cards were completed with only three unusable ones. Each card captured a qualitative statement. Statements were analysed using a thematic approach (Braun and Clarke, 2006) and broad themes emerged: a breakdown of the themes and sub themes is shown in Table 3.1. Statements are provided below to show the breadth of responses in relation to each theme. No further analysis is undertaken here, as any further analysis is limited by the missing context to these statements, but this data is triangulated with other findings reported here to inform the discussion section of this report.

Table 3.1 Qualitative statements from Feedback cards

Qualitative statements from Feedback cards	
Main theme	Sub theme
Awareness of domestic violence and abuse (DVA)	Types and impact of DVA Hidden nature of DVA Prevalence of DVA DVA promotion
Relationships	Healthy v unhealthy relationships Relationships and life
Future behaviours	Be aware and reflective Treat people well Avoid unhealthy relationships Help people
Talk more	Speak out about abuse Talk about experiences

Awareness of domestic violence and abuse

Types and impact of DVA (n=29 statements)	
Today made me think about...	‘Different types of domestic abuse and recognising the signs’. ‘Many people are affected by it in different ways’. ‘How an abusive relationship is formed and the building blocks’. ‘How serious things can get that start from something small’.
Hidden nature of DVA (n=8 statements)	
Today made me think about...	‘That people don’t always know what’s happening because they don’t want to believe it or understand what’s happening’. ‘How hidden domestic abuse can, yet how dangerous it can be’. ‘It made me think about what actually makes a healthy relationship and how abuse can be overlooked too easily’.

Something I'll do differently after today is...	'to remember how people may not always tell you that they have a problem at home'. 'Remember that people have different opinions and respect them because we don't know what's going on'.
Prevalence of DVA (n=7 statements)	
Today made me think about...	'How many young people are/have been in abusive relationships'. 'How domestic violence is frequently done to people'. 'and opened my eyes more to what domestic violence actually is and that it happens more than you think'.
DVA promotion/knowledge (n=15 statements)	
Today made me think about...	'that we need to make awareness about domestic abuse to people'. 'How many people think abuse is okay'. 'How serious domestic abuse is'.
Something I'll do differently after today is...	'Learn more about this'. 'Do more research'.

Relationships

Healthy v unhealthy relationships (n=5 statements)	
Today made me think about...	'The negative and positive points about relationships and take it one step at a time'. 'How to have positive and negative relationships and how to get help'.
Relationships in everyday life (n= 19 statements)	
Today made me think about...	'How serious relationships can be'. 'Real life problems happening'. 'Made you think about what is happening in real life'.
Something I'll do differently after today is...	'Life and relationships'. 'Understand other people's situations a lot better'.
Healthy relationships (n=7 statements)	
Today made me think about...	'Love in a relationship and how to behave in a relationship'. 'What a happy relationship is'.

Future behaviours

Be aware and reflective (n= 19 statements)	
Today made me think about...	<p>'To always be aware of how your partner treats you and how you treat your partner'. 'How you feel after arguments'.</p>
Something I'll do differently after today is...	<p>'Be more aware of unhealthy relationships so I can help other people and/or myself if I need it'. 'Think about how others are feelings'. 'If I become annoyed at someone I'll think more about what they are going through and why they might be acting like they are'. 'Watch for signs that someone's in a bad relationships'. 'Listen to my friends more and see if they're OK'.</p>
Treat people well (n= 33 statements)	
Today made me think about...	<p>'How to treat people properly'. 'Treating people like I want to be treated'. 'The ways I treat people and the respect I show'. 'To always care and be there for your friends and your partner'.</p>
Something I'll do differently after today is...	<p>'Learn to care more'. 'Not treat people bad and let them be free'. 'Respect everybody's opinions and how they feel about relationships'. 'Don't hit people'. 'I will treat people more kindly and be nice'. 'I will be more careful about my speech and actions and I will try to listen to people and help as much as I can'.</p>
Avoid unhealthy relationships (n= 36 statements)	
Today made me think about...	<p>'It made me think about who to stay around'. 'How to not be in an abusive relationship'. 'Trust the right people and make sure I've got my freedom'. "The signs of domestic abuse and what healthy relationships are like". 'I will look out for signs in bad relationships'.</p>
Something I'll do differently after today is...	<p>'I won't let people boss me about and treat me differently to other people'. 'I will be careful when I'm in a relationships'. 'Being more aware of my own relationship because just in case something starts changing and we end up in an unhappy relationship. Let young and old people that you need to talk'. 'Pay more attention to certain things that look suspicious'.</p>

Help people (n= 20 statements)	
Today made me think about...	'All the different things to help people who suffer abuse'. 'How I can help others when I think something bad may be happening'. 'What I should do if me or my friends are facing domestic abuse'.
Something I'll do differently after today is...	'Make sure someone has somewhere to go for help'. 'If someone has unhealthy relations and are in doubt, I will give advice and help them out'. 'Ask people if you're curious they're in trouble'. 'I think if someone will have problems with their relationship. And he will text me and I will help him'. 'Help people who are going through a hard time or complicated relationship or to stand up to them'.

Talk more

Talk about experiences (n= 3 statements)	
Today made me think about...	'To tell people if anything bad in a relationship happens'. 'Today it made me think, you need to talk to people'.
Something I'll do differently after today is...	'Talk to someone if I need help'.
Speak out about abuse (n= 8 statements)	
Something I'll do differently after today is...	'Talk to my friends about domestic abuse'. 'If I think someone is in a domestic relationship, I will speak out to them and not let them stay in the dark'. 'Report incidents that I KNOW care causing someone trouble'.

3.4 Feedback from school staff

Members of staff from six school, representing five schools, provided feedback: three were employed in primary schools (PS1, PS2 and PS3); and three were the school leads working with Social Sense to facilitate the delivery of Change Up in high schools (in HS1 and HS2). As with young people, school staff were asked about the neighbourhood and presence of DVA but mixed responses were provided in terms as to whether DVA was a local problem. A Child and Family Support Worker based in a primary school, PS1 claimed that '*domestic abuse is high in the community, but a lot is unreported*'; whilst when asked if DVA was problem in their community, PS2 said: '*not massively, but it is still a concern and has increased over the past few years*'.

In relation to educating children and young people about healthy relationships and DVA, all practitioners agreed that this was important and not something which should be left for older children in adolescence, but that any educational activity should be age-appropriate:

'I think it is vital to start educating children and healthy relationships from a young age – as long as this is done in a sensitive, age-appropriate manner.' (PS2)

Each school indicated that they already did work around healthy relationships:

'We do stuff all the time. Love Rocks on CSE, grooming, sexting, online stuff – that's in Years 5 and 6...The Underpants rule – safe touch... Every half term we try to do something'. (PS1)

'We cover lessons during PSHCE and have visitors to school to talk about Childline and Bullying'. (PS3)

'We'd already done about healthy relationships as part of the curriculum... so that we're already used to talking about those issues'. (HS1)

Turning the focus to the delivery of the *Change Up* programme, feedback was sought from high schools and was mostly very positive. Focusing on the workshop format, this practitioner provided detailed feedback:

"When it got down to doing the actual activities and thinking about the campaign, there was far more engagement really rather than the discussion stuff. You always got the ones who've got lots to say [laughs]...When they got down to the smaller groups what I can say is that there's probably not enough time for them so although they were making up a campaign and then they knew this campaign would still be made into proper posters, they never really got a feel for that. They probably only had ten, fifteen minutes to do it." (HS1)

However, the actual task of creating a poster campaign clearly benefit young people in terms of providing a focused activity in which they had to consider: the issue; the message about the issue; the audience.

"Some of them had to do a campaign for younger kids and some for their own age group and the ones for younger kids were really interesting because they were really conscious of what language to use when you're speaking to young people about something that's quite serious and can be quite scary. How do we make people aware without scaring them? That was really good." (HS1)

Moreover, many young people found the process of designing a campaign and seeing that campaign activated was empowering:

“They liked the campaign stuff and they liked seeing their posters up last year. They loved seeing the posters up in school afterwards and their idea’s been made up into professional posters. They loved that.” (HS1)

In terms of the length of the workshop, it was suggested that this could be a two-hour workshop with more focus on explaining different forms of abuse to create more knowledge and awareness amongst young people. In terms of learning points, school staff considered there to be an outstanding one: *“I think what they learned, really, was signs to look for.”* (HS1). Moreover, in relation to increased awareness and possible disclosures, one school experienced a positive response to the delivery of Change Up:

“For some of them, I think they saw their own relationships. A couple of them have spoken to us since. Quite a lot has come out of it and then it’s up to us to pick up those bits.” (HS1)

One school also ensured that they followed up the issues of healthy relationship and DVA as this practitioner explains:

“We made sure that next PSHE lesson we had afterwards, they were able to have a conversation about it afterwards and we watched clips of the spiralling film...we’ve watched the whole film now. It’s gets quite dark and we’ve talked about that. I think next time we would try and tie it in more with what we do. We did healthy relationships at the beginning of the year and we revisited that but we time it next time so it all comes together.” (HS1)

However, it was also acknowledged that having a sensitive topic addressed in some way by external agencies was valuable:

“I think it’s really useful because we do these things in PSHE but I think it’s really powerful to hear these things from someone else and they respond to people coming in from outside the school.” (HS1)

This view was also held by one of the primary school practitioners who noted that *“someone coming in fresh and new works best. They tend to sit up and listen”* (PS1). In response to questions about the poster campaigns for primary schools, there were mixed responses, but these could clearly have been related to the ways in which primary schools used the poster campaigns and did follow up work with the children:

“Some children like the posters and others thought that they would make a difference but only if they were discussed in class as part of a lesson.” (PS3).

“I’m not sure if I’m honest – we have various posters up in school and none of the children passed comment.” (PS2)

It is apparent that PS2 took a more passive role in terms of implementing the poster campaign. The third school put up the poster campaign in the space where the Children and Families Worker undertakes one-to-one work. As such, the primary schools utilised different approaches and engaged in the project to varied degrees. Similarly, in terms of what messages children took from the poster campaign, PS2 could not answer, but PS3 provided a powerful response: *“that they can talk to their teachers and each other to help them with their relationships and friendships”*.

Finally, considering an alternative to a poster campaign, school staff provided useful insights:

“Lots of children thought a play would be a good idea. Others thought doing something fun with another child they didn’t get along with would help to build relationships.” (PS3)

“I think designing a play for assembly to perform in an assembly would be a more effective way of making the children take notice”. (PS2)

“What you could do differently is poster design for young children...We need posters for KS1; something dead visual, less words”. (PS1)

3.5 Cost benefit analysis

The starting point for conducting the CBA was to consider the project outcomes in terms of benefits in the New Economy Unit Cost Database. More specifically, the benefits include improved attitudes towards domestic violence and abuse (DVA) and changes to ways of thinking about how the students wish to be treated. These were mapped across to ‘reduced incidents of domestic violence’ (reduced health and criminal justice costs) and ‘improved well-being of individuals’ (positive functioning: autonomy, control, aspirations) in the Unit Cost Database. More specifically, the survey item ‘suppose someone hits their partner and says sorry afterwards – do you think this is wrong?’ was used as a data source for reduced incidents of DVA, and ‘Did the workshop and/or posters make you think differently about how you want to be treated?’ was used for improved wellbeing of individuals.

While attitudes are not the same as behaviour, a strong link exists between the two, and attitudes both contribute directly to DVA and via their impact on social norms (Flood and Pease, 2009). Individuals who hold attitudes supportive of DVA will not necessarily go on to commit domestic violence and abuse, but this is the closest available predictor.

Approximately 40% of respondents in the baseline survey did not think that DVA is wrong or sometimes do not think it is wrong (compared to 20% of the population who experience domestic violence between 16 and 59) (ONS, 2018). However, there are age effects in attitudes towards violence, due to a range of factors including a developing capacity for empathy, having less experience of relationships, and a lack of peer support (Such and Walker, 2004; Noonan and Charles, 2009).

Key population data that the CBA is based on are as follows. There are approximately 11,264 students at secondary schools in Salford, based on Ofsted data (Ofsted, 2018). The affected population is assumed to be 665 young people in terms of DVA, based on the statistic that 8.1% of young people experience domestic violence in a year (ONS, 2018). For individual well-being, the affected population is assumed to be the 15% of young people who feel that they lack personal autonomy (The Children's Society, 2014).

Other assumptions are as follows, the 386 baseline survey responses were used as a measure of the target population that the project was able to engage with. The retention rate of 65% for the domestic violence outcome was based on the 251 responses to the related item in the follow-up survey. For individual well-being, this was assumed to be 47%, based on 183 responses to the related follow-up survey item. We estimated that the project will lead to a 10% reduction in incidents of domestic violence, based on the survey responses outlined above. A 64% improvement in individual well-being was assumed, again based on improvements reported by survey respondents. Budget actuals were obtained from the project management team in order to gain an accurate understanding of costs.

Efforts were made to not over claim the project value, which included accounting for the level of confidence in the data (i.e., optimism bias correction). In this analysis, a figure of -40% was employed. The way in which some participants tend to revert back to pre-intervention status over time was also accounted for (i.e., drop-off). In this case, a drop-off rate of 30% per year was applied to each of the benefits. Finally, the 'business as usual' case was taken

into consideration (i.e., deadweight). This refers to the extent of change which would have taken place without the intervention. In the present analysis, this was set at 40% of the impact due to the rapid development of young people (i.e., age effects) outlined above.

Using these data, the assumptions outlined, and the Unit Cost Database, the financial and economic value of the project (i.e., both fiscal benefits and wider economic and social (public value) benefits) was calculated over a three-year timeframe, as while the project only ran for a year, the benefits are longer lasting. Even after taking all of the steps outlined above, it is important to interpret the results with caution. This is because the values refer to notional savings or value created, rather than actual cash accrued. Moreover, it is not an exact science. Rather, it is based on estimates and the values in the Unit Cost Database and is subject to the same limitations as its constituent parts.

The table below presents the key results for the CBA of the project based on the available data. The financial return on investment is £0.52 for every £1 spent, which means that only some of the upfront financial costs will be offset with savings to the public sector. More specifically, reduced instances of domestic violence will lead to savings for the local authority, NHS, Police, Probation, courts, prisons, and other organisations in the criminal justice system. The economic (public value) return on investment is £8.29 for every £1 spent due to a combination of a reduction in domestic violence (reduced human and emotional costs) (Walby, 2009) and increase in individual well-being (positive functioning: autonomy, control, aspirations). There are clearly strong benefits to the project, even if they are not immediately cashable.

Table 3.2 Cost benefit analysis results for the project

Project cost	Time frame (years)	Net Present Budget Impact	Present Public Value (net)	Financial return on investment	Economic (Public value) return on investment
£36,980.00	3	£17,899.19	£269,631.90	£0.52	£8.29

4 Discussion and conclusions

4.1 The Change Up programme

Young people's relationships have come under increasing scrutiny in recent years with an emerging evidence-base describing the scale and nature of teenage domestic abuse as well as reporting the appraisal of current interventions and service responses (Batter et al., 2009; Stanley et al. 2015; Jones et al., 2017). It is important to understand the value of programmes such as *Change Up* in the context of this as well as in relation to current policy, particularly as the UK Government has made a commitment to include the subject of healthy relationships and DVA in the curriculum for all secondary level school provision, and the issue of healthy relationships for all primary school curricula (HM Government, 2017). However, there is an argument that we have an ongoing need for robust and rigorous research in order to understand the effectiveness of preventative and protective measures; that is 'what works' in preventing DVA in young people's relationships (Hokoda et al., 2012; Jones et al., 2017). This report has presented the findings of an evaluation in this regard as we report the impact of *Change Up*, a prevention programme based on social norming theory.

Change Up is a relatively small-scale programme which was delivered in four high schools in the city of Salford. Whilst there are limitations in small-scale localised projects in terms of generalisability, the importance of programme evaluation of projects such as this is that findings add to the emerging evidence-base. Moreover, in relation to *Change Up*, the value of this evaluation and the first (see Rogers, 2017a) is that it supports the claim that a social norms approach to DVA prevention and early intervention is the most appropriate one and should be embedded within DVA work with young people (Stanley et al., 2015; Cislighi and Heise, 2017).

4.2 Norms and impact of Change Up

In terms of physical abuse and young people's norms, what the findings of the survey data show is that most participants consider physical abuse within an intimate relationship to be wrong. This is a positive finding as Salford is a city noted for high levels of DVA with several problem hotspots of high incidence, 'hyperhomes' (households with frequent reporting of DVA to police) and communities where violence is normalised (Little, 2015; Wood, 2015). A comparison of results from the baseline to the repeat survey, overall, illustrates small

changes in norms and attitudes. These changes were not as big as those that were shown in the delivery of the Change Up pilot project in 2016-17. However, it may be that attrition (due to the loss of the fourth high school for the completion of the repeat survey) and the subsequent reduced sample size affected this. It may be that some additional work around healthy relationships has taken place in schools after the first delivery of *Change Up* (as two of the three high schools also participated in the pilot project) or that those participants in this recent delivery of *Change Up* in two of the three participating high schools hold norms that have been influenced by the first poster campaign as they will have been students in Year 7 and 8 then.

Notwithstanding, there were notable impacts in two areas shown in the survey results. First, the results for both survey questions about physical violence and retaliation illustrated a substantial change in norms following the intervention (one question focused on female retaliation and one on male retaliation). When asked if it was wrong for a boy to hit his girlfriend if she had hit him first, just 55% of the sample said 'yes'. Following the interventions, this rose considerably to 70% in the repeat survey. Similarly, less than half (43%) thought it was wrong for a girl to hit her boyfriend in the repeat survey with a climb to 57% in the repeat survey. Whilst these results are notable in themselves, they are particularly interesting as the sample responses to these questions provoked the lowest responses in the affirmative in comparison with all other questions.

Additionally, a gender difference in norms was apparent in the sample responses to this issue as initially over half (55%) considered that it was acceptable for a girl to hit her boyfriend, but less than half (43%) thought that it was acceptable for a boy to hit his girlfriend in this regard. This suggests that a gender norm is in operation for a sizeable proportion of the sample which considers female aggression and violence to be more justifiable in certain contexts. Moreover, whilst the repeat survey evidenced a norm change for both scenarios still just over half (57%) of the sample considered it to be wrong for a girl to hit her boyfriend if he hit her first. Throughout this programme evaluation, additional gendered differences, in terms of the responses to scenarios which displayed the gender of the victim/perpetrator, were found but these were not as pronounced as this. Moreover, the finding in terms of gender bias and retaliation has been present in other studies (Broad and Gadd, 2014).

A gender norm such as this is problematic as it blurs the boundaries for what is considered to be acceptable or what is not. When behaviours are explained or excused by context, this means that more complex patterns of abusive behaviour can be harder to detect as some behaviour is recognised as abusive and some is not. For young people moving through adolescence, a period of life characterised by lots of change and challenges, this makes the ability to identify and name experiences as abusive much more difficult. Subsequently this impacts and restricts help-seeking behaviours. Excusing or explaining abusive behaviour in relation to context can also lead to the normalisation of violence. This is concerning when considering that there is evidence to suggest that incidents of DVA in young people's relationships increase as they get older (Hokoda et al., 2012). Additionally, as Alleyne-Green et al. (2012) argue, viewing age as an indicative factor is important as research indicates that those young people who are exposed to relationship abuse earlier during adolescence are more likely to experience DVA later in life.

Another noteworthy impact was in relation to norms held about the acceptability of hitting your partner and then saying sorry afterwards. The repeat survey reported a positive change with a 10% increase in young people who considered this to be wrong. In terms of non-physical abuse, findings were that most young people considered the forms of emotional abuse and controlling behaviour to be unacceptable within the context of an intimate relationship. The qualitative data collected from feedback cards supported the survey findings and indicated that young people were more aware of DVA in *all* its forms as well as the often hidden, insidious nature of abuse.

The qualitative data also suggested a social benefit in that following the workshop young people reported to be overwhelmingly motivated to be proactive in future as they emphasised the importance of help-seeking and speaking out. This in itself suggests a successful social norming approach to prevention work which, by design, seeks to increase participants' capacity for 'bystander intervention' (Berkowitz, 2012). The Cost Benefit Analysis also suggests a high social and economic value resulting from *Change Up* with an estimated 64% increase in well-being for young people and 10% reduction in DVA incidents. This suggests that a financial investment in the present, by the way of prevention work with young people, has a longer-term benefit for their communities in Salford.

A further positive impact of the delivery of Change Up programme is identified as the project led to a number of disclosures by young people. In fact, Social Sense had more disclosures through the project than they did in the 2016 project, albeit this was to be expected as the cohort was doubled from 2 to 4 schools. Social Sense reported that after the first workshop at HS1, two female pupils sought out the school's Safeguarding Lead to discuss that the intervention had helped them realise their boyfriends were very controlling and abusing to them. A male pupil at HS2 announced in front of the class that his father had taught him that it was okay for a man to hit a woman as the men are the head of the household. Across the four schools, a total of 11 young people discussed issues around domestic abuse following the intervention. The safeguarding leads at each school were present for the workshop sessions and acted in accordance to the school's safeguarding policy. Young people were also given the chance to disclose and ask for further support via the repeat survey however no disclosures were received through this route.

In conclusion, evidently the value of prevention and early intervention that focuses on social norms has several benefits and this provides evidence for the argument that programmes, such as *Change Up*, should be embedded within personal, social and health education (PSHE) to enable norms and attitudes to change for children and young in varying stages of education. The comprehensive PEACH evaluation of programmes currently in operation in the UK (Stanley et al., 2015) did identify a range of interventions for young people, but the problem noted in the final report was that these have not been rigorously evaluated and that provision was inconsistent and not equally available. *Change Up* has now ran consecutively (twice in the two schools, and twice in two others) and it has been evaluated both times. As noted above, results are very similar which positively suggests continuity and consistency in delivery, findings and results.

4.3 Change Up programme design

Much of the qualitative data gathered as part of this programme evaluation concerns the delivery and efficacy of the *Change Up* programme design. In terms of both the workshop and the poster campaign, participants were asked for their opinion on 'what worked' and 'what could be done differently'? In terms of 'who' delivers Change Up, young people did not comment on this but school staff did and saw real value in having an external body deliver interventions such as this. In terms of the content and structure of the workshop, this was

positively commented on too by all in terms of different components (video and discussion, campaign design). However, what worked less well was the time given for each component. In fact, it was clear from the data that the poster design component, which came second in the running order of the workshop, was thoroughly enjoyed and beneficial as a pedagogical tool (in that it made pupils really think about the issues and how to convey messages about healthy relationships, help-seeking and so on) and sense-checking exercise but this had inadequate time afforded to it in the workshop delivery. This is important as this forms the basis for the poster campaign which is phase 2 of the intervention.

In addition, the size of the workshop groups was described as being too big and young people felt that a barrier to effective collaborative work during the poster campaign component was the lack of familiarity with each other. This is a salient point as domestic violence and abuse is a sensitive topic and therefore there is the potential for a barrier to participation during the entire workshop if a young person does not feel comfortable in discussing the issue with other participants. Smaller workshop groups which are constituted by class groups was identified as a solution. Notwithstanding, a further benefit of the delivery of *Change Up* was that it prompted several disclosures from young people (n=11) as noted earlier.

Finally, delivery of the poster campaigns in high school received positive feedback but with plenty of suggestions for alternative awareness-raising activity such as assembly presentations, making videos, and even a charity event. Feedback about the poster campaigns in primary schools received mixed feedback, however there was a clear divergence in the level of participation at primary schools and active use of the poster campaign. Therefore, what is evident from the data is that future inclusion of primary schools in *Change Up* poster campaigns would need an understanding and commitment from primary schools that for the campaign to be effective, an active role in promoting the issue and exploring the messages with children.

5. Recommendations

There are five key recommendations that emerge from this programme evaluation. These include:

- 1) Continuation of the *Change Up* programme to build an evidence-base of its efficacy and impact over time;
- 2) Continuation of funding for Change Up programme in Salford in order to realise the short, medium and longer term benefits as indicated by this programme evaluation (including the CBA);
- 3) A review of the workshop design and delivery considering practical issues such as timing and group constitution;
- 4) A review of the workshop design and delivery considering the issues of gender norms, gender bias and the normalisation of retaliation as a more acceptable form of physical violence;
- 5) And, lastly, a review of the strategy for the recruitment and collaboration with primary schools.

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Appendix 1

Survey questions

1. Please say how much you agree with the following statements:
 - Suppose someone hits their partner and says sorry afterwards – do you think this is wrong?
 - Suppose a girl cheats on her partner – do you think it is wrong for THEM to hit HER?
 - Suppose a boy cheats on his partner – do you think it is wrong for THEM to hit HIM?
 - Is it wrong for someone to hit their partner if they love them?
 - If someone hits their partner because they really embarrass them – is this wrong?
 - Suppose a girl gets on her partner's nerves, do you think it is wrong for THEM to hit HER?
 - Suppose a girl hits her boyfriend, do you think it is wrong for HIM to hit HER back?
 - Suppose a boy hits his girlfriend, do you think it is wrong for HER to hit HIM back?
 - Suppose someone is drunk and hits their partner – is this wrong?
 - Suppose someone hits their partner because they are angry – do you think this is wrong?
2. Did you take part in the Change Up workshop?
3. Have you seen the poster campaigns around your school?
4. Did the workshop and/or posters make you think differently about how you want to be treated?
5. Did the workshop and/or posters make you think differently about how you treat others?
6. How happy are you with your relationship with your family? (0 means you feel very unhappy, 10 means you feel very happy & 5 means that you feel neither happy nor unhappy)
7. How happy are you with the relationships you have with your friends? (0 means you feel very unhappy, 10 means you feel very happy & 5 means that you feel neither happy nor unhappy)

Appendix 2

Interview Schedule – young people

1. Biographical information and social characteristics

- age, ethnicity, year, gender

2. The Change Up programme

Your area

- Is DVA an issue in the community where you live?
- What is your perspective on what is 'normal' in a relationship in terms of DVA in your family, friendships, relationships, school? (try to ascertain norms)

The Workshop

- Did you take part in the survey and workshop?
- What did you enjoy about the workshop (video, discussion, designing posters)?
- What did you learn in terms of what is and what is not a healthy relationship (eg controlling behaviour)?
- Did your views on healthy relationships change (probe for a change in norms around what is and what is not acceptable)?
- What would you change about the workshop (too long, too big a group, different activities)?

The campaign

- What did you think about the poster campaign – do you think people took notice?
- Do you think that something else would be more effective than poster campaign (probe for assembly presentation, designing a play, make a video etc)?
- Anything else you'd like to add?

Appendix 3

Interview Schedule – secondary schools

1. Role?

2. Your area

- Is DVA an issue in the community where the school is located?
- What is your perspective on what is 'normal' in a relationship in terms of DVA in young people at the school, and in terms of their friendships/relationships, and within the school itself? (try to ascertain norms)

3. The Change Up programme

- What do you think worked best in the Change Up workshop?
- What would you change about the workshop (too long, too big a group, different activities)?
- What did you think about the poster campaign – do you think students took notice?
- Do you think that something else would be more effective than poster campaign (probe for assembly presentation, designing a play, make a video etc)?
- Do you think that the Change Up programme effected a change in the norms of young people in relation to healthy relationships?
- Anything else you'd like to add?

Appendix 4

Interview Schedule – primary schools

1. Role?

2. Your area


- Is DVA an issue in the community where the school is located?
- What is your perspective on what is 'normal' in a relationship in terms of DVA in young people at the school, and in terms of their friendships/relationships, and within the school itself? (try to ascertain norms)

3. The Change Up programme

- What did you think about the poster campaign – do you think students took notice? Did you have any discussions with children about it?
- Do you think that something else would be more effective than poster campaign (probe for assembly presentation, designing a play, make a video etc)?
- Do you think that the Change Up programme effected a change in the norms of children in relation to healthy relationships?
- Anything else you'd like to add?

Appendix 5

Poster campaigns




You don't have to hit to hurt someone
You're **NOT ALONE. Speak out..**

Where to go for help...

In school:	Other support services:		
Any teacher you trust	Salford Independent Domestic Abuse Support Services (SIDAS) 0161 793 3232	Domestic Abuse Helpline (Greater Manchester) 0161 636 7525	NSPCC Helpline 0800 800 5000
	Domestic Violence Unit 0161 856 5171	Salford Youth Service 0161 778 0700	

CHANGE UP.



Let it all out



Speak to someone you trust

In school: Any teacher you trust	Other support services: Salford Independent Domestic Abuse Support Services (SIDAS) 0161 793 3232 Domestic Violence Unit 0161 856 5171	Domestic Abuse Helpline (Greater Manchester): 0161 636 7525 Salford Youth Service 0161 778 0700	NSPCC Helpline: 0800 800 5000
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CHANGE UP.



NO MORE PAIN

“IT WAS ONLY ONCE”

“I WILL ALWAYS LOVE YOU”

“IF YOU LOVE ME, YOU’LL DO IT”


***TERMS & CONDITIONS APPLY**

DON'T STAY SILENT

IF SOMEONE LOVES YOU, IT SHOULD MAKE YOU FEEL HAPPY.

IF SOMETHING DOESN'T FEEL RIGHT, TELL SOMEONE YOU TRUST.

CHANGE UP.



Which path would YOU choose?

Don't let anyone influence your decisions. You are your own person. Choose the right path for you, it's your life.

Speak out and get help...

In school:
Any teacher you trust

Other support services:

Salford Independent Domestic Abuse Support Services (SIDAS) 0161 793 3232	Domestic Abuse Helpline (Greater Manchester) 0161 636 7525
Salford Youth Service 0161 778 0700	Domestic Violence Unit 0161 856 5171
NSPCC Helpline 0808 800 5000	



Speak out about unhealthy relationships

Say NO to domestic abuse

Where to go for help...

In school:
Any teacher you trust

Other support services:

Salford Independent Domestic Abuse Support Services (SIDAS) 0161 793 3232	Domestic Abuse Helpline (Greater Manchester) 0161 636 7525	NSPCC Helpline 0808 800 5000
Domestic Violence Unit 0161 856 5171	Salford Youth Service 0161 778 0700	



Which flower would you pick?

HEALTHY

UNHEALTHY

Love, Trust, Freedom, Loyalty, Respect, Happiness

Jealousy, Controlling, Believe, Name calling, Meanness, Fear/worry

Speak out if it doesn't feel right



