



The 'Change Up' Project, Social Sense: An Independent Evaluation

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1. Introduction

1.1 Background

The World Health Organisation (WHO) (2013: online) has described domestic violence and abuse (DVA) as a 'global health problem of epidemic proportions'. Whilst physical, sexual, financial and emotional abuses have long been recognised as coming under the umbrella of DVA, coercive and controlling behaviour (hereafter called 'coercive control') as an insidious form of DVA is now recognised for its considerable distressing and harmful effects (Home Office, 2013). For England and Wales, DVA has certainly become a national pandemic, costing approximately £16 billion each year as statistics consistently show that 1 in 4 women will experience DVA at some point in the lifetime (Guy, Feinstein and Griffiths, 2014; Jones, 2014; Walby, 2009). Of serious concern, is the acknowledgement that DVA is not limited to adulthood, but it is also a problem in the relationships of children and young people. In fact, Barter et al.'s (2009) influential study, commissioned by the NSPCC, found concerning levels of psychological and emotional abuse along with physical and sexual violence within the relationships of young people aged 13-16. More recently, Broad and Gadd (2014) conducted a survey of 1,203 school children, aged 13-14 years old, finding that over half had some direct experience of DVA (whether as victims, witnesses or perpetrators) with 44% of boys and 46% of girls reporting that they had experienced at least one of the types of DVA (physical, mental/emotional, sexual abuse or coercive control). Studies on DVA in teenage relationships have focused on

a range of abuse-related issues, such as why some boys become perpetrators of DVA when others do not (Broad and Gadd, 2014) to newer forms of exploitation and abuse which use social media and digital technologies (Zweig and Dank, 2013; Hellevik et al., 2015). Importantly, in the UK the Central Government has acknowledged that DVA is a problem in the lives of young people and in March 2017 the Government announced that it will legislate to ensure that all schools (primary and secondary) will teach children and young people about healthy relationships in the future (HM Government, 2017).

Whilst a national picture is emerging, in terms of regional differences data for England and Wales does suggest that the highest rates can be found in the North West (CPS, 2012). More specifically, in the City of Salford between August 2009 and July 2012 19,891 incidents of DVA were recorded, outstripping other reported crimes such as burglaries (4,238) and criminal damage (11,462) (Salford City Council, 2012). In 2013, Greater Manchester Police dealt with 5,860 DVA cases, an increase of 362 from the previous year (Salford City Council 2013). In terms of the cost of DVA to the local economy, this is estimated to be £1.2 million per year (Trust for London/Henry Smith Charity, 2009). A report published in 2015 described how Salford has a number of 'hyperhomes'; 68 homes where DVA was 'high-risk, repeated and ongoing' (Little, 2015: 3). Salford has also

received attention for being a DVA hotspot with high profile domestic homicides, such as Clare Wood, leading to national policy and practice changes (Williams, 2013; Wood, 2015). Clare's death was preceded by the murder of 15-year-old Kally Gilligan who was shot by her ex-partner, Joshua Thompson, aged 18 years, in 2006, thus indicating that domestic homicide is not merely an issue for our adult population (Wainwright, 2006). Reflecting the ongoing problem of DVA in Salford, some years after Kally's death, Little (2015: 4) observed how the 'link between young people and domestic abuse warrants further investigation'.

In 2016 Social Sense, an award-

winning Salford-based social marketing agency, were awarded a grant from Innovation Funding to deliver a project, *Change Up*, focusing on early prevention work for young people associated with, involved in or at risk of domestic abuse. By using a targeted approach, it was envisaged that the project would, to some extent, address the fragmented support available to young people living in pockets of Salford known to have high levels of DVA. Across 2016 and 2017 the *Change Up* project delivered a secondary school based social norming project centring on healthy (non-violent) relationships, whilst integrating peer-to-peer mentoring and a prevention campaign.

1.2 A Social Norms Approach

The social norming approach (SNA) used by Social Sense is based upon a well-articulated theory of behaviour and evidence-based methodology for addressing health and social justice issues (Berkowitz, 2012). In this approach, a norm is a belief or custom that is held by the majority of a group or community with three types relevant to SNA: actual, perceived and misperceived norms. Actual norms are those which are actually believed or shown in behaviour, whereas perceived norms refer to what people think or perceive the norm to be. A misperceived norm refers to when the perceived norm is different from the actual norm; that is, when what people think is the norm is not actually the case (Berkowitz, 2012). A SNA draws upon these differences in interventions, such as campaigns, to demonstrate misperceptions and that

actual norms are more commonly held. For example, when young people first began wearing hoodies, these young people were often portrayed in the media as deviant in some way (engaging in criminal activities or threatening/violent behaviour) and older populations could be said to be afraid of hoodie wearing youth (the misperceived norms). The actual norm is that most hoodie wearing young people are not deviant nor involved in criminality.

Developed by Berkowitz and Perkins (1987), SNA has been used in various studies and implemented in prevention programmes and interventions to change misperceptions and assumptions, addressing problem behaviours such as alcohol abuse and smoking. The main elements of SNA are demonstrated in diagram 1 below:

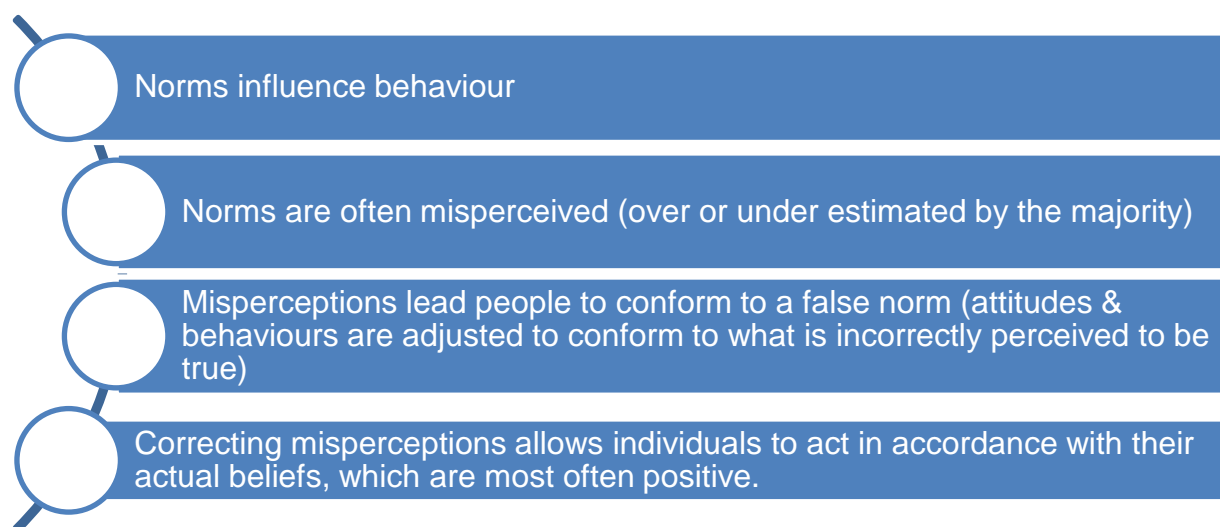


Diagram 1: Assumptions of SNA (adapted from Berkowitz, 2012)

In the context of prevention work, the SNA reflects a paradigm shift as it focuses upon strengths and positives rather than centring upon aspects of behaviour that are negative. For example, in work undertaken by Social Sense through the *RU Different?* Programme consistent changes in the perception and behaviour of young people have been evidenced, with the main focus area of alcohol and tobacco use, by engaging participants in a range of fun, engaging and digital-focussed interventions highlighting that most young people do not engage in alcohol and tobacco usage.

As the SNA locates people in their social environment, the impact of this is recognised in terms of inhibiting or inspiring healthy norms and behaviours. It also emphasises the role that individuals play within their environments and communities in terms of prevention. For example, within the context of young people's intimate relationships, the prevention of DVA can be facilitated by individuals if they recognise friends' or families'

experiences as abusive and then act to prevent it or seek help to stop it (by telling a trusted adult for example). As such, 'bystanders' play an important role (in what is termed 'bystander intervention'). However, this is closely linked to norms in that if the individual feels that their recognition of abuse would not be shared by others within their social network, and their actions frowned upon, then they are less likely to act. In this way, as Berkowitz (2012: 5) notes 'the correct perception of the norm' is the basis of the effectiveness of the social norms approach as a prevention strategy and within a social network or community where anti-abuse norms are correctly perceived, individuals are more likely to act to prevent violence and abuse of this nature. Essentially, the SNA centres upon aligning behaviour and values. This approach to prevention work has been described as 'cutting edge' (Berkowitz, 2012: 6), but to be effective it requires a particular understanding of the community and the environment.

2. Project design and methodology

The project design utilised a multi-method approach drawing from both qualitative and quantitative methods of data collection. The project methodology reflected a social norms approach to the design and delivery of prevention programmes (Berkovitz and Perkins, 1987; Berkovitz, 2012) (see above). The programme had a number of phases:

- Phase 1: Baseline survey
- Phase 2: Data analysis and workshop design
- Phase 3: Intervention: workshops and campaigns
- Phase 4: Post-intervention survey

Between March and May 2016 activities were undertaken to recruit three secondary schools in Salford in areas known to have high rates of DVA. The original aim was that young people from Year 10 would participate in *Change Up*. One school dropped out leaving two; both completed the *Change Up* programme. The anticipated sample of young people resulted in the agreement that the programme would be delivered to Year 9 (due to the proposed timing of the programme in terms of the academic calendar).

2.1 Data collection

Phase 1: Baseline survey

Between May and July 2016, the baseline survey was delivered to both secondary schools. The survey incorporated 30 (mostly) closed questions (see Appendix 1). A question bank was created in collaboration with an independent consultant (who specialises in DVA) in order to ensure that questions were constructed to be age-appropriate but also in terms of covering the key issues affecting this age group in terms of healthy relationships but also in relation to the potential for abusive ones. Issues of particular relevance to the age group (for instance, sexting) were included as were those about attitudes and norms towards behaviour, using scenarios (for

example, 'suppose someone hits their partner and says sorry afterwards, do you think this is wrong?') with multiple choice answers (yes/no/sometimes) or a likert scale used to measure responses. Some questions attempted to measure gender bias offering scenarios in relation to perpetrating abuse towards males and females (see Findings). Other questions used the pronoun 'they', rather than 'he' or 'she' to be inclusive of all students' relationships and of all gender and sexual identities. A wide range of social/cultural backgrounds was represented across the cohort. Students accessed the survey during school time. The survey was completed by 174 students in year 9.

Participant characteristics by gender and ethnicity	
Gender	
Female	88 (50%)
Male	77 (44%)
Preferred not to say	11 (6%)
Ethnic origin	
Asian & Asian British – Bangladeshi	4 (2%)
Asian & Asian British – Other	4 (2%)
Asian & Asian British – Indian	2 (1%)
Asian & Asian British – Pakistani	3 (1.5%)
Black & Black British - African	3 (1.5%)
Black & Black British - Caribbean	1 (0.5%)
English Traveller	14 (8%)
Mixed – other	10 (6%)
Mixed – White & Black African	2 (1%)
Mixed – White & Black Caribbean	3 (1.5%)
Not disclosed	1 (0.5%)
Roma Gypsy	4 (2%)
White – British	116 (68%)
White - Irish	1 (0.5%)
White - other	6 (4%)

Table 1 Participant characteristics (baseline survey)

Whilst completion of the survey maintained the anonymity of participants, in order to ensure an ethical approach and to enable young people to make disclosures or seek further support with regard to the

issues raised, a text box was included which enabled young people to do so. Three disclosures were made and Social Sense followed safeguarding protocols to ensure these young people received support.

Phase 2: Data analysis and workshop design

The baseline survey produced statistical data which is presented below in the 'Findings' section. Social Sense adopted an approach whereby the data produced descriptive statistics (where the statistics represent the sample – in this case two secondary schools in a Salford locality known to have high rates of DVA). This allows for comparison, rather than using the data to learn about the whole population of young people in Year 9 in Salford and beyond. The workshop

was designed using key themes highlighted in the data (for instance, coercive and controlling behaviour). The workshop combined a brief introduction to the topic of DVA with the viewing of a short film about young people's experiences of DVA (with timed pauses for directed discussion). This was followed by small groups working to design posters for a planned social norming peer-to-peer campaign (see Appendix 3).

Phase 3: Intervention: workshops and campaigns

Between October and December 2016 delivery of workshops (see appendix 4 and 5) was undertaken during school time by a partner agency (SEBD Solutions) with support from local youth workers and Social Sense staff. A subtler social norming approach was adopted, rather than traditional social norm messaging, when feeding back the results of the baseline survey during the workshop discussion (that is, stating ‘The majority...’ rather than presenting statistics, for example ‘71% young people think...’: see Slide 5 in Appendix 5).

Qualitative data was captured at the end of each workshop through the completion of pre-printed feedback postcards (with ‘something I’ll do differently after today is...’ (60 completed) or ‘today made me think about...’ (71 completed) (a total of 2 were unusable). All feedback card data

is anonymous as students were not required to provide personal data. Again, there were two disclosures made in relation to the delivery of workshops and this enabled those young people to get more targeted support.

Each designed poster was reproduced by Social Sense to be used in a peer-to-peer intervention; the poster campaigns were delivered in each secondary school during December 2016 and January 2017. During this phase the young people who attended the workshops (by now in Year 10) were asked to write a letter about their campaign to be distributed to local primary schools. In each of the localities, three primary schools participated in the campaign by displaying the posters and Year 10 letters around their school.

Phase 4: repeat survey

In February 2017, the repeat survey was distributed to the secondary schools with completion in March by students. Social Sense made efforts to survey the same cohort from the baseline survey and/or workshop participants. The survey was reduced to 20 questions, omitting those which referred to behaviour unrelated to DVA or relationships more generally, whilst including new questions constructed using the key themes contained within the poster campaign (see Appendix 3). The survey incorporated closed questions which enabled comparison between the baseline and repeat survey data. Students accessed the survey during school time. The survey was completed by a total of 171 students.

Participant characteristics by gender and ethnicity	
Gender	
Female	88 (52%)
Male	76 (44%)
Preferred not to say	7 (4%)
Ethnic origin	
Asian & Asian British – Bangladeshi	3 (2%)
Asian & Asian British – Other	6 (3.5%)
Asian & Asian British – Indian	2 (1%)

Ethnic origin (continued)	
Asian & Asian British – Pakistani	2 (1 %)
Black & Black British - African	1 (0.5%)
Black & Black British – Caribbean	2 (1%)
Black & Black British – Other	2 (1%)
Chinese or Other-Chinese	1 (0.5%)
English Traveller	2 (1%)
Irish Traveller	5 (3%)
Mixed – other	4 (2.5%)
Mixed – White & Asian	2 (1%)
Mixed – White & Black African	2 (1%)
Mixed – White & Black Caribbean	1 (0.5%)
Not disclosed	4 (2.5%)
Roma Gypsy	4(2.5%)
White – British	121(71.5%)
White - Irish	1 (0.5%)
White - other	6 (3.5%)

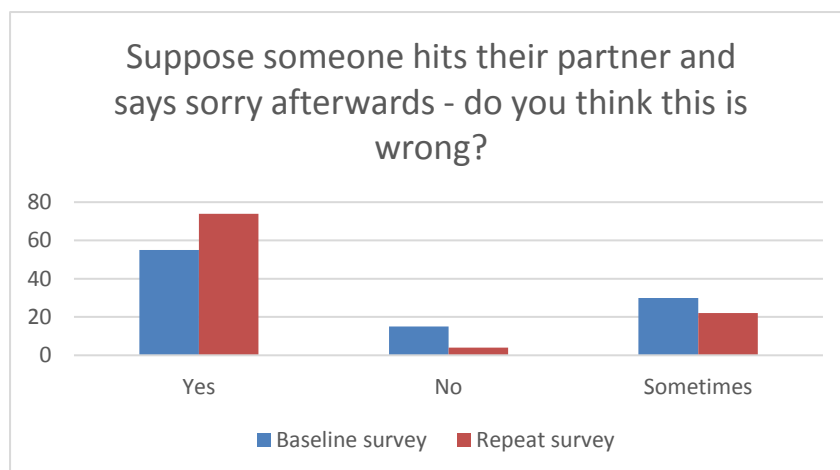
Table 2 Participant characteristics (repeat survey)

3. Findings & Discussion

In this section, relevant data is presented with a summary of findings; the first theme is physical abuse. In this section responses to questions on physical abuse are reported where it is possible to compare responses from the baseline and repeat survey data. This highlights changes in young people's norms and attitudes following the intervention (workshops and poster campaigns). Second, findings which

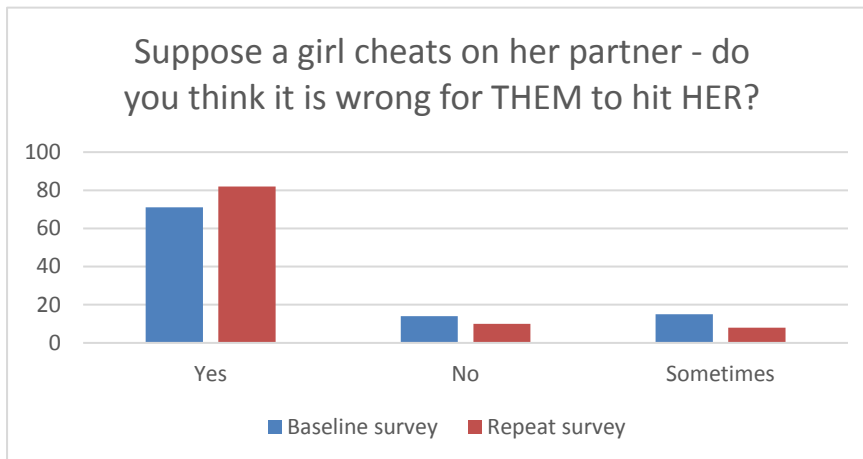
specifically report the norms and attitudes held about emotional abuse are presented following by those referring to coercive control. Some refer to questions in the baseline survey whereas questions were moderated in the repeat survey to align with the themes that emerged following the intervention phase. In the final section, findings pertaining to help-seeking are presented.

3.1 Norms and attitudes about DVA: physical violence



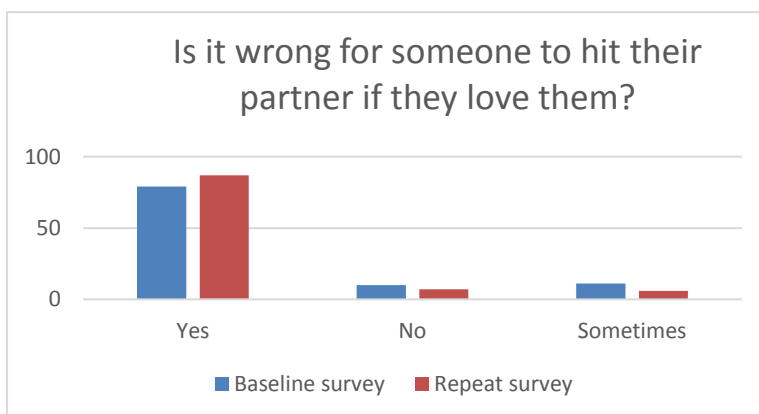
The baseline survey indicated that 55% of young people felt that it was wrong to hit their partner and then apologise with 15% indicating that this was acceptable within the realms of that relationship. There was a considerable change in the repeat survey

with a total of 74% of respondents indicating that this was wrong. The number of young people who selected 'no' also reflected a sizeable reduction (from 15% to 4%) and with those who selected 'sometimes' a fair reduction (from 30% to 22%).

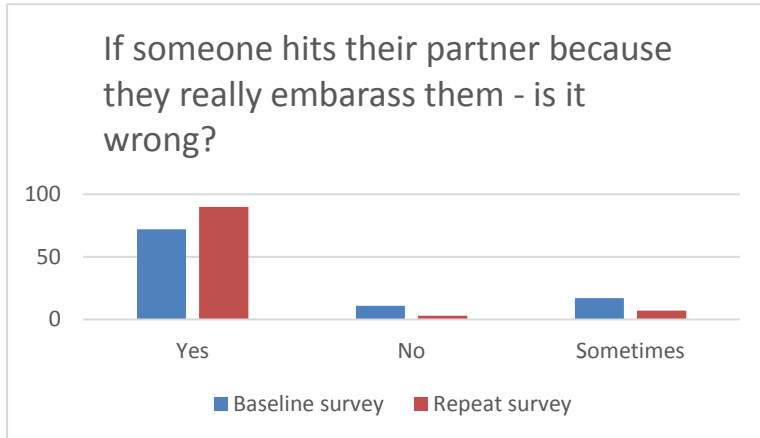


Asked whether it is wrong for a partner to hit their girlfriend if she is unfaithful, 71% responded 'yes' it is wrong in the baseline survey with a rise to 82% in the repeat survey. In the baseline survey 15% of young people indicated that they felt

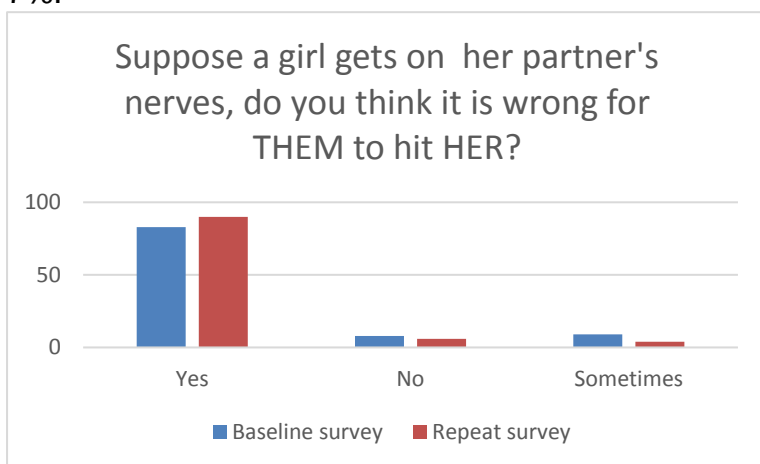
that it was 'sometimes' acceptable to hit their girlfriend in this scenario, but this dropped to 8% in the repeat survey. Respondents were also asked 'suppose a boy cheats on his partner – do you think it is wrong for THEM to hit HIM' with similar findings of 70% of young people agreeing that this is wrong in the baseline survey (indicating only 1% difference in attitudes taking the gender of the victim into account) and again this rose, to 80%, in the repeat survey. Similarly, 17% indicated that this was sometimes acceptable in the baseline survey, with a drop to 8% in the repeat survey. This indicates little difference, taking gender into account, in attitudes in terms of using physical abuse within the specific context of infidelity.



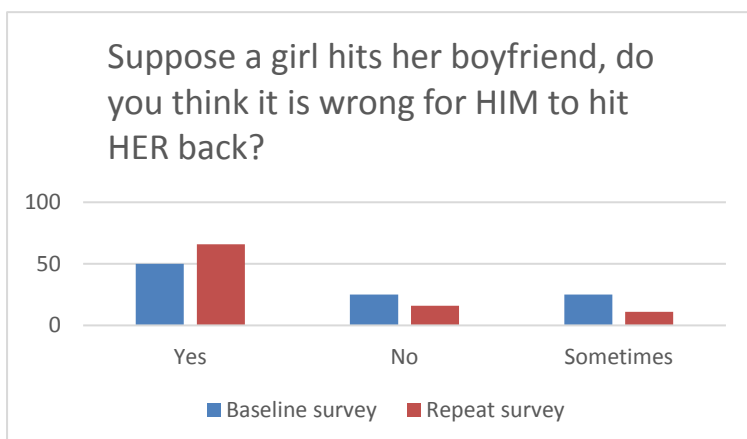
A question was asked that centred on the relationship between love and physical abuse with 79% of young people in the baseline survey indicating that hitting someone you love is wrong, rising to 87% in the repeat survey. Few respondents answered 'no' or 'sometimes'.



The responses to the question 'if someone hits their partner because they really embarrass them – is it wrong?' changed considerably from the baseline survey (72% answered 'yes') and the repeat survey (90% answered 'yes'), with the number responding 'no' dropping from 11% to 3% and those responding 'sometimes' dropping from 17% to 7%.

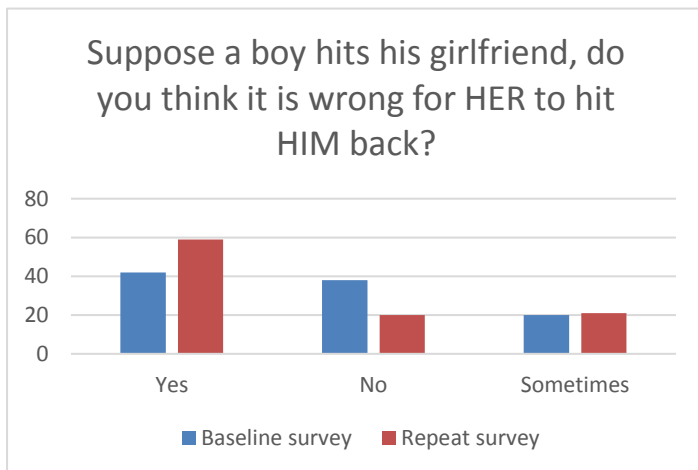


There was little change across the surveys in relation to whether young people felt that hitting a partner because they were found to be irritating was acceptable with a small rise of 7% (from 83% to 90%) answering in the affirmative.

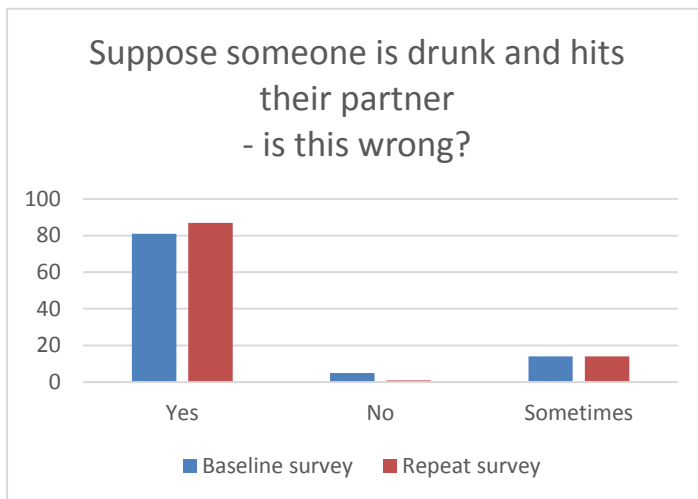


In the baseline survey, just 50% of young people felt that it was wrong for a boy to hit his girlfriend in retaliation (that is, if she had hit him first) with the remaining participants spread equally between the attitude that it was sometimes OK – 25%, and with 25% indicating that it was indeed acceptable. There was,

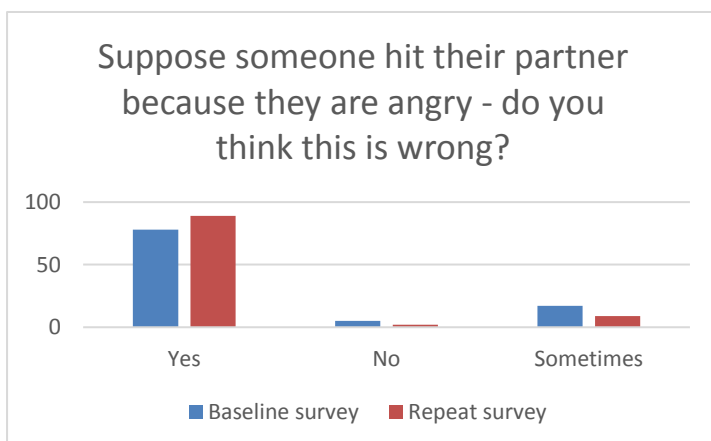
however, a fair shift in attitudes in the repeat survey (from 50% to 66% indicating 'yes, it was wrong' with reductions in participants indicating that this was not wrong or sometimes wrong). In one of the high schools this shift was considerable rising from 47% reporting 'yes' in the baseline survey to 77% reporting 'yes' in the repeat survey.



When asked the same scenario in the repeat survey, but swapping the gender of the perpetrator and the victim, there were differences in the answers as 42% of young people felt that it was wrong for a girl to hit a boy, but 38% that that was acceptable and 20% felt that it was sometimes acceptable. Again, there was a significant difference in one of the high school as 36% reported this to be wrong in the baseline survey but this rose to 72% in the repeat survey.



Responding to a scenario whereby a partner is physically abusive when under the influence of alcohol, responses were clearly defined with the majority thinking that this was wrong (81% in the baseline survey, and 87% in the repeat survey). 5% (baseline) and 1% (repeat) reported that this was not wrong, with no change in the repeat survey of respondents who thought that this was sometimes acceptable (14%).



Considering using physical abuse when angry, most participants (78%) felt that this was wrong, and in line with other findings above, this rose in the repeat survey (to 89%).

Summary

In response to questions about physical abuse, most of the questions were centred on scenarios in the quest to elicit responses which demonstrated young people's norms and attitudes about the boundaries of physical violence and the contexts in which it can present. For example, the majority of participants reported that they had not experienced physical abuse from a partner but in terms of norms and attitudes there were clear differences. For some scenarios (in relation to certain behaviours: cheating, being drunk or when angry) a high proportion of young people identified that physical abuse was wrong and the results at the repeat survey showed an increase in agreement. Many questions did not specify gender in order to include straight and same-sex relationships. However, there were two specific scenarios where there was a considerable number of respondents in agreement (with physical abuse being wrong) but this was not so clearly demarcated as with questions showed that a majority of young people explicitly indicated that physical abuse was wrong. Firstly, in the baseline survey just over half (55%) of young people felt that it was wrong to hit your partner even if you said sorry afterwards. The project had a significant impact in relation to this as evidenced by the substantial increase in the repeat survey (to 74%) but this still only represents three-quarters of the total cohort. This may be an anomaly, or it may indicate that respondents considered this scenario

reflecting on the emotion of remorse and forgiveness. It is much easier to comment on the other divergence. In this instance, young people were asked to consider the concept of retaliation: a) 'suppose a girl hits her boyfriend, do you think it is wrong for him to hit her back?' and b) 'suppose a boy hits his girlfriend, do you think it is wrong for her to hit him back?' These questions resulted in the lowest score for affirmative responses overall as in the baseline survey only 50% responded 'yes' it is wrong for a boy to hit a girl back, and 42% replied it is wrong for a girl to hit a boy back.

The repeat survey shows attitudinal change with 66% and 59% respectively but again these were the answers which had the lowest indications that young people thought that physical abuse was wrong. As there was so much divergence across the responses, it is suggested that norms and attitudes are wholly contextual in relation to the use of physical violence with some contexts offering more acceptable justifications than others. The findings also suggest some differences in terms of norms and attitudes towards the gender of the perpetrator and victim/survivor. To some extent this may be in keeping with other findings in Salford, that suggest that violence is normalised in some communities (Wood, 2016) but taken as a whole, the results are positive showing that a higher proportion of young people in Salford consider physical abuse is wrong.

3.2 Norms and attitudes about DVA: emotional abuse



Questions about young people's experiences of emotional and mental abuse were asked in the baseline survey. In response to the question 'have any of your partners ever shouted at you, screamed in your face or called you hurtful names?' 70% indicated that this had never happened to them. 15% of students said that this had occurred once with 10% experiencing this a few times (10%).

As body image is a sensitive issue for young people, a question was asked as to whether students had every had a partner say 'negative things about (their

appearance/body?' Responses were similar by each category with 80% (appearance) and 70% (body) never experiencing this and with just 1%(appearance)/2%(body) often experiencing this.

Similarly, students were asked about having received disparaging remarks about family and friends from a partner, with a slight variance as more young people reported that partners had said 'negative things' about their friends (25% once, 24% a few times) than their family (13% once, 11% a few times). 65% had never experienced this in relation to their friends, and 83% in relation to their family.

In the repeat survey, some questions were removed which enabled more data collection specifically about norms and attitudes in relation to the messages that students incorporated into the poster designs for the peer-to-peer campaign (see Appendix 1). The first statement was 'emotional abuse is as bad as physical abuse', with 68 students strongly in agreement (43%), 80 in agreement (50.5%), 9 disagreed (6%) and just 1 strongly disagreed (0.5%).

Summary

Whilst most of the young people who participated in the project had not experienced emotional abuse, there is a common problem regarding this form of maltreatment in that often it is not

recognised by the person who is in receipt of this type of maltreatment. Respondents were asked whether they had been intimidated (by being shouted or screamed at), or been

called hurtful names by their partner with only 5% of the total group reporting that this had happened often. Questions about sensitive issues relevant to adolescence (body image) and a general question about using

'put downs' about friends and family with the majority of young people never having experienced these things. However, emotional abuse is a category of DVA that is wide ranging and many of the other ways that this type of maltreatment could be experienced were not asked. In the

repeat survey a question was used to ascertain young people's

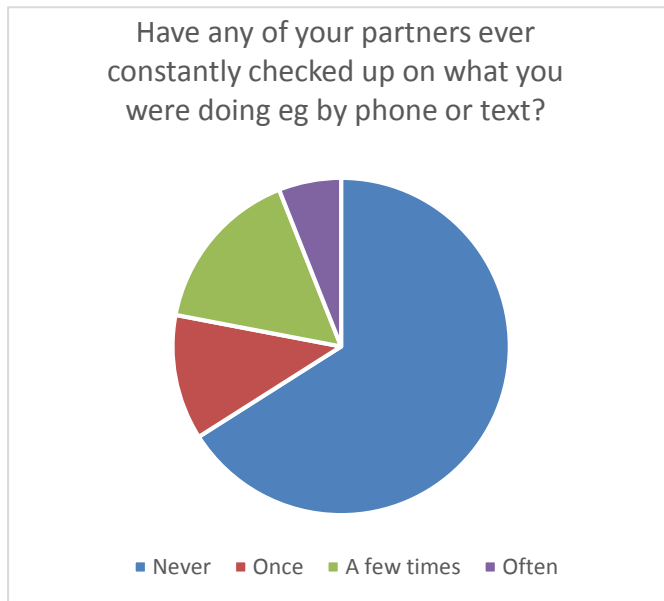
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understanding of emotional abuse in relation to physical abuse with the vast majority in agreement that these were equally harmful (93.5%). This is heartening as it suggests a departure in young people's attitudes from the entrenched notion of the 'public story' of DVA (that it is a problem of male physical violence perpetrated against weaker females) (Donovan and Hester, 2014).

3.3 Norms, attitudes and experience of DVA: coercive control

Students were asked a range of questions which centred on forms of coercive control in terms of young people's freedoms within relationships, surveillance and sexting. Some data about experiences was collected within the baseline survey to inform the design of the workshop. A question was constructed to establish how many participants has been threatened with physical violence unless they do something or behave in a certain way: 89% responded that this had never happened with 6% saying this had happened a few times and 2.5%

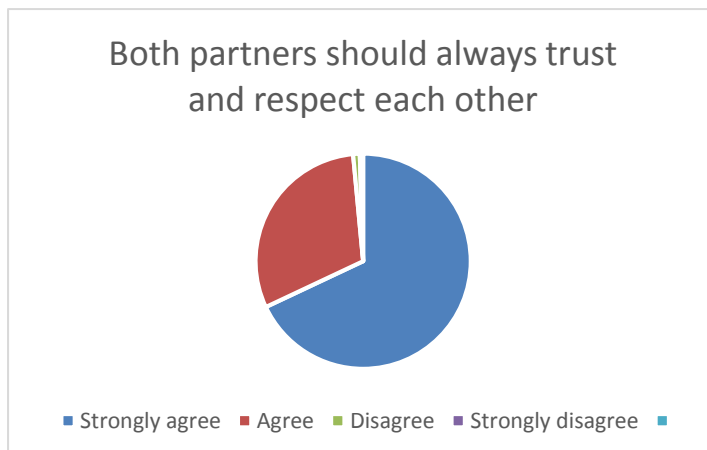
reporting this had happened once. Another question was asked to explore controlling behaviour in terms of participant's friendships. Students were asked 'have any of your partners ever told you who you could or couldn't see and where you could or couldn't go?' 75% (of 156 total respondents) answered that they had never experienced this, 6% had experienced this on a single occasion, 14% a few times with just 4% (6 young people) having often experienced this form of control.



66% of young people in the baseline survey (of 156) had never experienced being 'constantly checked up on' with only 6% reporting that this had often happened with partners. 12% reported that this had occurred once, whilst 16% had experienced this 'a few times'.

Young people were asked whether they had ever felt pressured into 'kissing, touching or something else sexual' with the majority never (86%) or only once (11%) experiencing this type of coercion.

Another statement that students were asked to agree/disagree with in the repeat survey, was 'you should never control your partner's choice of friends/clothes/where they go or what they do' with 84 (53%) who strongly agreed, 63 (40.5%) agreed, 9 (6%) disagreed) and 1 (0.5%) strongly disagreed.



To contrast with the focus on coercive and controlling behaviour, students were asked to comment on the statement 'both partners should always trust and respect each other' with 98.5% in agreement.

Summary

The concept of coercive control has gained momentum in recent years since Evan Stark's powerful text in 2007 which detailed the ways in which

the impact of DVA is augmented by gender inequality and the ways in which victims/survivors are controlled and terrorised in their daily lives. In

2015, the UK Government actively recognised this form of DVA in legislation that made coercive and controlling behaviour unlawful (see the Serious Crime Act 2015). Coercive control, however, is an insidious form

of abusive behaviour as it can build over time and perpetrators use a variety of means to manipulate, exploit and control. Various questions in the surveys centred on forms of coercive control and the intervention used a film depicting coercive control. As a result, the *Change Up* project had a number of impacts in terms of raising awareness in young people's understanding of coercive and controlling behaviours, and more

importantly the project enabled some key changes in norms and attitudes about this form of domestic abuse. To

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some extent these were evident in the survey data, but the feedback cards demonstrated that the interventions provoked considerable thought about the meaning of a 'healthy relationship' in contrast to an unhealthy one; where an unhealthy relationship consisted of behaviours conducive to coercive control (rather than other forms of DVA such as physical, sexual or emotional abuses). This is significant as it is coercive controlling behaviours that can be difficult to spot, both in terms of recognising other people's experiences as well as one's own.

3.4 The intervention

In-between each survey, a number of students (approx. 160) attended the workshop. Following each workshop the poster campaign was delivered across both high schools and respondents were asked if they had seen it (31 replied yes, 28 replied no). Students were asked 'did the workshop and/or posters make you think differently about how you want to be treated' and 33 (57%) replied yes and 25 (43%) replied no. However, a more significant number of students reported that they thought differently about how they treated others as a result of attending the workshop or the poster campaign: 40 (69%) replied yes and 18 (31%) replied no. In addition, the feedback cards highlighted that many of the students completed the workshop and considered a wide variety of ways in which they felt that their attitudes and behaviour would change in terms of how they would treat partners, how they would look for signs of abuse and how they would seek help for their friends or for

themselves. The latter point is critical as there are various studies which depict the ways in which people are prevented from recognising their experiences as abusive and from seeking access from specialist provision. This is even more difficult for people who belong to marginalised groups (whether this is because of age, gender, sexuality, disability or culture) (Rogers, 2015).

Feedback from the young people who participated in the workshops and poster campaigns indicated that the intervention had made them more aware about the prevalence of DVA and the notion that it is often hidden as one participant wrote '...unhealthy relationships are unseen and happening everywhere'. Feedback from school officials who worked in partnership with Social Sense to facilitate the delivery of *Change Up* demonstrated the social value of the project (particularly as little else was included in the curriculum which

addressed DVA), which was undoubtedly seen as extra-curricular but essential, particularly in Salford areas considered to be 'hotspots'. This feedback also indicated the success in terms of impact enabling some young

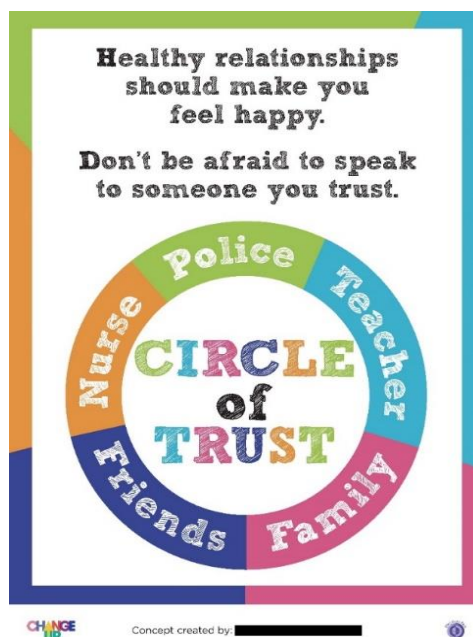
people to seek help and support as they were in abusive relationships at time of delivery. Another young person indicated on a feedback that as a result of the workshop, her awareness of DVA had increased and she recognised that her cousin was experiencing DVA and that she was going to speak to someone about this. This represented another positive outcome as this young person indicated that she was taking action on behalf of another; bystander intervention. Any safeguarding concerns were passed to the relevant high school so that the relevant official was able to address this directly.

However, the value of this is that these young people were empowered to speak out and seek help, and if they

20

had not taken part in the project this may not have happened. In this way, the *Change Up* project has helped to break down the barrier that often exists in relation to help-seeking and the hidden nature of DVA.

Feedback from the primary schools was positive with one school official reporting: "[The children] really liked the design, especially the circle of trust and commented on how it made them aware of who they can contact for help, advice and guidance. They also said the relationship one encouraged them to think about relationships in the wider sense, such as healthy relationships with friends and family and not just with a boyfriend or girlfriend."



3.5 Feedback cards

In Phase 3 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...'



A total of 131 were completed. A number of themes were found across the 131 cards.

Healthy relationships

- Today made me think about: '...even if you love someone, don't let them treat you badly', '...how you should be equal and respectful to one another in relationships' '...how to understand my girl' 'healthy relationships need trust'
- Something I'll do differently after today is: '...change how I am with my gf. Trust each other' '...think about values of a healthy relationships and apply them' '...think about what I say before I say it'

Control and manipulation is domestic abuse

- Today made me think about: '...relationships and blackmail' '...that it is not right to control people and controlling starts from small things and can get bigger' '...how to treat people that are close to me and try not to control them'
- Something I'll do differently after today is: '...don't let anyone control your life' '...make sure people don't control me' 'never let a boy control u' 'remember I'm in charge of my own self' 'not allow my boyfriend to take over me'

Recognition of domestic abuse

- Today made me think about: '...how to handle domestic abuse and how to spot it and stop it')
- Something I'll do differently after today is: '...to make sure to know when a relationship has been taken too far' '...look out for domestic abuse in people I know' 'try to look out if anyone I know isn't acting like themselves' 'to understand differently about abuse' 'to look out for signs of abuse'

DVA takes many forms

- Today made me think about ‘...the patterns of domestic abuse and how it can impact your social life’ ‘...it made me think about domestic abuse and how it can be shown in different ways’ ‘how to treat women properly and how what you can say can effect women’
- Something I’ll do differently after today is: ‘take into consideration the change of other’s actions’

DVA can happen to anyone

- Today made me think about: ‘...that domestic abuse doesn’t happen to just females but males as well’ ‘...that abuse and unhealthy relationships are unseen and happening everywhere’

Impacts of DVA

- Today made me think about: ‘...what people feel like in a domestic abuse relationship’ ‘...how serious domestic abuse is’

Help-seeking and speaking out

- Today made me think about: ‘...if I see abuse, I’ll help’ ‘to share things with friends and don’t keep it in. And if you don’t think you’re happy in that relationships try to break up’)
- Something I’ll do differently after today is: ‘...I will look at problems in my friend’s relationships and help’ ‘...observe more around your friends and if they get treated weirdly by a gf or a bf, report it’ ‘tell people I feel and if anything is ever bothering me, speak up’

DOMESTIC ABUSE?

Cover yourself up
Who is he?
I'm only looking out for you
Don't go out. Stay with me
I was drunk... I love you

Sometimes it's easier to **let go** than to hold on.

Don't hesitate. SPEAK UP before it's too late.

IN SCHOOL:

OTHER SUPPORT SERVICES:
Salford Independent Domestic Abuse Support Services 1519434
0161 793 3232
Domestic Abuse Helpline (Greater Manchester)
0161 658 7525

Salford Youth Service
www.uy2.info
The Bridge Partnership, Salford
0161 882 4580

View the full 'Spiralling' video at: <http://bit.ly/2zswscl>

YOU WILL NEVER BE ON YOUR OWN
There are 70 million people in the UK

CHANGE UP.

Concept created by: **item&collaborative**

Staying safe

- Today made me think about: ‘...staying safe in relationships’ ‘relationships and how to stay safe in them’)
- Something I’ll do differently after today is: ‘...to wait for some time and not sacrifice everything for a short-term relationship’

4. Recommendations for policy and practice

There are several recommendations for research, policy and practice that emerge from this project and these includes:

- Further research to find out what young people understand about DVA;
- Further research to understand whether young people are experiencing DVA in line with other empirical studies;
- Awareness raising with young people centring on all aspects of DVA (including new forms that use digital technologies (sexting for example));
- Awareness raising with young people to break down the gender biases in terms of norms and attitudes;
- Any 'healthy relationship' or 'domestic abuse' related intervention with young people should embed the concept of coercive control to embed young people's understanding of this form of DVA;
- More exploration of young people's norms and attitudes about DVA with the aim to uncover a deeper level of understanding about the contextual nature of differing norms and attitudes in terms of what is and what is not considered to be acceptable;
- Research to find out who young people talk to when experiencing DVA, or if they are aware of friends or family who are experiencing DVA;
- Research to find out what services young people are aware of.

It is highly likely that a project designed around the methodology used in *Change Up* would be useful in progressing these recommendations as it is widely accepted that the ways in which to successfully address DVA when it presents in young people's relationships is through an approach which targets norms (Stanley et al., 2015). This was highlighted in a systematic review of interventions aimed at preventing DVA and young people – the PEACH Report – which found that 'shifting social norms in the peer group emerged as a key mechanism of change' (Stanley et al., 2015: v).

5. Conclusion

As noted earlier in this report, it is widely accepted that domestic violence and abuse (DVA) is entrenched and has far reaching impacts in our communities (WHO, 2013; HM Government 2016). Not only this, it is a problem that affects all members of our communities irrespective of gender, age, socio-economic background or any other social characteristics. In terms of young people's experiences of DVA within their intimate relationships, despite the neglect of attention in policy and practice (and to some extent research), there is now a growing body of evidence to signify that it is potentially a problem for a significant proportion of the population in adolescence as well as adulthood (Barter and McCarry, 2013; Gadd et al, 2013). Given the nature of adolescence as a critical period of development, it is disheartening that this has received so little attention in research, policy and practice until more recently. However, the UK Government has now stated that the subject of healthy relationships will be integrated into the curriculum for all primary schools as well as for secondary schools in addition to domestic abuse for the latter (HM Government, 2017). Therefore, the *Change Up* project delivered by Social Sense has been timely and relevant as well as providing an invaluable snapshot into the norms and attitudes of young people in Salford. However, overall the findings do not support the existing research evidence that a large proportion of young people will experience DVA as only a small proportion of the participants reported to having received any type of abusive

behaviour from their partner (although it is also acknowledged that the dataset primarily supports a discussion of norms and attitudes, and not experiences). The data collected throughout the *Change Up* project does raise some concerns, however, in terms of gender, norms and attitudes; these are illustrated below. It should also be noted that there were explicit and positive outcomes highlighted in the dataset demonstrating the value and social impact of the *Change Up* project.

The *Change Up* project was delivered by Social Sense during 2016 and 2017 and this was enabled through Innovating Funding. The project was designed using a social norming approach to prevention and essentially integrated pre- and post- intervention surveys with the intervention (a workshop and peer-to-peer poster campaign) in-between. This independent evaluation has analysed all the data collected, triangulating this data to produce an objective review of the findings and outcomes. Whilst there is some variance in terms of the ways in which young people think about DVA, with some apparent gender biases, essentially what the data exposes is that the majority of young people who participated in the surveys represented the view that domestic violence and abuse is wrong. Yet there were gender differences in terms of the responses to scenarios which displayed the gender of the victim/perpetrator. Clearly many of the common myths continue to surround the issue of DVA (reinforcing that 'public story'), highlighting the need to teach about the interconnections

between interpersonal violence and gender inequality (resulting both from and in an imbalance of power) which lies at the heart of the issue of DVA (Refuge, 2008).

The project data indicates that the young people involved with the project see the acceptability of some abuses (physical abuse in this study) as contextual. This is highly troublesome as it lends itself to the types of behaviour described within the definition of coercive control; for example, where abusive partners can be manipulative ('I'm sorry. I'll never do it again'), exploiting naivety, goodwill and good-heartedness. Whatever a person's age, they enter a relationship with all the hopes and dreams that a new relationship can bring and when one partner is abusive, using violence, power and control in various forms, this is never acceptable. Yet when certain behaviours are explained away by context (it is acceptable to hit someone if they hit you for example) then this is clearly problematic and can result in the normalisation of violence, or a lack of recognition. Both can result in a scenario whereby a young person might not recognise their experiences as abuse; this, in turn, prevents help-seeking and action for change. It can also result in cycles of violence and abuse which can be hard to break.

Therefore, there is a clear need for programmes, such as *Change Up*, to be embedded within personal, social and health education (PSHE) to enable norms and attitudes to change

and become rooted to the notion that any interpersonal violence or relationship abuse is unacceptable. Across the country there are a varied array of programmes that reinforce these messages and work with young people to address DVA, but mostly these have not been rigorously evaluated with service provision that is patchy and inconsistent. Indeed, in 2008 Coy et al. described prevention work as being 'the weakest part of the UK responses to violence against woman'.

To end on a positive note, a bigger proportion of the young people who took part in this study reflected the notion that DVA is unacceptable and the repeat survey, completed in February/March 2017, demonstrated a positive change in all responses illustrating the success of the project overall in heightening the awareness of DVA as a social problem in the communities of Salford, in particular, and in our society, in general. This is a considerable outcome particularly in a city noted for its numerous DVA hotspots, 'hyperhomes' and communities where violence is normalised (Little, 2015; Wood, 2016). It is hoped that there will be an increasing budget for projects like *Change Up* as a result of the Government's recent announcement as ensuring that this type of project is mandatory (ongoing and consistent) is the only way in which a sustainable change in the norms and attitudes of young people in relation to DVA and, as noted by Refuge (2008), 'prevention starts with education'.

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Appendix 1 – baseline survey

Q2 Smoking frequency (others)

How often do you think students in each of the groups smoke cigarettes?

1. Yourself
Never Once a month Once a week Twice a week Daily
2. Friends
Never Once a month Once a week Twice a week Daily
3. Other student in your year
Never Once a month Once a week Twice a week Daily
4. Boys in your year
Never Once a month Once a week Twice a week Daily
5. Girls in your year
Never Once a month Once a week Twice a week Daily

Q3 % who DON'T smoke at all

What percentage of students in your year group do you think don't smoke at all? (Choose a number between 0-100)

Boys

Choose a value 0 - 100:

Girls

Choose a value 0 - 100:

Q4 Alcohol frequency (others)

How often do you think students in each of the groups drink alcohol?

1. Yourself
Never Once a month Once a week Twice a week Daily
2. Friends
Never Once a month Once a week Twice a week Daily
3. Other student in your year
Never Once a month Once a week Twice a week Daily
4. Boys in your year
Never Once month Once a week Twice a week Daily
5. Girls in your year
Never Once a month Once a week Twice a week Daily

Q5 % Who DON'T drink at all

What percentage of students in your year group do you think never drinks alcohol at all? (Choose a number between 0-100)

Boys

Choose a value 0 - 100:

Girls

Choose a value 0 - 100:

Q6 Norms and attitudes

Suppose someone hits their partner and says sorry afterwards - do you think this is wrong?

Yes No Sometimes

Q7 Norms and attitudes

Suppose a girl cheats on her partner - do you think it is wrong for THEM to hit HER?

Yes No Sometimes

Q8 Norms and attitudes

Suppose a boy cheats on his partner - do you think it is wrong for THEM to hit HIM?

Yes No Sometimes

Q9 Norms and attitudes

Is it wrong for someone to hit their partner if they love them?

Yes No Sometimes

Q10 Norms and attitudes

If someone hits their partner because they really embarrass them - is this wrong?

Yes No Sometimes

Q11 Norms and attitudes

Suppose a girl gets on her partner's nerves, do you think it is wrong for THEM to hit HER?

Yes No Sometimes

Q12 Norms and attitudes

Suppose a girl hits her boyfriend, do you think it is wrong for HIM to hit HER back?

Yes No Sometimes

Q13 Norms and attitudes

Suppose a boy hits his girlfriend, do you think it is wrong for HER to hit HIM back?

Yes No Sometimes

Q14 Norms and attitudes

Suppose someone is drunk and hits their partner - is this wrong?

Yes No Sometimes

Q15 Coercive Control

Have any of your partners ever threatened to hurt you physically unless you did what they wanted?

Never Once A few times Often

Q16 Coercive Control

Have any of your partners ever told you who you could or couldn't see and where you could or couldn't go?

Never Once A few times Often

Q17 Coercive Control

Have any of your partners ever constantly checked up on what you were doing e.g. by phone or text?

Never Once A few times Often

Q18 Non-physical

Have any of your partners ever shouted at you, screamed in your face or called you hurtful names?

Never Once A few times Often

Q19 Non-physical

Have any of your partners ever said negative things about your appearance/body/friends/family?

1. Appearance

Never Once A few times Often

2. Body

Never Once A few times Often

3. Friends

Never Once A few times Often

4. Family

Never Once A few times Often

Q20 Physical

Have any of your partners ever used more severe physical force such as punching, strangling, beating you up or hitting you with an object?

Never Once A few times Often

Q21 Physical

Have any of your partners ever pressured you into kissing, touching or something else sexual?

Never Once A few times Often

Q22 Awareness of services and support

Who have you told about the abuse?

Family Friend(s) Police Teacher Youth Worker Other

Q23 Norms and attitudes

Suppose someone hits their partner because they are angry - do you think this is wrong?

Yes No Sometimes

Q24 Physical

Have any of your partners ever used physical force such as pushing, slapping, hitting or holding you down?

Never Once A few times Often

Q25 Awareness of services and support

If you have ever been in an abusive relationship, have you confided in anyone?

Yes No N/A

Q26 Awareness of services and support

If you answered 'other' please state below:

Q27 Happiness - Family Relationships

How happy are you with your relationships with your family? (0 means you feel very unhappy, 10 means you feel very happy & 5 means that you feel neither happy nor unhappy)

Happiness - relationships with family

0 1 2 3 4 5 6 7 8 9 10

Q28 Happiness - Relationships With Friends

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)

Happiness with friends' relationships

0 1 2 3 4 5 6 7 8 9 10

Q29 Confidence - yourself

I feel confident:

None of the time Rarely Some of the time Often All of the time

Q30 Social Media

Please select which social media platforms you use (you can select more than one):

WhatsApp Instagram Snapchat Facebook Twitter YouTube Tumblr Ask FM Other

Q31 Sharing images on social media

Have you ever shared a nude or semi-nude image/video via social media and/or text message?

Yes No

Q32 Method sharing image

How was this shared (you can select more than one)?

WhatsApp Instagram Snapchat Facebook Twitter YouTube Tumblr Ask FM Text Message Other

Appendix 2 – repeat survey

Q2 'Change Up' Workshop

Did you take part in the 'Change Up' workshop? (You would have watched a video about young couple Nathan and Lucy and then created your own poster campaigns)

Yes No

Q3 Statements

Please say much you agree or disagree with the following statements:

Emotional abuse is as bad as physical abuse

Strongly agree Agree Disagree Strongly disagree

You should never control your partner's choice of friends, clothes, where they go or what they do

Strongly agree Agree Disagree Strongly disagree

Both partners should always trust and respect each other

Strongly agree Agree Disagree Strongly disagree

If you know someone being abused, you should speak out

Strongly agree Agree Disagree Strongly disagree

Q4 Further comments

If you would like to add anything further about the impact this project has had on your or your friends, please tell us:

Q5 Further support

As you are aware, this survey is completely anonymous however if you would like further support please provide your name and comments:

Q6 Norms and attitudes

Suppose someone hits their partner and says sorry afterwards - do you think this is wrong?

Yes No Sometimes

Q7 Norms and attitudes

Suppose a girl cheats on her partner - do you think it is wrong for THEM to hit HER?

Yes No Sometimes

Q8 Norms and attitudes

Suppose a boy cheats on his partner - do you think it is wrong for THEM to hit HIM?

Yes No Sometimes

Q9 Norms and attitudes

Is it wrong for someone to hit their partner if they love them?

Q10 Norms and attitudes

If someone hits their partner because they really embarrass them - is this wrong?

Yes No Sometimes

Q11 Norms and attitudes

Suppose a girl gets on her partner's nerves, do you think it is wrong for THEM to hit HER?

Yes No Sometimes

Q12 Norms and attitudes

Suppose a girl hits her boyfriend, do you think it is wrong for HIM to hit HER back?

Yes No Sometimes

Q13 Norms and attitudes

Suppose a boy hits his girlfriend, do you think it is wrong for HER to hit HIM back?

Yes No Sometimes

Q14 Norms and attitudes

Suppose someone is drunk and hits their partner - is this wrong?

Yes No Sometimes

Q15 Norms and attitudes

Suppose someone hits their partner because they are angry - do you think this is wrong?

Yes No Sometimes

Q16 Campaign posters

Have you seen the poster campaigns around your school?

Yes No

Q17 Workshop/posters

Did the workshop and/or posters make you think differently about how you want to be treated?

Yes No

Q18 Workshop/posters - others

Did the workshop and/or posters make you think differently about how you treat others?

Yes No

Q19 Happiness - Family Relationships

How happy are you with your relationships with your family? (0 means you feel very unhappy, 10 means you feel very happy & 5 means that you feel neither happy nor unhappy)

Happiness - relationships with family

0 1 2 3 4 5 6 7 8 9 10

Q20 Happiness - Relationships With Friends

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)

Happiness with friends' relationships

0 1 2 3 4 5 6 7 8 9 10

Q21 Confidence - yourself

I feel confident:

None of the time Rarely Some of the time Often All of the time

Appendix 3

DOMESTIC ABUSE?



Sometimes it's easier to **let go** than to hold on.

Don't hesitate. SPEAK UP before it's too late.

IN SCHOOL:

OTHER SUPPORT SERVICES:

Salford Independent Domestic Abuse Support Services (SIDAS)
0161 793 3232
Domestic Abuse Helpline (Greater Manchester)
0161 636 7525

Salford Youth Service
www.wuu2.info
The Bridge Partnership, Salford
0161 603 4500

View the full 'Spiralling' video at: <http://bit.ly/2evswcJ>



Concept created by: [REDACTED]



This is Timmy. He's 15 years old. Timmy has suffered with domestic abuse from the age of 13. He is struggling to find help and is very unsure.



HELP?

'MOST PEOPLE THINK DOMESTIC ABUSE MEANS A BOY ABUSING A GIRL...'

...but really, it's more than just relationships.

*Domestic abuse can also happen in your **family** and with your **friends**.*

It can be...

PHYSICAL **VERBAL** **MENTAL**

If you think you or someone you know is being abused, you CAN get help.



In school:
[REDACTED]

Other support services:

Salford Independent Domestic Abuse Support Services (SIDAS)
0161 793 3232

Domestic Abuse Helpline (Greater Manchester)
0161 636 7525

Salford Youth Service
www.wuu2.info
The Bridge Partnership, Salford
0161 603 4500

View the full 'Spiralling' video at: <http://bit.ly/2evswcJ>



Concept created by: [REDACTED]



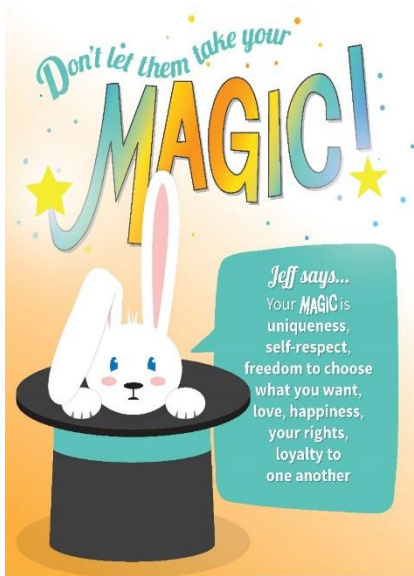
Concept created by: [REDACTED]



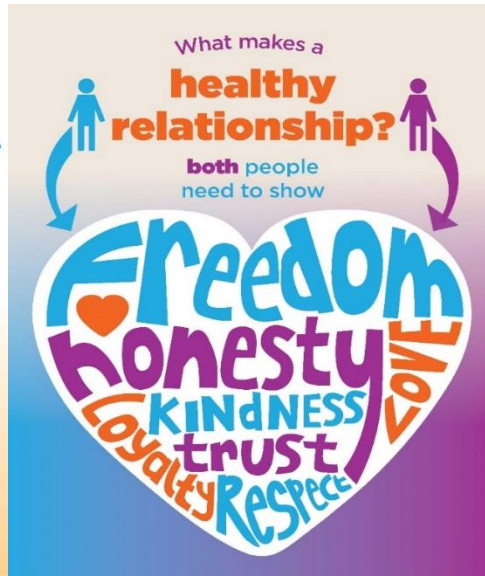
Healthy relationships should make you feel happy.

Don't be afraid to speak to someone you trust.





CHANGE UP. Concept created by: [redacted] think out loud



CHANGE UP. Concept created by: [redacted]



CHANGE UP. Concept created by: [redacted]



CHANGE UP. Concept created by: [redacted]

Tell someone you TRUST

Healthy relationships don't make you feel bad about yourself or mean you lose your freedom.

There are lots of people you can talk to if you're worried about yourself, a friend or family member.

In school:

Other support services:

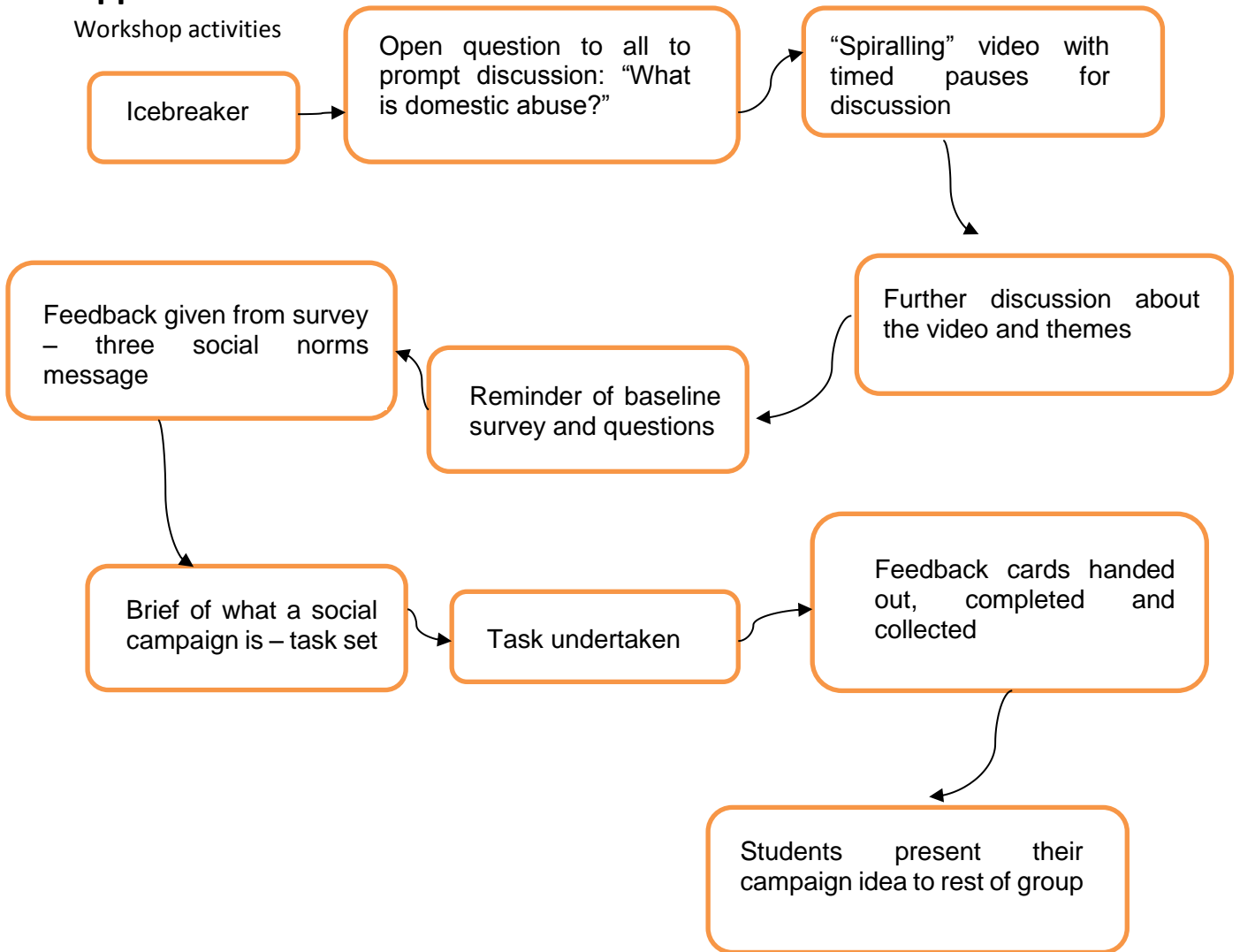
- Salford Independent Domestic Abuse Support Services (SDAS) 0161 793 3232
- Domestic Abuse Helpline (Greater Manchester) 0161 636 7525
- Salford Youth Service www.yus2.info
- The Bridge Partnership, Salford 0161 803 4500

View the full 'Spiralling' video at: <http://bit.ly/2evwvcl>

CHANGE UP.

Appendix 4

Workshop activities



Appendix 5



**PROMOTING
HEALTHY TEEN
RELATIONSHIPS**

social sense



HELLO!

- Who are we?
- Why are we here?
- Mindset
- Support

social sense



**“WHAT IS DOMESTIC
ABUSE?”**


social sense



**Remember the survey you did
back in the Summer term?**

- The majority of you think it's **wrong** for someone to hit their boyfriend / girlfriend even if they are drunk or cheat
- The majority of you have **never** sent a nude / semi-nude photo via social media
- The data told us that a lot of you **wouldn't know** who to speak to / where to go if you needed to report something

social sense




YOUR TASK

We want to celebrate the fact that most of you want yourself and your friends to be in healthy and happy relationships.

How can we get these messages across to different audiences?

- What makes a healthy relationship? (*10 & 11 yr olds*)
- If your friend was experiencing this type of abuse, what would you advise them to do or where to go for help? (*other Irlam & Cadishead students*)

social sense




YOUR TASK

The winning campaign will be designed up professionally and delivered into local primary schools / your own school.

There will be prizes for the best campaigns too!

social sense



FURTHER SUPPORT

In school:
Any staff, or:

- [Redacted]
- [Redacted]
- [Redacted]

Other support services:

- Salford Independent Domestic Abuse Support Services (SIDAS) 0161 793 3232
- Domestic Abuse Helpline (Greater Manchester) (0161 636 7525)
- Salford Youth Service: www.wuu2.info
- The Bridge Partnership, Salford (0161 603 4500)
- View the full 'Spiralling' video at: <http://bit.ly/2evswcJ>

social sense