
Monmouthshire 'Challenging Attitudes' evaluation

A review into the delivery of
'healthy relationship' lessons
for KS2 pupils

Rebecca White

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Rachel Allen
Monmouthshire Domestic Abuse and Sexual Violence Coordinator

Karen McInnes
Senior Lecturer in Play and Human Development

Matthew Gatehouse & Richard Jones
Monmouthshire County Council Performance Team

GO Wales

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1. INTRODUCTION AND EXECUTIVE SUMMARY

This report evaluates the two methods of delivery for the ‘Challenging Attitudes’ project in primary schools. The research seeks to assess and conclude what is the most effective and sustainable approach in schools for teaching young people about respect and ‘healthy relationships’.

The prevention of domestic abuse takes many forms but one of the most effective is education. Although it is a sensitive topic, discussion cannot just be confined to adults. Children and young people of all ages need to receive information about domestic abuse in order to raise awareness of the issue. This will ensure that not only can recognise it in their own homes but also so that all young people have the best opportunity to enter into healthy and safe relationships in the future.

‘Challenging Attitudes’ is a schools based project which aims to educate KS2 pupils on healthy relationships and ensure children and young people understand how important it is to respect one another.

Over the past five years the project has had two different delivery approaches. Initially, an external team consisting of Monmouthshire Youth Service and Women’s Aid workers delivered the project. However, during 2013/14, in order to ensure the project was more sustainable, teachers and teaching assistants were trained to deliver the lesson themselves.

This report has evaluated the two methods of delivery to see which has the better outcomes for pupils and recommends how the project should be delivered in the future.

In 2013/14, the teacher-led delivery of 'Challenging Attitudes' has enabled pupils to gain an effective and thorough understanding of respect.¹ Additionally, the KS2 classes have a greater appreciation for 'healthy relationships' and are much more confident talking to people about their concerns.

However, when external agencies have delivered the project there has been a greater consistency in learning outcomes across the whole county. Pupils also acquire better awareness of the services they may confide in, such as youth and social workers and Childline. Furthermore, they are more likely to disclose information and receive additional support.

This report makes many recommendations for the project, which are detailed in the following chapters. However, the main recommendations are that:

- **To establish an embedded and holistic approach to 'healthy relationships' in all Monmouthshire schools to ensure there is both sustainable academic lessons with effective support services for pupils**
- **A partnership is set up between external agencies and teaching staff so that 'Challenging Attitudes' is delivered together and is both practical and sustainable**
- **A member of an external agency should visit the class for at least two of the four lessons delivered in order to encourage disclosures**
- **Funding should be made available either for a 'Challenging Attitudes' officer within Women's Aid or Monmouthshire County Council, or for an existing employee to co-ordinate the project and ensure that the most vulnerable children are being reached**

¹ During the report reference is made to teachers delivering the project. However, some teaching assistants were also trained and delivered 'Challenging Attitudes'. Therefore, in this capacity, they are also referenced as teachers. Additionally, for ease of reading, 'teachers' has often been used to represent the spectrum of head teachers and teaching assistants etc.

2. RECOMMENDATIONS (TOTAL)

‘Challenging Attitudes’ Programme Content

1. To emphasise and focus on respecting others and expecting respect in return
2. For the lesson plan/resources pack to highlight areas where domestic abuse may come up in class discussion so teachers can expect and encourage conversation
3. A greater focus on additional support services such as counselling and Childline
4. For pupils to understand that they can talk to teachers about problems at home and outside of school, as well as problems in school
5. To encourage pupil disclosures

Teacher Training

6. To run the ‘Challenging Attitudes’ trainings at the beginning of every academic year
7. For two ‘Challenging Attitudes’ training days to take place, at two different locations in Monmouthshire
8. To invite all schools to the ‘Challenging Attitudes’ training days each year for new schools to take part in the project, to accommodate staff changes and allow teachers to ‘refresh’ their knowledge of the project or share best practice
9. To begin training assuming no prior knowledge so that all teachers can gain a full understanding
10. Further in depth training on domestic abuse and how to appropriately discuss the topic with KS2 pupils
11. To develop an understanding of the prevalence of domestic abuse at county and local levels
12. To further train teachers on how to talk with pupils and handle disclosures so they personally feel confident

Project Delivery

13. For a youth or social worker, or another relevant support worker to work in partnership with the project as a 'Challenging Attitudes' officer
14. For the 'Challenging Attitudes' officer to support teachers in delivering the project and assist with concerns and disclosures
15. For the 'Challenging Attitudes' officer to attend at least two of the four project sessions, particularly the 'mask-making session'
16. For the 'Challenging Attitudes' officer to be introduced to the pupils as someone they can speak with one-to-one and for them to explain their role in supporting children

Whole-School Approach

17. To create a school environment where the pupil feels supported and respected
18. For all members of staff to be training in handling pupil disclosures and child protection
19. For schools to take a more holistic approach to pastoral care, so that pupils feel they can talk to any teacher about their problems, not just their class teacher.

3. LITERATURE AND BACKGROUND

3.1. DOMESTIC ABUSE IN WALES AND MONMOUTHSHIRE

Domestic Abuse is a UK-wide problem affecting thousands of women, men, children and young people every year. In Wales, it is estimated that 11% of women and 5% of men will experience domestic abuse each year, although this is severely underreported.²

A recent study from the Kafka Brigade-led work in Rhondda Cynon Taf provided evidence that showed:

- 55% of victims had children
- 71% of victims' children had witnessed the abuse
- 81% of victims were pregnant at the time of the abuse
- 71% of incidents occurred in the home
- 86% of all reported incidents were against women
- On average, a victim would present to Accident and Emergency 11 times before action was taken
- Some estimates suggest that as few as 2% of domestic abuse incidents are reported to the Police.³

In 2012/13, Gwent Police handled 12,534 recorded incidents of domestic abuse (a 24% increase on the previous year). Of these, 4,398 domestic abuse crimes were recorded and 1,410 cases were taken to court with 1,164 successful prosecutions (83%).⁴

Domestic abuse can often appear to be an issue that only happens in large cities and urban areas. Yet, it is a problem that happens in Monmouthshire, and affects children and young people.

- In March 2014, there were 37 children on the Child Protection Register; 8 for neglect; 15 emotional abuse; 8 emotional neglect; 6 emotional and physical abuse. Most of these were linked with domestic abuse
- 337 children in Monmouthshire 2013, who were categorised by social service as 'Child in Need'
- 111 referrals from children services were made to Women's Aid for domestic abuse play therapy. 69 young people engaged in the intervention (62%)
- 53 referrals from agencies were made to STAR; a group for children affected by domestic abuse. 25 of these engaged with the group (47%)
- 98 women were supported (no men were referred) by the Independent Domestic Violence Advisor who were risk assessed as 'high risk'. Around 88% of these cases the women supported also had one or more children. This equates to up to 130 children witnessing serious domestic abuse incidents on a regular basis.

² Vashti Berry, et al., *Building Effective Responses: An Independent Review of Violence against Women, Domestic Abuse and Sexual Violence Services in Wales' 2013*, (2014). Available at <http://wales.gov.uk/docs/caecd/research/2014/140430-violence-against-women-domestic-abuse-sexual-violence-services-en.pdf> [accessed 16 July 2014].

³ 10,000 Safer Lives, *Final Report*, (2012). Available at <http://wales.gov.uk/docs/dpsp/policy/12062010ksaferlivesrepeny1.pdf> [accessed 8 July 2014].

⁴ Denise Puckett, *Gwent Domestic Abuse Pathfinder Project: 2013/14 - Final Report*, (2014).

- 9 young boys aged 5-11 years old were supported by Women's Aid via the Male Mentoring project
- 13 children were living in the Women's Aid Refuge in 2013⁵

Each of these children mentioned above supported by Women Aid and IDVA, were attending schools within the Monmouthshire Area.

Despite communities often believing that domestic abuse is not a problem locally, the above figures prove that Monmouthshire does have many issues regarding domestic abuse and that they affect school-age children.

3.2. NEW GOVERNMENT LEGISLATION

In June 2014, the Welsh Government introduced new legislation: the 'Gender-based Violence, Domestic Abuse and Sexual Violence (Wales) Bill'. It focuses on preventative, protective and supportive mechanisms and places duties on both Welsh Ministers and Local Authorities to prepare and publish strategies aimed at ending gender-based violence.⁶

The original White Paper consultation proposed that 'education on 'healthy relationships' is delivered in all schools' and that there would be 'a duty on each local authority to identify a regional Ending Violence Against Women, Domestic Abuse and Sexual Violence Champion to promote a whole school approach for dealing with this issue in educational settings.'⁷

*"We therefore want to ensure that all children and young people understand the key concepts of respect, fairness, and consent, which are the cornerstones of healthy relationships. Such knowledge and awareness will help inform and drive their everyday decisions, and underpin their expected standards of interpersonal relationships. Whilst this is primarily the responsibility of parents we believe that schools also have a role to play in delivering these outcomes. The Personal Social Education (PSE) Framework provides some direction on this but we believe that more should be done to ensure that schools do actively work to support and promote healthy relationships. We also want to support teachers in dealing with these issues when they arise."*⁸

The consultation also proposed that existing resources would be utilised, in order to minimise the financial implications.

As 'Challenging Attitudes' is a healthy relationship programme that has been delivered since 2008, Monmouthshire County Council wanted to put forward recommendations towards the proposed national programme.

⁵ Data provide by Gwent Police and Monmouthshire County Council Children Services.

⁶ Welsh Government (2014) *Gender-based Violence, Domestic Abuse and Sexual Violence (Wales) Bill – Explanatory Memorandum*. Available at <http://www.assemblywales.org/bus-home/bus-business-fourth-assembly-laid-docs/pri-ld9817-em-e.pdf?langoption=3&ttl=PRI-LD9817-EM%20-%20Gender-based%20Violence%2C%20Domestic%20Abuse%20and%20Sexual%20Violence%20%28Wales%29%20Bill%20-%20Explanatory%20Memorandum> [accessed 10 July 2014].

⁷ Welsh Government (2014) *White Paper Consultation on legislation to end violence against women, domestic abuse and sexual violence (Wales)*, WG19614, Available at <http://wales.gov.uk/docs/dsjlg/consultation/121126evawdaconsultationen.pdf> [accessed 10 July 2014].

⁸ Welsh Government (2014) *White Paper Consultation*.

However, since the Bill was introduced to the National Assembly of Wales, some changes have been made to the White Paper proposals. There was significant support for healthy relationship lessons to become part of the curriculum but this will now be considered as part of a further review that will look into the Basic Curriculum including PSE and healthy relationships.⁹

There was overwhelming support in the consultation responses for the proposals in the White Paper. There was also significant support for healthy relationship lessons to be made compulsory via the curriculum.

The Department for Education and Skills of the Welsh Government is currently conducting a Review of the National Curriculum and Assessment Arrangements. The second stage of the Review, which was announced on 12 March 2014, is being led by Professor Graham Donaldson. This will include a review of the Basic Curriculum including Personal and Social Education (PSE) to ensure it is fit for purpose in the 21st Century. Healthy relationship education is a key part of the PSE Framework for 7 to 19 year-olds in Wales. The findings of the review are expected to be submitted to the Minister for Education and Skills by the end of 2014.

The Review is taking a fundamental look at the curriculum as a whole in Wales – to ensure that it provides a broad, balanced and importantly coherent continuum from Foundation Phase to Key Stage 4 – linking to our Review of Qualifications. The Review therefore provides an important opportunity to consider the place of PSE, including healthy relationships, in the new curriculum for Wales as a whole. By ensuring the link between the Review and our proposals to deliver our healthy relationships agenda in schools, there is greater scope to maximise their impact.

Supporting measures to ensure schools embed violence against women, domestic abuse and sexual violence more generally are also being considered¹⁰

Furthermore, the Minister for Local Government and Government Business has agreed to pilot a National Healthy Relationship programme from September 2014.¹¹

⁹ Welsh Government (2014) *Gender-based Violence, Domestic Abuse and Sexual Violence (Wales) Bill – Explanatory Memorandum*.

¹⁰ Welsh Government (2014) *Gender-based Violence, Domestic Abuse and Sexual Violence (Wales) Bill – Explanatory Memorandum..*

¹¹ Welsh Government Website, 'Proposals for the delivery of healthy relationships education', 3 April 2014. Available at <http://wales.gov.uk/about/cabinet/decisions/dl2014/aprjun1/communities/lg0912/?lang=en> [accessed 10 July 2014].

4. BACKGROUND TO CHALLENGING ATTITUDES

4.1. THE 'CHALLENGING ATTITUDES' PROJECT

Since 2008, Women's Aid and Monmouthshire County Council have delivered a 4 week programme in primary schools called 'Challenging Attitudes' which aims to help young people develop strong friendships and healthy relationships.

In September 2007, several agencies had worked together on a Gwent project around the theme of domestic abuse and safer relationships delivered to Year 8 and 9 pupils. Young people felt that this work, particularly around building safe, solid relationships should be available at a much younger age. They felt that some young people were forming relationships of a serious nature as young as Year 5 and 6.

During this period, the Big Eye Arts Workshops and Monmouthshire Youth Service's Multi Media Arts Project had undertaken a large scale film project with young people across Monmouthshire. The participants of this project also felt that it was important that young people learned at an early age what behaviour is appropriate and not appropriate in relationships.

With a need identified, Catherine Weaver of Monmouthshire County Council and Alice Lilley of Women's Aid, worked together to create the KS2 'Challenging Attitudes' project, which incorporated learning through interactive lessons, drama and art. The programme they developed covers several main themes:

EMOTIONAL INTELLIGENCE

FRIENDSHIP

BULLYING

CHILDHOOD BEREAVEMENT

DIVORCE/ SEPARATION OF PARENTS

SAFER RELATIONSHIPS

During the course of the project, four morning sessions are taught on a week by week basis, with each session undertaking a different theme. Some of the main activities from the project include:

- Making a 'Friend Wanted' poster advertising the good qualities of a friend
- A discussion/game on appropriate and inappropriate behaviour during relationships e.g. Looking at someone else's phone
- Exploring how body language and tone of voice relates to feelings
- Creating short dramas which highlighted possible solutions to bullying
- Drawing masks showing the pupils 'inside' and 'outside' faces
- Safe and unsafe information to share
- Helping hands – who to go to when you are worried and information on services such as Childline

4.2. CURRICULUM LINKS

The personal and social education framework for 7-19 year olds in Wales states that at Key Stage 2, learners should be given opportunities to:

- take increasing responsibility for keeping the mind and body safe and healthy
- feel positive about themselves and be sensitive towards the feelings of others

and to understand:

- the range of their own and others' feelings and emotions
- the importance of personal safety
- how to distinguish between appropriate and inappropriate touching
- what to do or to whom to go when feeling unsafe.¹²

Therefore 'Challenging Attitudes' covered many of these PSE aspects and became an excellent way of teaching these sensitive issues to KS2. The project also aimed to focus on aspects of domestic abuse, in a way that other available resources such as SEAL did not.

Additionally, the Welsh government is currently undertaking a curriculum review from Foundation Phase to KS4. The review, led by Professor Graham Donaldson, will consider the function of PSE including the teaching of 'healthy relationships' and will hopefully recommend sustainable approaches for it to become a more consistent and important part of the curriculum.

4.3. DELIVERY OF PROJECT

Since 2008, the external agencies have continued to support 'Challenging Attitudes' both strategically and financially. The project was delivered each year by Women's Aid and Monmouthshire Youth Service to a maximum of 12 schools per year. Two staff members would visit the school together and deliver the project over a four week period.

To reach as many schools as possible, the project ran on a rolling bi-annual basis. When 'Challenging Attitudes' visited a primary school, it would be taught to both Year 5 and 6 classes and would then return to the school two years later. During the five years that 'Challenging Attitudes' was taught by external agencies, they reached a total of 25 of 31 Monmouthshire schools.

2012/13 was the last year that Monmouthshire Youth Service were able to continue to core deliver the project, as their remit instead became 11 - 25 years olds. The Monmouthshire Domestic Abuse and Violence Against Women and Sexual Violence (DAVAWSV) Strategic Board partners worked together with education representatives to ensure that the 'Challenging Attitudes' project would remain sustainable in primary schools.

¹²Welsh Government Website, 'Key stage learning outcomes'. Available at <http://wales.gov.uk/psesub/home/themes/healthandemotionalwellbeing/keystagelearningoutcomes/?lang=en> [accessed 16 June 2014].

It was agreed that, without adequate funding, the best sustainable delivery approach for 2013/14, was to train teachers from Year 6 to deliver the project in all 31 schools. Representatives in the form of both teachers and teaching assistants would attend a 'Challenging Attitudes' training day, in order to be trained on the project content and its delivery. The 21 schools who had not received the 'Challenging Attitudes' project in 2012/13 were invited to attend one of two training days held in Usk and Magor, with the intention of training the remaining 10 schools in 2014/15. However, only 9 schools were able to attend the training days.

4.4. PREVIOUS OUTCOMES

In 2012/13, the pupils completed evaluation surveys to feedback and were asked to score the Challenging Attitudes delivery team out of ten. 88 % of young people gave the team a score of 10/10 and no one scored the team below 7/10.



88% of young people gave the team a score of 10/10.

7% of young people gave the team a score of 9/10.

2% of young people gave the team a score of 8/10

2% of young people gave the team a score of 7/10

No one scored the team below 7/10

Some of the reasons they gave for this included:

- *Because they teach properly and they do fun activities as well*
- *Because if we want to talk about something they would let us and they taught us loads of stuff and they are friendly and helpful*
- *Because it helped me understand why to share your feelings*
- *Because you help us and if you feel upset we can talk to you.*
- *They taught me all about what a friend would have to be and what they would expect back*
- *Because you've taught us the best way to show your feelings*

4.4.1. DISCLOSURES

Although the project did not initially set out to encourage disclosures, the team found that many pupils would want to talk to them after the lessons. Therefore, one of the most important outcomes of the 'Challenging Attitudes' project became pupil disclosures. In many cases, without the project, the information may not have been disclosed – either not as quickly or not at all.

In 2011/12, 74 young people out of the 587 participants **(13%) asked to speak on an individual basis** to one of the Challenging Attitudes team.

Of these 74 young people, 32 were sign posted to external agencies for further support and guidance. Among these agencies/ projects were the Face-to-Face Counselling Team (part of Monmouthshire Youth Service), Monmouthshire Young Carers and Winston's Wish.

In 2012/13, 48 young people out of the 658 participants **(7%) asked to speak on an individual basis** to one of the Challenging Attitudes team.

Of these 48 young people, 11 were sign posted to external agencies for further support and guidance.

The main issues raised during the one-to-one conversations were:

- DOMESTIC ABUSE
- BEREAVEMENT
- FRIENDSHIP ISSUES (PREDOMINANTLY GIRLS)
- LOW SELF ESTEEM
- DIVORCE/SEPARATION OF PARENTS
- BULLYING
- CHILD ABUSE
- FAMILY DISPUTES
- MOVING TO SECONDARY SCHOOL
- BODY IMAGE

5. METHODOLOGY

In order to collect data for the report three main methods were used:

- Pupil Surveys
- Pupil Focus Groups
- Online Teacher Surveys

This data would give an insight into the internal delivery of the 'Challenging Attitudes' project, and would allow both pupils and teachers to share their opinions.

The report also used historical data, collected when the project was evaluated each academic year by the external delivery team.

Using both current and historical data will allow for a comparison between internal and external delivery approach.

5.1. MONMOUTHSHIRE SCHOOLS

There are 31 primary schools in Monmouthshire County Council and each have a different levels of interaction with the 'Challenging Attitudes' project. They can be separated into 5 different groups:

1. THREE SCHOOLS DELIVERED THE PROJECT INTERNALLY WITH NO PREVIOUS EXPERIENCE OF THE PROJECT

These teachers completed the training in September/October and then delivered the project in their own schools. However, the schools had no previous experience of 'Challenging Attitudes' and would have never watched an external team deliver the project.

2. SIX SCHOOLS DELIVERED THE PROJECT INTERNALLY AND ALSO HAVE EXPERIENCE OF EXTERNAL AGENCIES TEACHING THE PROJECT

These schools also attended training and delivered the project internally, but they had previously taken part in the 'Challenging Attitudes' project and have some knowledge on how external agencies deliver the project.

3. TEN SCHOOLS PREVIOUSLY RECEIVED THE PROJECT FROM EXTERNAL AGENCIES AND WERE NOT INVITED TO INTERNAL TRAINING THIS YEAR

These schools have taken part in 'Challenging Attitudes' in previous years, although some for longer than others. They weren't invited to training this academic year as it Monmouthshire County Council planned to train the 31 schools in two halves.

4. FIVE SCHOOLS PREVIOUSLY RECEIVED THE PROJECT FROM EXTERNAL AGENCIES AND WERE INVITED TO INTERNAL TRAINING, BUT DID NOT ATTEND

These schools are very similar to those in 'Group 3' but they were invited to training this academic year, with the intention being that they would run the 'Challenging Attitudes' project internally.

However, they were unable to attend training.

5. SIX SCHOOLS HAVE NO ENGAGEMENT WITH THE PROJECT

There are six schools in Monmouthshire that have not engaged with 'Challenging Attitudes' in the past and also did not attend training this year. However, it was still important to include them in the study to understand what approach schools were taking regarding the teaching of 'healthy relationships' without using 'Challenging Attitudes'

All of these schools were invited to take part in the evaluation of the project through online teacher surveys, tailored to their level of participation. Groups 1 and 2, who had delivered the project this academic year, also took part in additional pupil evaluations.

5.2. ONLINE TEACHER SURVEYS

All teachers and schools in the Monmouthshire area were invited to fill in online surveys about the 'Challenging Attitudes' project and the teaching of healthy relationships. As detailed above, there were five main groups of schools. However, these fell into two main categories: those who had taught the project this academic year and those who had not.

Each school was sent one of three survey types:

1. For teachers who had taught 'Challenging Attitudes' this year
2. For schools who had not taught 'Challenging Attitudes' this year
3. A survey identical to number two, but with an additional question asking why they had been unable to attend training (*for the six schools in group four*)

Both survey types asked the school's opinion of the prevalence of domestic abuse and its effect on children, giving an insight into the 'culture' of each school and how it views domestic abuse in the local community. The survey also allowed schools to share how they thought 'healthy relationship' topics should be taught, who should teach it – whether that is internally, by an external agency or a partnership – and the best approach to making it sustainable.

For those who had taught 'Challenging Attitudes' additional questions focused on whether the training was appropriate, what were the benefits and difficulties of teaching the project and if there had been any pupil disclosures.

For schools that had not participated in the project this year, or indeed had never participated, they were asked to explain their current approach for teaching 'healthy relationships' and their intended plans for the topic in future years, what resources they had used, what would they like training on and whether they had any pupil disclosures following their lessons. If they did not attend training, they will also be given the opportunity to comment on why they could not attend and what they would like to be trained on in the future.

All 31 schools in Monmouthshire were emailed a link to an online survey that was appropriate for their level of participation in the project. Each school was then contacted to

check they had received the email and that it had been passed on to the Head Teacher. The email invited the Heads of non-participating schools to answer the survey themselves or send it on teachers who were directly involved in the delivery of 'healthy relationships' lessons. They were advised to submit at least one response to represent the school but were invited to send it to as many teachers as possible.

5.3. EVALUATION SESSIONS

Evaluation sessions were also carried out in the nine schools that participated in the project this year and have therefore experienced internal delivery of the project. Each school was visited over a four week period, for a short evaluation session.

The teachers were advised to answer the online questionnaire before the visit. If they had completed it prior to the session, further questions were asked based on their initial responses, particularly regarding disclosures, or lack thereof, mentioned on the questionnaire.

5.3.1. PUPIL SURVEYS

The evaluation session began with a whole class evaluation, allowing all pupils in attendance to give their opinion on the project.

This took the form of a survey with various questions. These aimed to establish the pupils' understanding of what a 'healthy relationship' is, if the project has made them more confident in sharing their worries and who they feel they can talk to about them.

As this report aims to compare previous delivery to the 2013/14 teacher-led approach, an almost identical evaluation survey to the ones used to the ones in 2012/13. This would allow greater comparison between answers and more consistent quantitative data.

5.3.2. FOCUS GROUPS

In order for more in-depth evaluations to take place, a small sample group was then selected from the class. This sample group was asked further questions which highlighted the pupil's opinions of the project, what they enjoyed and would change and how they would rate the activities. More importantly pupils were also given the opportunity to share their opinions on the delivery of the project, how comfortable they felt talking with their teacher, how would they feel if a new adult came to school to teach the project and who would be easier to talk with. Ultimately, 'Challenging Attitudes' needs to engage pupils and encourage them to disclose their concerns and so their opinions are highly valued in this report.

5.3.3. ETHICS

In order to select a sample group from the class, traditional random sampling was used. It was decided this would be the best approach as teachers may be biased when selecting a group to participate.

Firstly, the accessible population of the class was defined. Teachers will be asked to identify any individuals who would not be suitable for group work with the researcher and these were then removed from the selection list. Pupils may not be able to participate if they had behavioural problems beyond the control of the researcher or they were 'at-risk' children, who would be made very comfortable discussing their feelings in small groups and their issues would not be appropriately managed or helped within the session.

Once a selection list had been confirmed, each pupil was given a unique number. Using the lottery method, these numbers were then placed into a bowl and mixed thoroughly. The blindfolded researcher then picked numbers out one by one to make the sample group.

6. FINDINGS AND RECOMMENDATIONS

6.1. OVERVIEW

The below findings and results are separated into three main categories:

- Pupil surveys
- Pupil focus groups
- Teacher surveys

The findings are written in order of the questions asked, and recommendations are given after each set of findings. A comprehensive list of recommendations can be found in Chapter two of this report.

6.2. PUPIL SURVEYS

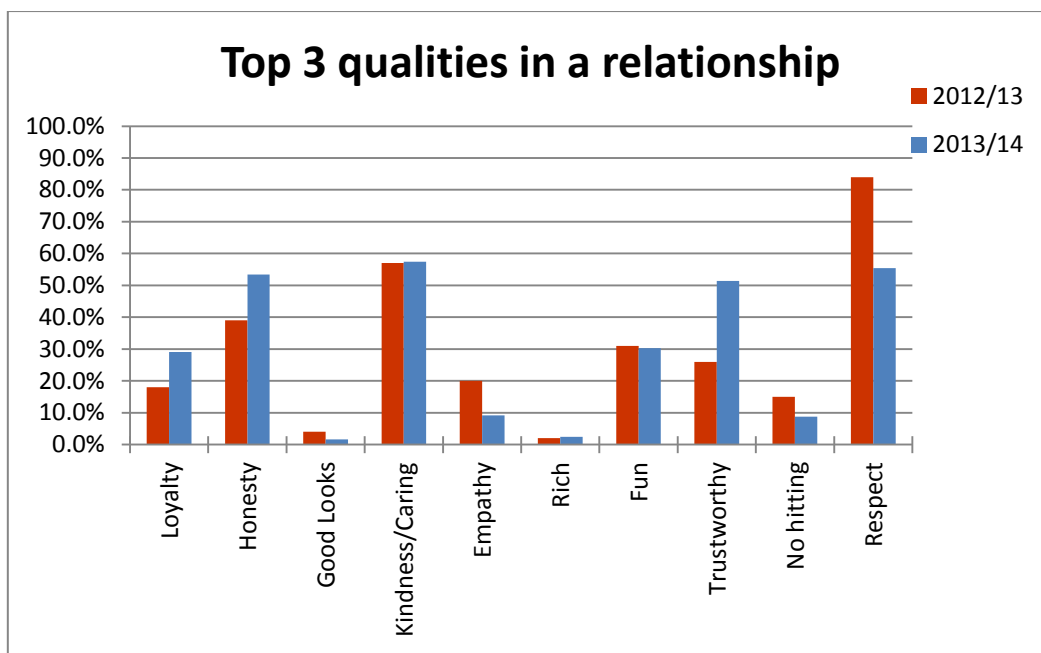
Of the 276 pupils who took part in the 'Challenging Attitudes' project, 251 (90.9%) completed an evaluation. The small percentage that did not complete an evaluation was due to school absence – holidays or illness.

6.2.1. QUALITIES IN RELATIONSHIPS

Firstly, pupils were asked to choose the top three qualities that they thought were important in a relationship from a pre-defined list.

At the end of the project, the pupils should put an emphasis on respect, as improving pupils understanding of respect was an important learning outcome of 'Challenging Attitudes'. Some pupils might also recognise the importance of 'no hitting' as the project touched upon domestic abuse.

In the 2012/13 evaluation the pupils were asked the same question. Below is a comparison of their answers.



	2012/13	2013/14
Loyalty	18%	29.1%
Honesty	39%	53.4%
Good Looks	4%	1.6%
Kindness/Caring	57%	57.4%
Empathy	20%	9.2%
Rich	2%	2.4%
Fun	31%	30.3%
Trustworthy	26%	51.4%
No Hitting	15%	8.8%
Respect	84%	55.4%

The top 3 qualities have remained the same, these being 'Respect', 'Honesty' and 'Kindness/Caring'. However, in 2012/13 these were clear winners; during the 2013/14 project there was a much more even spread across the qualities.

Perhaps the biggest difference is the percentage of students that think 'Respect' is the most important quality of a relationship. This has dropped from 84% to just 55.4% and this likely due to the difference in the delivery team. When external agencies ran the project, they placed a high emphasis on respect and re-iterated it each week of the project. However, this may not have been emphasised in the same way by teachers. The loss of percentage in 'Respect' resulted in an increase of alternative answers such as 'Loyalty', 'Honesty' and 'Trustworthy'.

However, there was also a decrease in pupils choosing 'Empathy' and 'No Hitting' as important qualities. The former may be due to a lack of understanding of the word but the latter could be due to teacher's "shying away" from teaching the topic of domestic abuse.

RECOMMENDATIONS

During teacher training for 'Challenging Attitudes' there needs to be a bigger focus on the importance of respect being a learning outcome and whilst teaching the project, the message of respect needs to be repeated each week.

In fact, many pupils wrote in their class surveys that they had learnt to respect others (see 8.2. in appendix) but they are perhaps not realising that respect is also something they should *expect* from others.

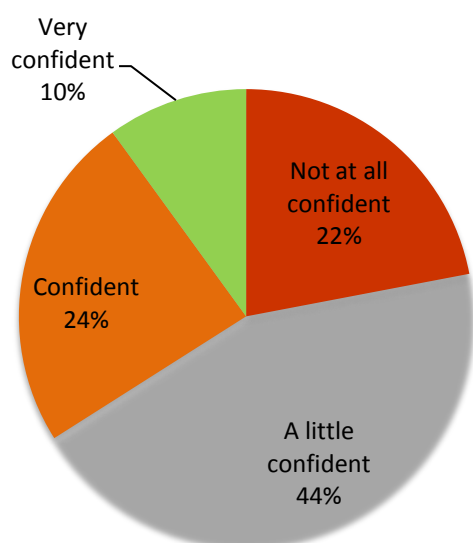
There should also be further training on teaching the topic of domestic abuse to KS2 pupils so that teachers can feel confident to bring it up during class discussion. There can sometimes be an anxiety about introducing domestic abuse to younger students and how far to explore the topic and teachers need to feel they are fully prepared to discuss this with their class.

The project lesson plans should also highlight specific areas where domestic abuse may come up in conversation or allow the opportunity for the topic to be explored. This will ensure that teachers are fully prepared for the topic and will expect, and even encourage discussion about it.

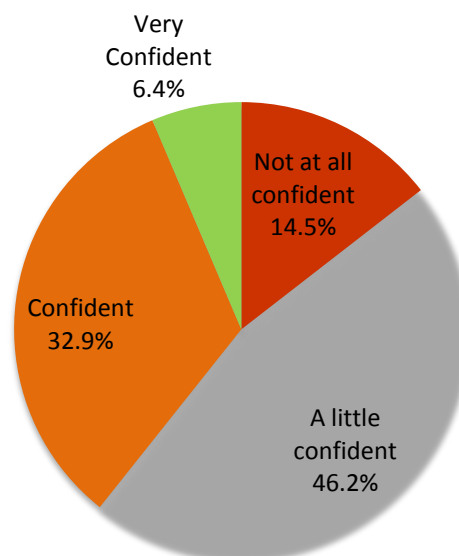
6.2.2. PUPILS CONFIDENCE LEVELS

The class survey also asked pupils to self-evaluate whether the project had caused any change in confidence. Pupils were asked to rate their level of confidence before and after the project.

**Pupil confidence BEFORE
'Challenging Attitudes' 2012/13**



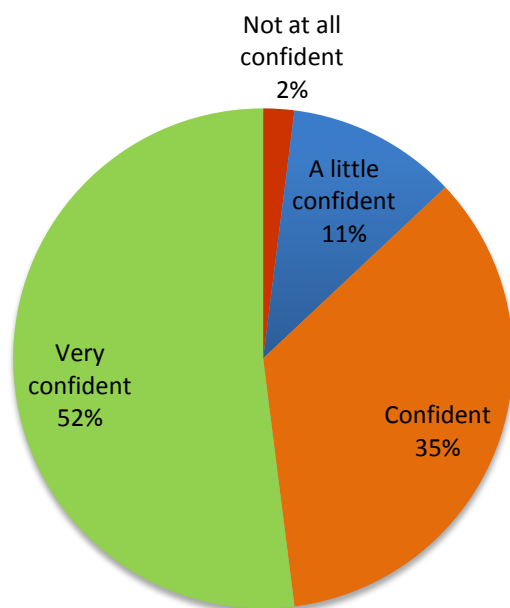
**Pupil confidence BEFORE
'Challenging Attitudes' 2013/14**



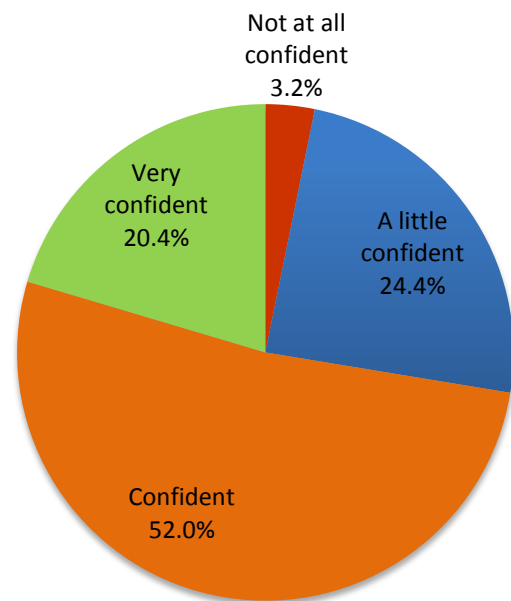
In both 2012/3 and 2013/4 most pupils felt 'a little confident' before the project, with a very similar percentage each year. In 2012/13, there was a higher percentage of pupils who felt 'not at all confident' but also a higher percentage of pupils who felt 'very confident'. It is difficult to compare these 'before' figures, as each year includes a different set of pupils and confidence can vary between groups. However, generally they are similarly matched with less than 10% difference between the categories.

The next graphs show pupil confidence after the project had been delivered.

Pupils confidence AFTER 'Challenging Attitudes' 2012/13



Pupil confidence AFTER 'Challenging Attitudes' 2013/14



It is clear that each year the pupils' confidence levels improve greatly and regardless of who delivers 'Challenging Attitudes' it is still a very worthwhile project. The figures for 'not at all confident' are particularly impressive with such a small per cent.

Overall, in 2012/13 there were **87% of pupils who felt 'very confident' or 'confident'** compared with **72.4% of pupils** in 2013/14. These figures again, are fairly similar – given it is something as subjective as confidence levels – and overall both delivery methods are very successful in raising confidence levels.

However, it is clear that when the external agencies delivered the project there was a much higher percentage of **pupils who felt 'very confident' with 52% in 2012/13 and 20.4% in 2013/14**. This shows that an external delivery team is overall more effective at improving pupils' confidence to a much higher level.

RECOMMENDATIONS

The above results show that the 'Challenging Attitudes' project is very worthwhile and certainly makes a big difference in raising the confidence of KS2 pupils.

However, the results also show that an external delivery team are more likely to make pupils feel 'very confident' to talk about their feelings. This suggests that perhaps they are better suited to delivering the project and that 'Challenging Attitudes' is *more* successful with the expertise of external agencies.

This alone is not enough to suggest 'Challenging Attitudes' should only be taught by Women's Aid officers or other external members, but is something to consider as other findings are explored.

6.2.3. SHARING WORRIES

After being asked if they felt confident to talk about their worries, pupils were then asked who they would share these worries with. They were allowed to tick as many or as few options as they wanted to, and could also add their own options under the 'other' category.

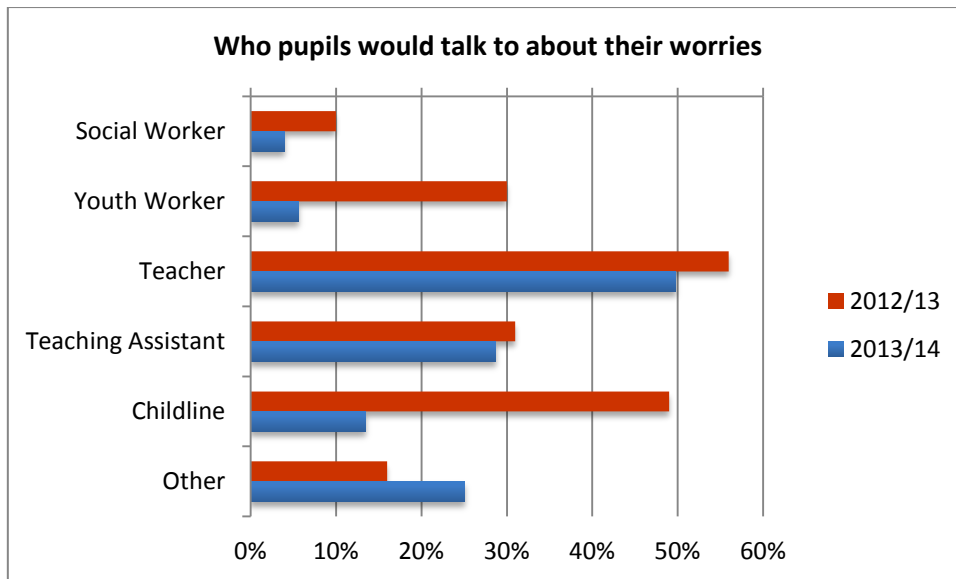
Below is a table showing a comparison of answers between 2012/13 and 2013/14.

	2012/13	2013/14
Mum	94%	92.4%
Dad	79%	77.7%
Step-Parent	13%	12.4%
Carer	8%	6%
Friend	75%	66.5%
Sibling	34%*	41.4%
Other Family Member	58%	57.4%
Teacher	56%	49.8%
Social Worker	10%	4%
Youth Worker	30%	5.6%
Teaching Assistant	31%	28.7%
Childline	49%	13.5%
Other	16%	25.1%

*In 2012/13 this was two separate options of 'brother' (33%) and 'sister' (35%). Therefore an average of 34% has been given.

Many of the options show very similar percentages each year e.g. 'step parent' (13% and 12.4%) and 'other family member' (58% and 57.4%). In fact, apart from 'sibling' the family options have barely changed.

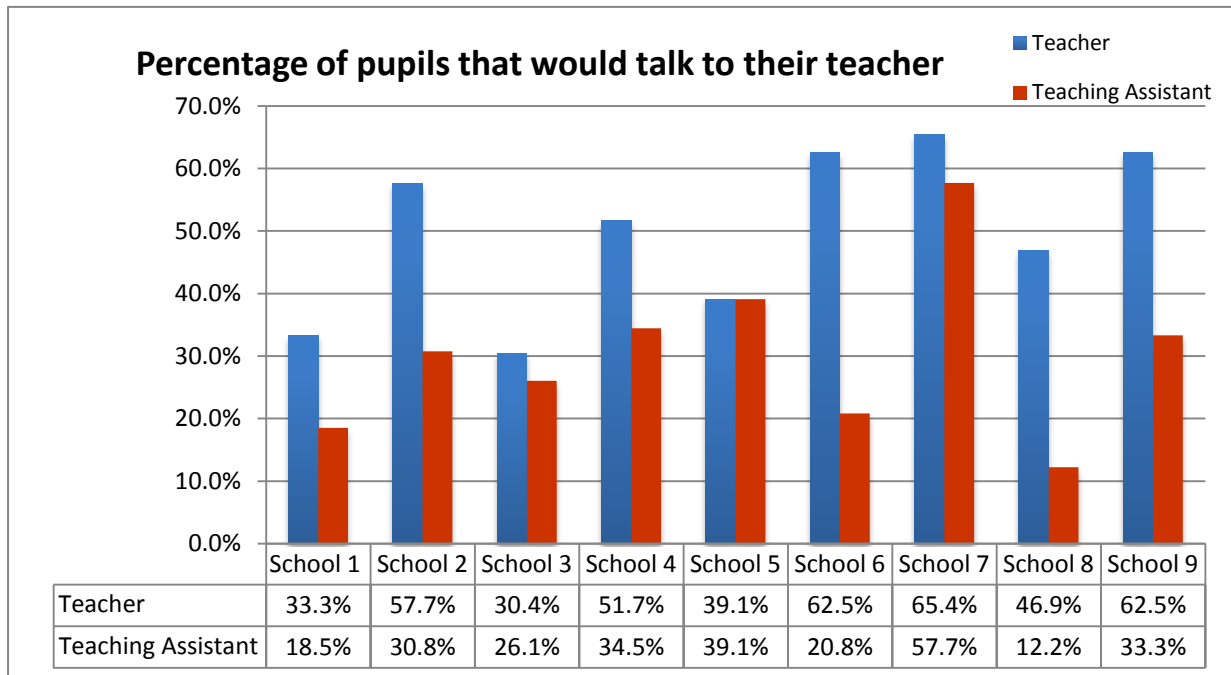
However, some of the answers have greatly varied and we will look more closely at these, and also the key answers of 'teacher' and 'teaching assistant'.



The percentage of pupils who would talk to a youth or social worker has greatly decreased during the 2013/14 year of teacher-led delivery, particularly in youth workers who have seen a 81% drop. This can be attributed to the lack of interaction with this category. Youth and social workers previously made up the external delivery team and so pupils in 2012/13 would have felt more comfortable around them and it would have removed much of the stigma surrounding their job titles. However, during 2013/14, the pupils would have not necessarily met a youth or social worker and the result show they are more reluctant to speak with one.

There has been a slight decrease in the percentage of pupils who have chosen teachers and teaching assistants as people to share their worries with. This is perhaps surprising as it was expected that pupils would feel more comfortable talking with school staff after completing the 'Challenging Attitudes' project with them. This shows that even if teachers do not deliver the project, pupils will still feel they can talk with them and if they do teach the project, there is no dramatic increase in pupils' confidence regarding teachers and teaching assistants.

Between each school the percentage of pupils who would talk to their teacher varies between 30.4% at the lowest and more than double that, with 65.4% at the highest. It also varies between 12.2% and 57.7% for teaching assistants.



Over the course of a pupil's lifetime in school, they will encounter different teachers, some they feel they can trust and talk to more than others. It is important that if teachers are involved in 'Challenging Attitudes' they are prepared for pupils to talk to them and encourage them to do so. It is also interesting to note at this point, that the school with the lowest percentage of pupils that would talk with their teacher is also the only school with a male teacher.

Referring back to the previous statistics on 'who pupils would talk to', worryingly, there was a significant decrease in pupils who felt they were able to talk with Childline, a drop from 49% to only 13.5%. Childline is an important resource for vulnerable children who feel they have no one else to turn to and therefore, the introduction and reiteration that support from Childline is available has always been an important lesson in 'Challenging Attitudes'. Teachers have possibly placed less emphasis on Childline than the external team of social and youth workers, who understand the importance of the charity.

Additionally, there has been an increase in the 'other' category, with three main areas being highlighted: named family members, teachers other than a class teacher such as cub leaders, and pets. In fact, 6.7% of pupils named a pet as someone they would tell their worries to, which is higher percentage than either youth or social workers. Alice Lilley, who previously taught the 'Challenging Attitudes' project with Women's Aid, suggested that this was also something that came up in discussion when external agencies delivered the project, but that they always encouraged children that to talk to an adult as well.

RECOMMENDATIONS

The above results show that teachers do not have to teach the 'Challenging Attitudes' project in order for them to be viewed as someone to confide in and furthermore, that how much pupils trust their teachers and teaching assistant varies hugely from class to class.

In the previous year, when an external team came to deliver the project they created a greater awareness of alternative services and organisations that pupils could speak with such as Childline, social workers and youth workers. More pupils felt they could trust and speak to people that were not part of their family or school.

This is an extremely important lesson that emerged from the external-led delivery of 'Challenging Attitudes'. The most vulnerable pupils, who have severe problems and worries, may need the support of these external agencies. Often, it is easier for a child to confide in someone who is not part of their immediate circle. If there is domestic abuse at home, and school is the one place a child feels safe, then they may not want to bring the problem into a school environment by telling a teacher.

It is important that pupils feel there are many people they can share their worries with and they are given many options. 'Challenging Attitudes' previously gave a greater cohesion between help at home, school and external organisations. With the new teacher-led deliver this multi-approach has been lost and many pupils now think they have only two areas to find help: home and school. Most children will feel this is enough and that they do have enough support from these two areas. But for the most vulnerable children, they *need* to know about additional organisations and must be introduced to them in such a way that the stigma can be removed.

Therefore, it is recommended that social or youth worker, or another relevant support worker, once again take part in the delivery of 'Challenging Attitudes', in order to dispel the idea that social workers are "scary" and that they are in fact helpful, trustworthy people. Further on in the report, we will discuss disclosures and why an external delivery approach is even more important for reaching the most vulnerable. But as the results above show, there needs to be better awareness of the support available for pupils.

5.2.4. LIKE, LEARNT AND CHANGE

Finally KS2 pupils were asked to evaluate the whole project in terms of things they liked, learnt and would change.

What the pupils enjoyed was very similar to previous years, with the majority of pupils answering with the drama or mask making activities. However, some did specifically detail that they enjoyed sharing their feelings:

'Learning how to control and sort my worries out'

'I thought that it gave me the strength to say or act what I was feeling'

'Being honest and people letting you express yourself and express your feelings on how you really feel'

'Telling [TEACHER'S NAME] my feelings/worries and the worry box'

'Being able to talk about things that are more personal than normal'¹³

¹³ In this report, all written quotes from pupils or teachers are copied directly, including some spelling and grammatical errors.

The majority of pupils felt they had learnt to help and respect others and that they could share their worries and seek help.

'Never to shut your feelings away make sure you tell someone your situation'
'I have learnt that if you want to be respected that you have to respect them'
'I think the most import thing was to not be afraid to tell someone if you have any worries or problems'
'Everyone matters whoever it is and [you] can't always see what feelings people are feeling'
'I learnt who to tell if I have a problem and also what to do. It could be very useful for when I need it'
'That I do have people I could talk to about my worries'

Finally, pupils were given the opportunity to share what they would change. A large majority said they wouldn't change anything, but those who did often wanted to alter the duration of the project or shared ideas about adding additional activities.

'Nothing, because I thought that it was really fun and it was absolutely fantastic!'
'I think we should of done a power point and shown it to the school'
'I would change that maybe we could do some team building activities as well'
'I would really like it if the sessions were longer, but I wouldn't change much'
'I would change the amount of time we do it for. I would like to do it longer than four weeks'
'We could all have a diary to write in about are feelings then we can take them home'

6.3. PUPIL FOCUS GROUPS

As stated in the methodology, focus groups were then chosen at random from the class. In groups of 6, pupils were asked questions on what they thought of the project as a whole and its delivery. Below are some conversations and comments that give an insight into their thoughts on 'Challenging Attitudes'.

6.3.1. PUPILS' LEVEL OF COMFORT AND TRUST FOR TEACHERS

Pupil 1: To begin with [...] I felt awkward because I didn't want to tell [the teacher] personal things, but then as time went on I saw another side to her.

Pupil 2: Yes I am because [teacher's name] knows me. I go to her about all my problems. She's not a teacher, she's a friend. I'm used to trusting her.

- Quote 1 (School 7)

Pupil 1: Yeah, because I trust [teacher's name] and she won't go around telling people.
Pupil 2: I did [feel comfortable] but you couldn't really talk about too much. If there's something important going on at your house...you can talk to your teacher about most things but there are some things to talk about with your family.

- Quote 2 (School 1)

I'd rather talk to someone in my family because your teacher changes every year and you don't know them throughout your life

- Quote 3 (School 8)

The above quotes show some pupils thoughts on how comfortable they felt talking with their teacher. Many said they felt their teachers would listen to them and would not share their problems with other people unless they had to.

The pupils were also asked if they trusted their teacher more, the same or less after the project:

- 43.3% trusted their teacher more
- 53.3% trusted their teacher the same amount
- 3.3% didn't answer

Some pupils, when stating that they felt the same level of trust, highlighted that it was because they already trusted their teachers before the project. 'Challenging Attitudes' certainly improves pupil-teacher relationships and reminds pupils that their teacher is someone that they can confide in.

However, some pupils didn't feel comfortable talking to their class teacher and would rather talk to a family member instead, as shown in Quote 3. This is reflected in the written pupil surveys, which shows there is a much larger percentage of children who would talk to their mothers, fathers or other family members than someone from the school.

Pupils in the focus group, such as pupil 2 in Quote 2, often said that they would talk to their teachers about school problems but not about problems at home, as that was something to talk about with your family. KS2 pupils seem to categorise and separate problems into 'home' and 'school' with respective support networks for each. However, if a child has a serious problem at home and they do not want to talk to their family about it, possibly because it is domestic abuse and involves the people they would usually talk to, they need another outlet in which they can share their problems.

For many children, after their family, school is the next support network they would go to for help. However, for children who have serious problems at home, school can become the one place they feel safe. As a result, they do not necessarily want to bring their problem *into* their safe space by sharing them with a teacher. There are also children who will not feel

comfortable with their class teacher and do not feel they have an open and trusting relationship with them. These children need another group of people they can talk with – counsellors, social workers, Childline etc.

RECOMMENDATIONS

Pupils need to understand that teachers will listen to any problems they have, not only 'school' problems such as bullying. Relationships between pupils and teachers should be as open and trusting as possible, so that pupils feel they can share their problems. However, this means that teachers should feel confident and prepared for these conversations when they arise, so additional training should be made available if necessary.

Furthermore, schools need to have a more holistic approach to pastoral care so that pupils feel that all teachers in the school support them. In this situation, if they do not feel comfortable with their class teacher, they can seek support from another member of staff or a specialist school counsellor.

Previously, 'Challenging Attitudes' was very effective at introducing pupils to the services available to them or that they may be referred to. But with the percentage of pupils who would talk to Childline, falling from 49% to just 13.5%, it appears that teachers are not explaining thoroughly the additional support available. Indeed, some of the pupils in a focus group commented:

Pupil 1: More explaining about the hand [helping hand activity]...especially Childline

Pupil 2: I don't get what Childline has to do with anything

Pupil 1: We should have done more work on the support you can get

Pupil 3: There could have been more explaining about young carers and youth workers and the help you can get.*

- Quote 4 (School 8)

**Note: Pupil 3 is a young carer and so has previous knowledge of the services available.*

Therefore, it is recommended that not only are pupils made more aware of these services by their teachers but that they are also introduced to someone who represents them, such as a social worker. 'Challenging Attitudes' should become a stronger partnership project between teachers and child services so that pupils are aware of the support available to them. Additionally youth, social and external workers can be introduced to the school, opening up future partnerships and one-to-one support for pupils in need.

6.3.2. TALKING TO SOMEONE ELSE ABOUT PROBLEMS

The focus groups were also asked if they would like it if someone else came in to teach the project and if they would rather talk to this person or their teacher. Below are some quotes from pupils of the focus groups:

Pupil 1: I wouldn't feel confident talking to them because I haven't known them as long

Pupil 2: I would be more honest because my feelings would go away with them

Pupil 3: I would feel more confident because they would know more about the project

- Quote 5 (School 3)

Pupil 1: If it was you [the researcher] doing it I would need to get to know you more. So I would feel more confident if it was [teacher's name]

Pupil 2: Yeah like [Pupil 1]. I feel more confident with [teacher's name]. It would take two weeks for me to trust you because that's private things

- Quote 6 (School 1)

Pupil 1: It would be nice to have two people

Pupil 2: Two people that would help

Pupil 1: They would come around and help people because [teacher's name] can't do it all on her own

Pupil 3: It would be good to have people come to help for maybe two weeks, not the whole year

Pupil 2: More than two weeks so you can get to know them and trust them

Pupil 1: It would be a good idea to have another person because it would be easier for [teacher's name] and she could do [the project] better

- Quote 7 (School 6)

[On whom they would prefer to talk to]

I don't know. Sort of like both. You could ask a teacher because you know [them] but you could ask someone else to get a second opinion. If they came once a week you could talk to them more and tell the more. But overall, I'd still feel more comfortable with a teacher.

- Quote 8 (School 8)

Not sure because I'd like the problem to go away but if it's a big problem then it might take a while to sort out and I could talk to my teacher every day about it. If there was two people I would be able to tell them both and they could both help

- Quote 9 (School 4)

In some cases you would tell [teacher's name] if you were bullied. But I might tell a new person if it was something at home, in case [teacher's name] might spread things

- Quote 10 (School 6)

Of the 60 pupils who took part in the focus group:

- 40% said they would prefer to talk about their problem with their teacher
- 21.6% said they would prefer to talk about their problem with someone new
- 31.6% said they would talk with both or either a teacher or a new person
- 6.6% didn't answer

Overall, 53% of pupils would be willing to speak with someone new, which is a promising statistic. Some pupils did struggle with the concept of a stranger coming in to teach them or talk with them, but would often refer to the researcher as someone they would talk to. The researcher had only spoken with the class for about thirty minutes prior to the focus group beginning, and this shows how quickly pupils were able to form trusting relationships if the adult was happy and open to discuss problems.

5.3.3.1. DISCLOSURES TO RESEARCHER

Despite the researcher meeting the pupils for such a short amount of time, some pupils felt comfortable enough to have one-to-one discussion with them.

In two of the schools, five pupils raised concerns about:

- **DIVORCE**
- **FAMILY RELATIONSHIPS**
- **LEARNING DIFFICULTIES**
- **CARING FOR PARENTS**
- **PAST DOMESTIC AND CHILD ABUSE**

If necessary, information regarding these disclosures was passed onto the school to make the relevant referrals. In the case of the domestic and child abuse disclosure, a Multi-Agency Referral Form was made to Social Services to ensure that the abuse had been properly dealt with and the perpetrator was known to the police.

Additionally, before visiting another of the schools, a teacher who had delivered 'Challenging Attitudes' project raised concerns about some pupils and asked if the researcher could bring additional support. After the evaluation session, the researcher and Women's Aid support worker told pupils they were welcome to talk with them about any concerns. A total of seven pupils spoken to them about:

- **BODY IMAGE**
- **DIVORCE**
- **FAMILY RELATIONSHIPS INCLUDING FOSTERING**
- **CARING FOR PARENTS**
- **BULLYING**
- **BEREAVEMENT**
- **DOMESTIC ABUSE**

Child safeguarding concerns were referred to children's services.

In conclusion, during the short time the researcher and support worker had been in contact with the pupils, twelve pupils in three schools sought out additional support with some extremely important issues raised that teachers did not know about.

RECOMMENDATIONS

Based on the comments made in the focus group and the evidence of disclosures to members of external agencies, it is clear that pupils will talk to new, 'outside' people about their problems.

61.6% of pupils in the focus groups said they would talk to their teacher about their problems, and for most common issues that arise (bullying, divorce etc) teachers should feel comfortable in supporting their class.

However, for the often small percentage of pupils who have serious issues at home and do not feel it is something they can disclose to their teacher, an external support worker should visit the school during the 'Challenging Attitudes' project. It is a suitable opportunity for pupils to meet them, understand their role and talk to them if needed. Pupils' problems, especially those around abuse, can be incredibly serious and pressure if often placed upon teachers to handle them. This can be especially difficult if they feel they have not received enough training or they are not confident or comfortable enough to handle issues of abuse.

Disclosures have arisen in a number of schools during the six year span of 'Challenging Attitudes' and they are extremely likely to happen again in the future. These important

discussions need to be encouraged, listened to and handled in the best way possible and support from external workers is very beneficial during the course of the project.

6.4. TEACHER SURVEYS

Of the 31 primary schools in Monmouthshire who were sent the online survey link, 17 schools completed the survey and generated 20 responses, as two schools submitted extra responses for different teachers.

All 9 schools who participated in 'Challenging Attitudes' this year completed the survey, most likely because the pupil evaluation sessions encouraged and reminded them to complete their own survey.

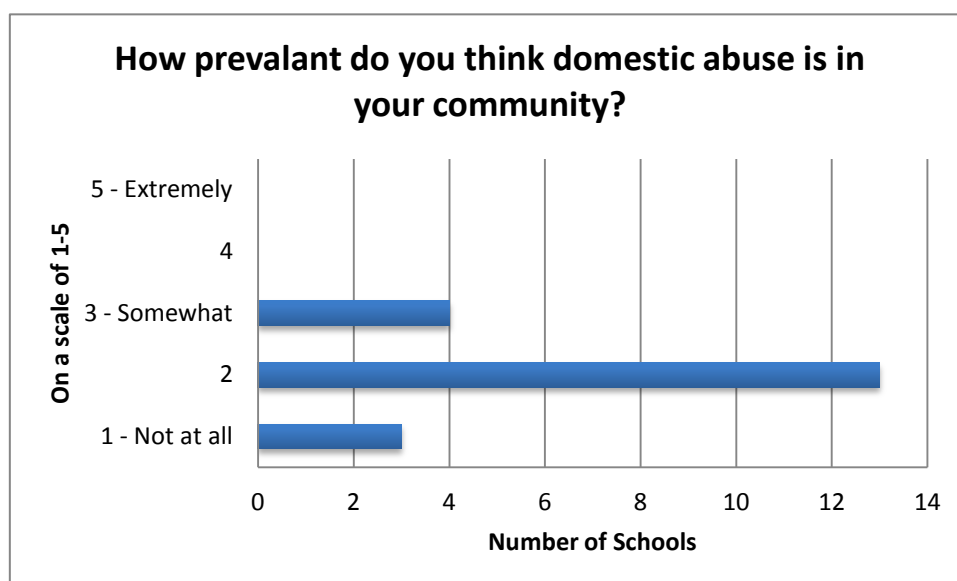
Of the other 8 schools to answer, 5 had previously participated in 'Challenging Attitudes' and 3 had never received the project before.

6.4.1. SCHOOLS' UNDERSTANDING OF DOMESTIC ABUSE

In order to understand how schools viewed domestic abuse in their community, we asked teachers to rate it's prevalence on a scale of one to five.

In the section on 'Domestic Abuse in Wales and Monmouthshire', this report explained that approximately 11% of women and 4.4% of men in Wales experience domestic abuse each year. This is hugely underreported as was discussed in 'Domestic Abuse in Monmouthshire'.

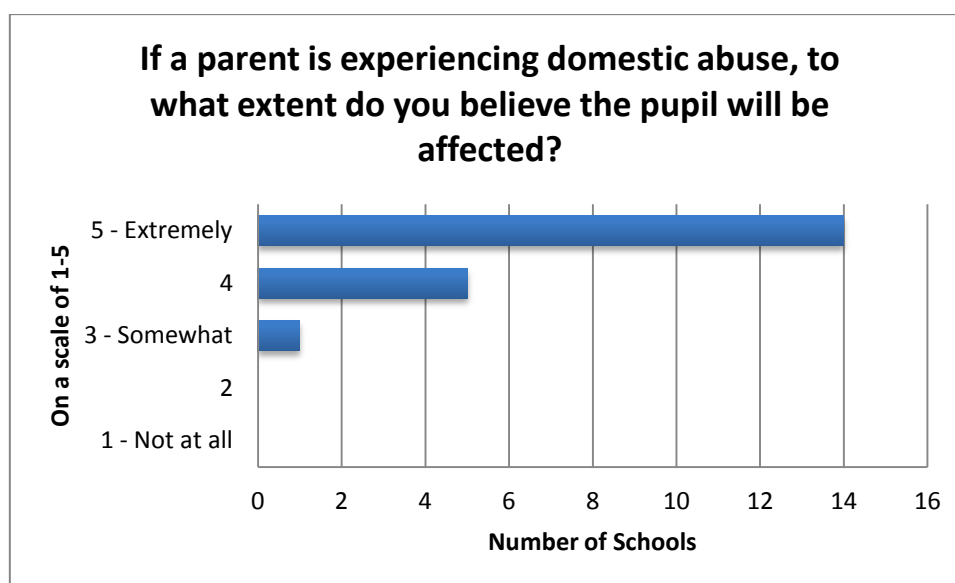
Despite domestic abuse being a UK-wide problem, no schools in Monmouthshire believed domestic abuse in their area was above a 3/5 rating.



The majority of schools rated the prevalence 2/5, showing an understanding that domestic abuse did happen but was not very common in their communities and therefore not a common issue for their pupils.

Worryingly, 3 schools believed domestic abuse was 'not at all prevalent' in their community and this could lead to teachers being less perceptive for the signs of domestic abuse shown through their pupils. During 2011/12, 2012/13 and 2013/14, **every ward in the Monmouthshire area had reported incidents of domestic abuse.**

All schools were also asked to what extent they believed a child would be affected by domestic abuse at home. Again, teachers were asked to rate the affect using a scale of one to five.



The above graph shows that all schools believed there would be some effect on the child. Furthermore, 70% said that a child would be 'extremely affected'.

This shows that most schools do realise the profound effects of domestic abuse upon the whole family and would pay careful attention to children who are experience domestic abuse.

RECOMMENDATIONS

The answers to the above two questions show us that schools understand just how much domestic abuse can affect children, but that they do not necessarily believe it's something that happens in their community.

Schools need to understand the *prevalence* of domestic abuse, so that they can both expect and notice the signs in children.

Ideally, all teachers should have some background knowledge in domestic abuse alongside their child protection training. Monmouthshire County Council should invite head teachers *and* class teachers to domestic abuse trainings, so that they may gain a better understanding of domestic abuse and its prevalence. In particular, class teachers should be

trained as they are the first point of contact with school pupils and will be more aware of changes in their pupils' behaviour and family life.

If class teachers continue to teach the 'Challenging Attitudes' project then they will need to understand just how widely spread domestic abuse is, so that they may pick up on any indicators during discussions with pupils. Therefore, during the 'Challenging Attitudes' training day there should be information specifically on domestic abuse in Monmouthshire, to cement it as an issue that happens locally.

6.4.2. 'CHALLENGING ATTITUDES' TRAINING

Nine schools attended a one day 'Challenging Attitudes' training in order to prepare them for teaching the project. Those teachers were asked to evaluate the training so that any changes might be made for following years.

Firstly, teachers were asked on a scale of one to five, how well the training prepared them for the project:

	1 – Not at all	2	3 – Fairly well	4	5 - Extremely well	Avg. Rating
Deliver the project	0	0	1	3	5	4.44
Notice the signs of Domestic Abuse	0	0	2	4	1	3.86
Discuss disclosures with pupils	0	1	3	2	2	3.63
Refer disclosures to the relevant parties	0	1	2	2	4	4.00

The above table shows that:

- All teachers felt at least fairly prepared to deliver the project and most felt extremely prepared.
- All teachers were at least fairly prepared to notice the signs of domestic abuse
- Teachers are less confident about discussing disclosures with an average rating of 3.63, which varies greatly between 'extremely well' to unsure
- Teachers' knowledge of the referring disclosures also varies and although 4 of 9 teachers know the process 'extremely well' at least 1 teacher is still unsure

Following on from this the teachers were then asked if they felt comfortable teaching the 'Challenging Attitudes' project and handling pupil disclosures.

- 55.6% of teachers answered 'Yes'
- 44.4% of teachers answered 'Somewhat'
- No teachers answered 'No'

This is a fairly good result, but has the potential to vary greatly between the teachers asked. Additionally, if a teacher has past experiences of domestic abuse, some of the subject matter may be difficult for them.

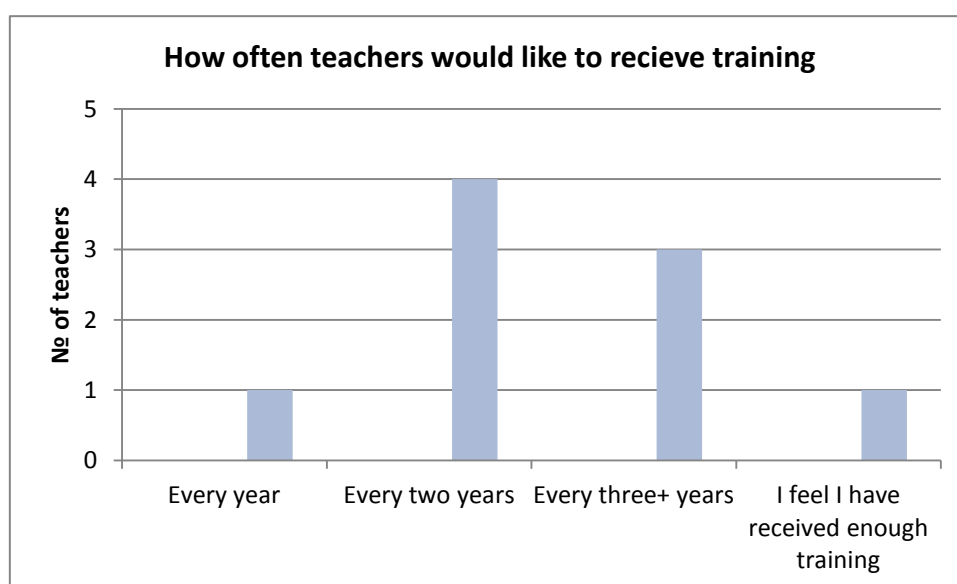
Some teachers also gave comments on why they did or did not feel comfortable:

1. *'Every child is different - you can only know at the time'*
2. *'I think that even after the training, you become more competent as time goes by''*
3. *'Through the training and other programmes in place I feel comfortable having open conversations with the children in a safe environment'*
4. *'I was worried if there was a serious disclosure that it would be my actions that could affect the lives of lots of people'*
5. *'As teachers we know the children, so we know when to tread lightly and when to focus, also it helps to understand out pupils more'*
6. *'I think I felt more comfortable when the team visited in previous years -it seemed more 'different' and therefore 'special''*

Quote 3 shows what ultimately the training hopes to achieve; that over time teachers should feel more confident in having discussions with their pupils and handling disclosures.

Quotes 4 and 6 suggest that they would like additional support from an external agency whereas Quote 5 implies that teachers are the better at understanding pupils and their concerns.

Additionally, when teachers were asked how often they would like to attend training, most recognised a need for further training and support.



8 of the 9 teachers asked would like to attend training in the future, which is a good indicator that they should be invited to the 'Challenging Attitudes' training days in order to keep them up to date with child protection practises and the project content.

RECOMMENDATIONS

Ultimately, opinion varies between teachers based on their own confidence and previous training. Of these nine schools, three have never been part of 'Challenging Attitudes' before and so it was assumed the teachers at these schools may feel a little less confident about teaching the project and handling disclosures as they had never seen it being delivered before. However, of these three schools, two teachers said they felt 'extremely' prepared to deliver the project and handle pupil disclosures, whereas the third teacher rated her level of preparation 4/5 for delivering the project and 2/5 for discussing pupil disclosures.

This is predominantly why 'Challenging Attitudes' needs a partnership approach. Training needs to start at base level, assuming no prior knowledge or training, so that all teachers can gain an understanding and grow in confidence. If the facilitators assume a level of understanding beyond that of some teachers, they may skip over some important information and may leave them feeling embarrassed to ask questions, which will only be detrimental to the project as a whole.

Teachers should then be supported in their first year of training, with a member of external agency attending at least two of the four sessions, if not all. The support worker should prioritise attending the third session as this includes the 'mask-making' activity, which has prompted many one-to-one discussions in the past.

In subsequent years of 'Challenging Attitudes' the external member should progressively allow the teacher to deliver the project independently, until they feel confident enough to run the project without support. However, there should always be a person who oversees 'Challenging Attitudes', and whom teachers can contact if issues arise.

There are current plans to run more 'Challenge Attitudes' training days in order to reach the schools who have not yet received training. However, as a sustainable plan, these would have to run at least once a year, preferably at the beginning of the academic year, in order to train new teachers. As one teacher mentioned in their survey, *'Sometimes the year 6 teachers change, so training would need to be mindful of this and not assume the same teachers are always in Y6'*. Teachers move schools and year groups, and so training would have to be made available on an annual basis.

6.4.3. BENEFITS, DIFFICULTIES AND DIFFERENCES

The next section of the teacher survey asked them to consider what were the benefits and difficulties of them teaching the project.

The comments teachers provided gave an insight into why it is important class teachers always take part in the 'Challenging Attitudes' project.

1. *'We could revisit the main focus points over the year and were there to talk to pupils who did have things to disclose for a longer period'*
2. *'Opened up conversations as it was very clear to the children that I was there to address any concerns they may have over relationships in their lives. Allowed myself and the adult working with me to observe children's behaviours during the sessions and potentially notice any concerns that may not arise in other sessions'*
3. *'As previously mentioned, we know the children and know who we need to treat carefully etc'*
4. *'Once receiving the training I felt equipped to deliver the sessions. The year 6 class teacher is male and many of the female pupils have told me they feel more comfortable speaking about personal issues with myself as opposed to their class teacher. I am a full time member of staff who works closely monitoring pupils with regard to wellbeing and feel that this continuity of contact makes the pupils feel rest assured that they can speak to an adult they know and trust'*
5. *'I was able to alter the timetable and take extra time'*

Teachers highlighted that they had prior knowledge of the pupils, were able to continue supporting the pupils throughout the year, and they could be more flexible with the timetabling of the project. This is why the teacher's role in the 'Challenging Attitudes' project is so important, particularly in terms of letting pupils know they have support available in the school and that this can continue throughout the year, not just in the four weeks of the project.

4 of the 9 teachers said they found no difficulties with the project, although some had trouble with finding extra support staff, the subject matter and disclosures.

1. *'Only being able to have an extra adult in class - not always possible. Also with a Y5/6 mixed class, had to deliver to whole class - found it valuable'*
2. *'Balancing the serious message whilst making it fun'*
3. *'For some of the pupils, they questioned things that are 'normal' e.g. disagreements with parents. We highlighted what was typical and discussed what might not be appropriate in a relationship'*
4. *'I felt that the children would not make disclosures to the staff because most of the children like to keep home and school separate. We (their teachers) are always the same and are safe, I don't think the children really want us to know what happens in their homes. It was hard to have 2 adults available to run the sessions without combining the 2 classes which meant for many of the sessions we had 54 pupils - this wasn't really good enough'*
5. *'Having another adult to observe the pupils and pick up on any reactions - I thought that this would be ok as I have 1 full and 2 50% TAs but they were taken up with their special needs children'*

The facilitators recommend that teachers should have support staff available to observe the pupils throughout the lesson but the above comments show there are often issues with staff availability. The subject matter also was difficult at time and confidence to handle disclosures effectively.

As well as pupils sharing what they believed they had learnt, the teachers were also asked what they felt their class had taken away from the project.

1. *Confidence*
2. *Greater knowledge and understanding*
3. *The pupils took a lot away from the project at the time but I feel they will need to recap the main points again in their education to ensure that it is consolidated*
4. *I think they are a little more aware of peoples emotions, and how this can impact on relationships*
5. *Children are more aware of their emotions and how they feel inside and to recognise these feelings and deal with them. They have some tools to use should things not seem right.*
6. *Not really sure, they realise there is a childline number if they need to call it. They also refer to the body language lesson and the 'I'm fine' statement - recognising that people often say things that they don't mean.*
7. *A confidence that there is always someone to talk to.*
8. *I was surprised to see how mature some of the pupils responses were. I have noticed that some of the time pupils appear to be more skilled in resolving conflicts between each other.*
9. *The biggest benefit was to explain the help and anonymity of the childlike website. At the time they had good realisation that there were other adults to help them but I'm not sure they have retained it.*

Once again, the benefits of the project, raising awareness and confidence, are clear from the teachers' comments. However, they have also identified the need for further lessons in the future; to recap what they have learnt and build on their knowledge.

RECOMMENDATIONS

The teacher's comments highlight the benefits of teacher-led delivery; that they are more aware of pupil's backgrounds and can support them after the project. However, there should be a greater assurance that continued support does actually take place. 'Challenging Attitudes' should not be a stand-alone pack; instead the message of respect and healthy relationships should be seen throughout the whole school. There needs to be clear support systems in place, and awareness for pupils that they are able to talk to a number of staff about their issues, not just their class teacher.

With better training and support, teachers should become more confident with the subject matter and handling disclosures over time. Finding support staff such as teaching assistants can be problematic and this further cements the recommendation that a member of an external agency should work alongside the teacher so they can share the delivery and support between them.

6.4.4. CURRENT APPROACHES

The eight schools who did not take part in 'Challenging Attitudes' this year were asked what their current school approach was to teaching 'healthy relationships'.

- 1. All aspects of these have been approached through collective worship, linked to our SEAL themes, which are then in turn linked to our PSD/PSE focused aspects directly taught and discussed in each class at a level appropriate for the children.*
- 2. Seal*
- 3. Through SEAL and other incidental lessons. Also through whole school assemblies. Staff from MCC Healthy Relationships team have led Y5 and 6 sessions.*
- 4. These topics have been taught through the medium of SEAL lessons which usually happen weekly in all classes. We have decided to take a whole term on each of the seal topics in order to cover them fully.*
- 5. These topics have been covered through lessons across the curriculum, through assemblies and specific lessons.*
- 6. Teacher 1: SEAL session. Circle times. Outside agencies. Teacher 2: WE use SEAL and Kiva - we have trained staff in these and circle time - we have always supported pupils in being emotionally literate. Teacher 3: Some coverage in SEAL, PSE, KIVA. class feelings box discussions*
- 7. Teacher 1: SEAL. Teacher 2: Weekly 1 hour session, plus invitations to experienced professionals i.e. school nurse and police*
- 8. SEAL topics: whole school assembly; class sessions/lessons based on SEAL materials on the WG website.
Whole school assemblies on bullying, respect/equality etc. Whole school ethos and assertive (positive) discipline policy emphasises mutual respect (towards peers, adults and property) and emotions and feelings. The strategies are agreed by all pupils and staff, shared with parents (home/school contract signed by parents and child) and implemented consistently and fairly throughout the school by all staff (teachers, TAs and midday supervisors).
Nurse comes to talk to older pupils about personal hygiene and puberty. She also visits the school to help vulnerable children who may be experiencing difficulties e.g. mother going through a second marriage; divorce; mental stress; bed-wetting; behaviour.
Pastoral Support Plan (PSP) drawn out for those with behaviour issues, lack of respect for others, difficulty recognising emotions in others (lack of empathy), bed-wetting etc. The support from the school nurse ([name]) has been very much appreciated. Year 5 / 6 prefects supporting younger pupils. Appoint and give responsibility to two Youth (Sports) Ambassadors who implement various activities during the lunch hour.*

*Visits from P.C. [surname]: talking to different classes on various, relevant subject areas.
Please note that Quotes 6 & 7 group two or three teacher comments from the same school.

7 of the 8 schools commented on using SEAL, 3 mentioned school assemblies and 4 referred to the use of outside agencies, such as nurses and the police. Quote 3 specifically refers to ‘Staff from MCC Healthy Relationships team’ i.e. the ‘Challenging Attitudes’ project, however, it has not been taught in the school this year.

It is clear that all schools have made provisions, but the extent of which varies.

When asked what approach they would take in future years, all schools commented that they would continue with the same approach. 2 schools mentioned that they would also be piloting the SRE (Sex and Relationships education) resources from Gwynedd Healthy Schools Scheme. Only 1 school suggested they would improve their current plan by completing *‘training in order to work on specifically domestic violence with pupils where appropriate.’*

Furthermore, the survey asked teachers to indicate which areas of the ‘healthy relationship’ topics they had experience teaching.

	No experience	Some experience	Very experienced	Didn't Answer
Bullying	0	3	8	0
Respect/Equality	0	3	7	1
Feelings/Emotions	0	3	8	0
Sex Education	2	6	2	1
Domestic Violence/Safe Relationships	2	8	0	1

From the above table it is clear that teachers are mostly well prepared to teach lessons on bullying, respect and feelings. However, the more “taboo” subjects such as sex education and domestic violence are areas they may struggle to teach without support from external agencies with more specialist knowledge.

In order to see if the ‘Challenging Attitudes’ training day would be suitable for schools who did not attend this year, teachers were asked to indicate if they would find training or additional support in the below areas useful. These are all covered in the ‘Challenging Attitudes’ training day.

	Not necessary	Somewhat useful	Very useful	Didn't Answer
Lesson plans on 'Healthy Relationships'	2	2	6	1
Resources	0	7	4	1
Information on Domestic violence	1	5	4	1
Information on handling disclosures and who to refer them to	4	2	3	2

The results show that there would be a strong interest in receiving additional training in these areas, particularly for resources and information on domestic violence.

4 schools indicated that information on disclosures was 'not necessary' with one school commenting that this was because *'handling disclosures has been covered through safeguarding training.'*

Regarding resources, teachers commented that:

1. *It would be useful to have a list of current, up-to-date materials (classrooms, assemblies etc)*
2. *There is not always age-appropriate materials to help support approaching the more complex issues involved in safer relationships.*
3. *Lack of resources through the medium of Welsh.*

RECOMMENDATIONS

Of the 17 Monmouthshire primary schools who answered the survey, 9 took part in the 'Challenging Attitudes' project and the remaining 8 schools all made provisions for 'healthy relationship' lessons, mainly through SEAL.

However, the breadth and depth of the lessons on offer varies between schools. There needs to be a more cohesive approach to teaching 'healthy relationships' at a county or regional level. The current review into Welsh curriculum including PSE by the Welsh government should help to amend the current fragmented approach and ensure that all KS2 pupils have full, beneficial lessons on 'healthy relationships'.

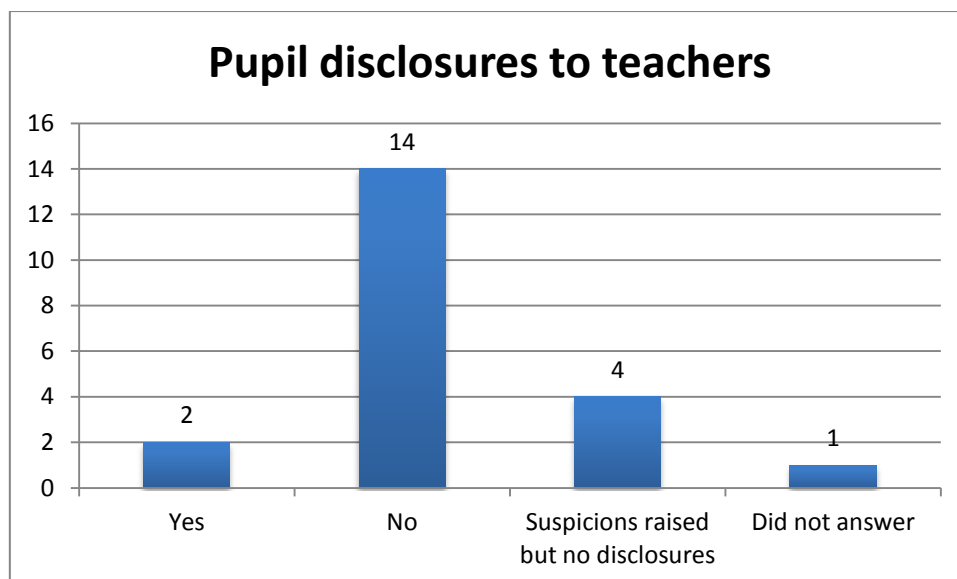
The results also show that teachers need more support regarding the provision of sex education and domestic violence. Where possible, schools should be provided with contacts of local health officials and police officers and be made aware of the support on offer through the 'Challenging Attitudes' project.

All schools that have yet to complete the 'Challenging Attitudes' training day should be invited to attend in September/October 2014, as the above results show the training should be beneficial to the schools. However, this academic year an additional twelve schools were invited to training but were unable to attend because of 'teacher availability' and 'time constraints'. When planning the trainings, Monmouthshire County Council should be aware of the school calendar and when are the best dates to ensure maximum attendance. Additionally, two separate training days should be held in both the north and south of the county, as was done this year, in order to make training easily accessible.

'Challenging Attitudes' is a resource that does offer age-appropriate material on safer relationships and more schools should be made aware of this. If possible, funding should be sourced to translate the project into Welsh.

6.4.5. DISCLOSURES

Both, schools who had taken part in 'Challenging Attitudes' and those who had not, were asked if there were any pupil disclosures following their 'healthy relationship' lessons.



**NB: One teacher answered both yes and suspicion raised, regarding two different pupils*

Of the 20 teachers who completed the survey, 70% reported no pupil disclosures and 20% indicated that they now had suspicions about pupils problems, but no conversations had taken place.

Only two schools reported pupil disclosures after the ‘healthy relationship’ lessons and both of these schools were part of the ‘Challenging Attitudes’ project. However, one ‘yes’ answer was further explained in the survey:

Two children made disclosures about [retracted], but these were to yourselves and Alice Lilley. I feel the children are far more likely to make a disclosure to a sympathetic stranger who they feel has the authority to listen to them.

These disclosures were not made to the teacher, but to members of Women’s Aid and therefore only one teacher reported disclosures made to themselves after teaching a ‘healthy relationships’ lesson. This teacher commented that:

They were issues about family splits and children feeling upset about it and also a few friendship issues.

As detailed in the introduction of this report, when the ‘Challenging Attitudes’ project was taught in schools, 13% of participants in 2011/12 and 7% of participants in 2012/13 asked to speak on an individual basis to one of the Challenging Attitudes team, during which a number of disclosures were made.

However, when teachers delivered the ‘Challenging Attitudes’ project or teach their own ‘healthy relationship’ lessons through SEAL and school assemblies, there is a distinct lack of disclosures and discussions between teachers and pupils.

RECOMMENDATIONS

In order to give pupils the chance to disclose issues and concerns, teachers need to feel prepared and confident to remind pupils at the end of every 'healthy relationships' lesson they can come and talk to them.

As the results suggest that pupils are more likely to disclose serious concerns to an external delivery team, it is beneficial that a partnership is set up between teachers and a youth or social worker, or trained member of an external agency. This will allow pupils to talk to either person, or indeed both and will give them more available options of who to disclose to.

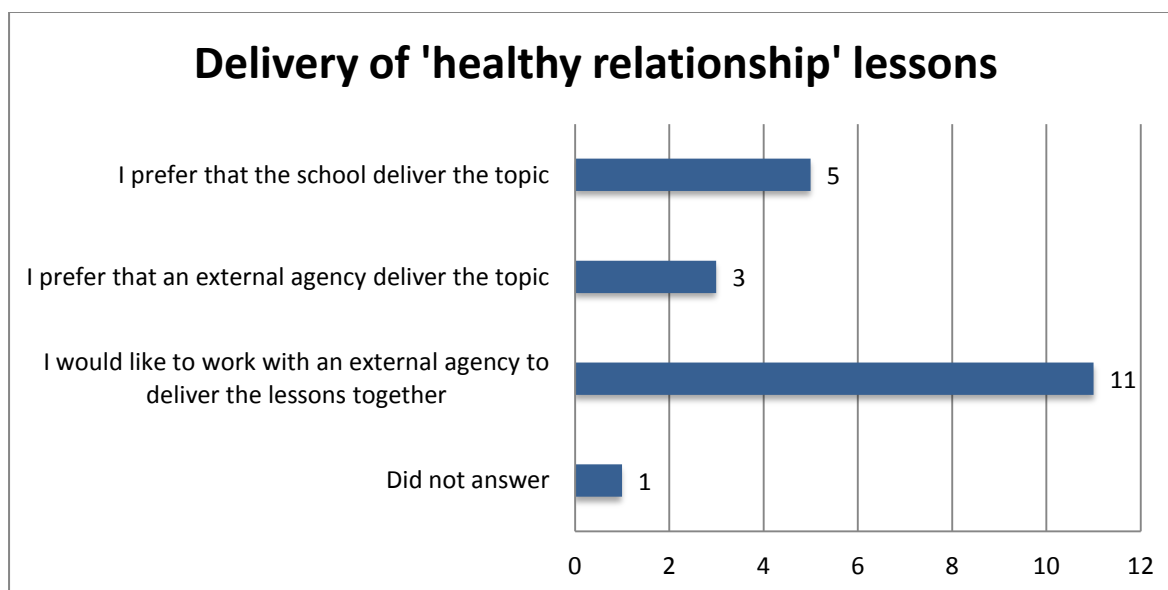
Members of external agencies further support and encourage the creation of a safe space during the 'Challenging Attitudes' project, which is perhaps why a number of pupils have previously disclosed concerns to the team.

However, the aim of the project should not be to create a one-off, four week safe space. Schools should take a more holistic approach to generating an environment which encourages pupils to speak up about their problems. The culture of the school needs to adapt and change so that pupils understand they can speak with members of staff and their problems will be listened to and dealt with effectively.

6.4.6. DELIVERY

Finally, teachers were asked to share their ideas on how they thought 'healthy relationship' lessons should be delivered in schools.

Initially, they were asked to choose whether they preferred delivery to be the responsibility of the school, an external agency or a partnership.



- 57.8% of teachers who answered, preferred a partnership approach
- 26.3% preferred the school deliver the topic
- 15.7% preferred an external agency deliver the topic

Below are some teacher comments explaining why they chose that delivery method:

Partnership Approach

I think it would be most effective to work together. May be the teacher carry out the middle activities, whilst the team deliver the first and last. It is useful to observe our children whilst someone else works with them. As mentioned before, the children are far more likely to share with the external agency than with their class teacher.

I think there are pros and cons as children generally feel a lot safer and more confident with the adult they work with everyday and some are more comfortable discussing potential disclosures with that adult. Children often respond differently when a 'new adult' comes in to deliver lessons however and also these adults may have had more specific way of dealing with these disclosures.

If the outside agency could deliver the main part of the project with the teacher doing just the introduction or conclusion. Then the children would have an outsider to talk to if that made them more likely to disclose but also would feel that the teacher was part of the process if they needed to share problems with them also.

Beneficial for outside agency knowledge to enrich children's learning while valuable links made with class teacher.

If we had a multi-agency approach it would ensure pupils are getting all the information they need and in the correct manner.

An external agency would have more specialist knowledge of the topic, but the teachers have a relationship with the pupils which is very important when covering this area.

I am happy to deliver it myself, however I find that an external agency is a good start to the topic that we can then develop further in subsequent lessons

Expertise in these 'trickier' areas will always be welcome.

We currently use this approach and it does open up additional opportunities for staff to observe the class more closely, or for another unrelated individual to have a supportive discussion with a child who displays concern or upset, or who makes a disclosure.

The above comments suggest that a partnership approach is best as it gives pupils the option of disclosing to another adult and that it allows teachers to observe the class and their reactions to the subject matter. Also, that an external agency would be able to support the teacher with additional knowledge and that the teacher would be able to continue the work started in the partnership.

Delivery by School

I believe that the school can use the expertise of its own staff to deliver the sessions, providing the appropriate training is undertaken. Upskilling staff about such topics is an important part of CPD. If such topics were left only to external organisations it could be viewed by pupils as a one off experience and perhaps have less of a lasting impact.

I think that the project is best delivered by someone the children know and trust. I also think they are more likely to come and talk to the teacher about these sorts of issues if they are the one who raised the topic.

Teachers know the pupils very well and can generally gain the trust of the children.

I enjoyed delivering the project and felt well-prepared and confident thanks to the training provided.

Four of the five teachers who preferred schools delivering the topic, had taken part in 'Challenging Attitudes' this year and therefore taught the topic themselves. It is promising to see that they enjoyed and felt confident enough teaching 'healthy relationship' lessons that they would want to deliver them again in the future. These comments emphasise the trusting relationship between teachers and pupils, and the opportunity for staff members to learn new skills.

Delivery by External Agency

Having previously had the project delivered by external agency I know that this has more effect.

The very fact of visitors makes it more appealing and therefore the children get more involved and ask questions that they could ask me any time (and so don't). The external agency also left me free to watch more carefully for reactions. It also gave me support as I could ask for advice on what to do or what the best step would be.

Children are more likely to disclose to them than us - as my experience in the past proves - the children relate better to them and also its a tricky thing for staff to deliver

With teachers' workload increasing and the emphasis on raising standards, I feel it would be more expedient if an external agency delivered the topic, due to their level of expertise and experience in the field. However, in order for the activities/support to be sustainable, it would be better if external agencies worked with class teachers. Would the external agencies have a Welsh speaker? Resources need to be available in both Welsh and English.

Two of the above comments were provided by schools who have the experience of seeing 'Challenging Attitudes' delivered by an external team and the effect it has on pupils. All three comments also question how much support staff would need and it whether it would be too difficult for them. However, the final comment does mention that in order to make the project sustainable perhaps a partnership would be better.

The teachers were then asked if the school *had* to deliver 'healthy relationship' lessons themselves, what needs to be put in place to ensure this method is successful.

- 1. Adequate training and the option of help from outside agencies.*
- 2. Resources pack, yearly updated lesson plans.*
- 3. Training! We could not have delivered it as well as we did if we were just working from the resources. It was good to experience the activities for ourselves.*
- 4. I think adequate time to deliver the lessons is vital.*
- 5. I think teachers would benefit from guidance in how to approach the topic sensitively but openly as it is a delicate area to touch on. Teachers need to have a toolbox on how to deal with potential disclosures*
- 6. Time for preparation of resources. Availability of staff to be able to work in pairs. A suitable place for the children to go with an adult if they need to have a quiet discussion/chat. A*

specific time slot in the term for it to happen, otherwise it will get pushed aside for activities staff feel need priority. I think that we should be mindful of the time needed to then deal with anything that is disclosed.

- 7. A rolling programme of training for y6 teachers as staff change classes.*
- 8. Staff need to be appropriately trained. I would suggest that all upper Key stage 2 staff (teachers and assistants) should attend the training to ensure coverage can be met.*
- 9. More training with regards to simple counselling and more information about the legalities and procedures: Children can have very important questions about such a sensitive area and we need to be able to answer.*
- 10. All relevant staff trained in how to deliver lessons with skills updated on a regular basis. Sharing good practice across the area.*
- 11. Good quality materials/resources in both Welsh and English which can be used across the Primary school age range (depending on the issue). Training for Well-being co-ordinator. Network meetings for co-ordinators - share good practice, discuss needs of schools etc*
- 12. Clear objectives, and clear paths of referral. Sadly it is often the paths to referral that are 'blocked' or that cause the process to slow down.*
- 13. Consistency of delivery and terminology.*
- 14. Full training, including Child Protection Level 2 for all teachers.*
- 15. A selection of resources that we can choose activities from*
- 16. I don't think teachers should be expected to teach it - just like sex ed is better delivered by the school nurse - domestic violence issues should be taught by professionals - supported by staff Staff should have awareness training*
- 17. Good resourcing and support from experts in the community*
- 18. Intensive and informative courses.*
- 19. Consistent approach. Clear guidelines. Appropriate Resources*

In the above comments, teachers highlight the need for training, support and time. They identify that there is more to teaching 'healthy relationships' than lesson plans, and that in order for it to be successful and effective in supporting pupils, staff need to be trained so they may feel confident in handling disclosures and the referral process, and that they are given the time to fully explore the topics with their class.

Lastly, if they did not think the topic should be taught by teachers, the survey gave the opportunity to suggest ways in which 'healthy relationships' should be tackled. Most schools agreed that teachers should have some input into the delivery of the topic. However, some suggested it may be too difficult and complex to be handled by primary teachers.

When the 'external agency' delivered the project there were a few issues disclosed to me that I was able to receive information and advice to act upon. If it is to be delivered by teachers like me we will need much more training -these are such important issues -more than important enough to require specialist treatment. Basic counselling of primary children is hugely missing.

2 year rolling programme for year 5 6 children delivered by an outside agency fully trained in this area

This is undoubtedly an important area. However, it needs to be implemented effectively and sensitively. Teachers have little time to dedicate to areas not in the LNF and National curriculum as it is. I would welcome a presentation of what this would involve.

With the focus on raising standards and teachers often struggling to cover everything in the curriculum, it appears some schools are concerned about the additional workload that 'healthy relationships' lessons may add to the timetable. However, that is not to say teachers do not realise the importance of such a topic.

RECOMMENDATIONS

It is clear that adding 'healthy relationships' to the curriculum is something that teachers feel is important and worthwhile. However, their responses highlight concerns surrounding the implementation and delivery of the topic:

- How will teachers find the time to fit 'healthy relationships' into an already busy timetable?
- Can adequate training be provided?
- Will there be a support network?

Firstly, the topic of 'healthy relationships' should not be simply squeezed into the timetable and become a tick box for schools to check they have covered. Healthy relationships should be something that the school organically teaches day-to-day; through assemblies, teacher-pupil relationships, respect between members of staff, code of conducts and the support system available to pupils. Before teaching 'healthy relationship' lessons, teachers need to reflect upon their own schools and decide if they have created an environment which supports these values. Furthermore, 'healthy relationship' topics should fit into the framework that the curriculum currently provides, becoming an integral part of PSE and enabling teachers to fit it into the timetable rather than working the timetable around it.

Additionally, all teachers involved with running 'healthy relationship' lessons should attend training. The topics covered in this session, should include information on:

- handling pupil disclosures,
- support agencies that are available to pupils such as Winston's Wish
- child protection and the referral process
- the prevalence of domestic abuse, including the schools' local areas
- signs and impact of domestic abuse
- the 'Challenging Attitudes' project, lesson plans and resource pack

During the course of the training, facilitators should regularly clarify teacher's understanding and create an environment in which they feel able to ask questions. Some teachers from the 2013/14 training still felt unsure of disclosures and referrals and the training needs to

guarantee that teachers leave feeling confident to teach the subject matter and handle pupil disclosures. Additionally, the school should send as many staff to the training as possible. This would then generate a number of teachers that are available to teach and support the project and create a small network of support and understanding within the school.

Once teachers are trained in delivering 'Challenging Attitudes' they will need support in order to ensure their lessons are effective and that they are confident in encouraging and handling pupil disclosures. A designated worker, from either Women's Aid or Monmouthshire County Council, should co-ordinate and partner the project; visiting schools when they run the 'Challenging Attitudes' lessons and assisting teachers with problems that arise or any concerns they have. Not only will this be beneficial in supporting the teachers and provide more specialist knowledge but it will also introduce pupils to another adult with which they can have one-to-one discussion.

7. FUNDING

Funding would need to be made available either for a 'Challenging Attitudes' officer within an external agency, whether that be Women's Aid or Monmouthshire County Council, or for one or more existing officers to undertake the co-ordination and delivery of the project.

Below are some estimated costs for the 'Challenging Attitudes' project with a partnership approach, including the training days for teachers and employment of a support worker.

<u>Training Days</u>	
<i>Staff Costs</i>	
Salary including on costs	£175.40
Staff travel	£58.50
Preparation time	£80.78
<i>Resources</i>	
Training packs	£3.20
Room hire – if provided by MCC	£0.00
Refreshments	£50.00
Total for Training Day	£367.88
<u>Support Worker - 21 hours p/w, 3 day post, £13, 501.80 (FTE 37.5 hours, £22,503)</u>	
<i>Salary including on costs, NI, pension. Project planning, delivery, communications support & evaluations</i>	£14,672.00
Staff recruitment	£700
Staff training	£175.40
CRB check	£40
Staff mileage (based on 7 return visits for 20 of the furthest school)	£2,709.00
Total for Support Worker	£18,300.40
<u>Resources and Admin costs</u>	
School resources	£620
Printing/Postage/Stationary/Admin	£520
Total for Resources and Admin	£1,140
TOTAL COST OF PARTNERSHIP	£19,808.28

8. CONCLUSIONS

The White Paper consultation for what became the Gender-based Violence, Domestic Abuse and Sexual Violence (Wales) Bill, emphasised the need for a specific programme on 'healthy relationships' in all schools. There was strong support for this and a more in depth review into the curriculum including PSE and 'healthy relationships' is now underway.

The above report highlights the need for a 'healthy relationships' programme in primary schools, not only using lessons but also through a school environment which reflects these values and supports pupils. Otherwise, the approach to 'healthy relationships' becomes inconstant and fragmented with lessons on the topic only being taught sporadically. Schools need to take a more holistic approach to ensure that respect is at the centre of all structures within the school; among pupils, in teacher-pupil relations, and also between staff and management. Furthermore, schools should create a safe space in which pupils feel they can talk about their problems and ensure there are clear pathways of referral and support. Safer and healthy relationship lesson packs can provide a structure, but ultimately the school needs to provide the scaffolding around this.

Additionally, this report has highlighted the many qualities of the 'Challenging Attitudes' project: improved teacher-pupil relationships, a rise in pupil's confidence, a better understanding of respect and a space in which pupils can share their feelings.

However, the report also details that the delivery of 'Challenging Attitudes' should take a partnership approach between external agencies and teachers within the school. This method would allow both specialist knowledge and support from the external agency, and a continuous and coherent message of 'healthy relationships' through the class teacher and school.

In order for this partnership approach to be introduced, firstly, training needs to be made available to teachers at all Monmouthshire primary schools. It should provide in depth guidance on how to deliver the 'Challenging Attitudes' project but also information on the signs, impact and prevalence domestic abuse, pupil disclosures, referrals and external support agencies. This will allow teachers to feel confidence in delivering the topic alongside the external officer.

Secondly, funding should be made available for a 'Challenging Attitudes' officer, in order to support the teachers with both delivery and disclosures. With time and experience, there may be opportunity for teachers to begin delivering the project unaccompanied but only once they themselves feel confidence and prepared to do so, as each teacher will have different experiences.

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10. APPENDIX

10.1. KS2 PUPILS THOUGHTS ON RESPECT

KS2 pupils were also asked what they thought it meant to respect someone

To respect someone you have to let them have their personal space and be okay with it.

To treat them as an equal

I think to respect someone means that you accept them the way they are and you don't do anything to hurt them.

I think it is good to respect people like different skin colours. It doesn't matter we're all human

It means a lot because if you respect someone they will respect you back

To not hurt them mentally or physically

It means to never ever hurt them or their feelings

I think to respect someone it means to listen to them and stand by them

To understand their choices and decisions. Not to judge them. To listen to them.

You need to listen when they are talking and show empathy

To respect someone is to be able to understand their feeling and to listen to them and keep secrets unless you really need to tell someone

Respect means that you don't boss them around

It means NO hitting and caring for someone

That you don't turn your back on them. Treat them how you want to be treated.

Be nice, understand their situation, put yourself in their shoes

I think to respect someone is to make them feel like they're not alone and that they can do anything

To listen when they say something and to not think you're the boss

I think respecting someone means being kind, honest and supporting them and also being happy for them when they achieve something

It means to believe and trust someone and not to bully and hurt someone

To respect someone, you would have to feel like they're important not just you.

10.2. WHOLE CLASS SURVEY

1. Tick the TOP 3 things that are important to you in a relationship

- | | | | |
|-------------------------------------|----------------------------------|-------------------------------------|---|
| <input type="checkbox"/> Loyalty | <input type="checkbox"/> Honesty | <input type="checkbox"/> Good Looks | <input type="checkbox"/> Kindness/ Caring |
| <input type="checkbox"/> Empathy | <input type="checkbox"/> Rich | <input type="checkbox"/> Fun | <input type="checkbox"/> Trustworthy |
| <input type="checkbox"/> No hitting | <input type="checkbox"/> Respect | | |

2. How confident did you feel BEFORE the project when talking about your feelings?

Not at all confident A little confident Confident Very confident

3. How confident did you feel AFTER the project when talking about your feelings?

Not at all confident A little confident Confident Very confident

4. Who would you speak to if you had any worries?

- | | | | |
|---|---------------------------------------|--|-------------------------------------|
| <input type="checkbox"/> Mum | <input type="checkbox"/> Dad | <input type="checkbox"/> Step-Parent | <input type="checkbox"/> Carer |
| <input type="checkbox"/> Friend | <input type="checkbox"/> Sibling | <input type="checkbox"/> Other Family Member | <input type="checkbox"/> Teacher |
| <input type="checkbox"/> Social Worker | <input type="checkbox"/> Youth Worker | <input type="checkbox"/> Teaching Assistant | <input type="checkbox"/> Child Line |
| <input type="checkbox"/> Other (Please tell us who) | | | |

5. What do you think it means to respect someone?

6. What did you enjoy most about the 'Challenging Attitudes' project?

7. What do you think is the most important thing you have learnt from the 'Challenging Attitudes' project?

8. What would you change about the project?

Thank you very much!

10.3. TEACHER SURVEYS

There were three survey types

1. For teachers who had taught 'Challenging Attitudes' this year
2. For schools who had not taught 'Challenging Attitudes' this year
3. A survey identical to number two, but with an additional question asking why they had been unable to attend training

This appendix has been split into three sections:

- Questions that were asked on all surveys
- Questions asked to teachers who delivered the project this year
- Questions asked to teachers who did not deliver the project this year

Questions asked on all teacher/school surveys

1. Which school are you from?
What is your role within the school?
2. How prevalent do you think domestic abuse is in your school's community?

1 – Not at all	2	3 - Somewhat	4	5 - Extremely
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3. If a parent is experiencing dome abuse, to what extent do you believe the pupil will be affected?

1 – Not at all	2	3 - Somewhat	4	5 - Extremely
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4. Were there any pupil disclosures following the 'Challenging Attitudes'/'healthy relationships'* lessons? (*wording changed depending on if they had delivered 'Challenging Attitudes')

- Yes
 No
 Suspicions raised but no disclosures

Please give brief details of disclosures:

5. What is your school's process for handling pupil disclosures?
6. Do you believe that 'healthy relationship' topics should be delivered by teachers or by an external agency (such as Women's Aid, Monmouthshire Youth Service)?

7. The Welsh government is proposing legislation that requires all schools in Wales to be trained to deliver 'healthy relationship' topics.
What would you recommend needs to be in place to ensure 'healthy relationship' lessons are delivered successfully by teachers in schools?

8. If you feel the topic of 'healthy relationships' shouldn't be delivered by teachers, what do you think would be a better approach?

Questions asked to teachers who delivered the project this year

1. On a scale of one to five, how well do you feel the training prepared you to...

	1 – Not at all	2	3 – Fairly Well	4	5 – Extremely well
Deliver the project					
Notice the signs of Domestic Abuse					
Discuss disclosures with pupils					
Refer disclosures to the relevant parties					

2. Do you feel comfortable teaching the topics covered in the 'Challenging Attitudes' project and handling pupil disclosures?

- Yes
 Somewhat
 No

Please explain your answer:

3. If you were to run the project with Year 6 each year, how often would you like to attend training?

- Every year
 Every two years
 Every three + years
 I feel I have received enough training
 Other (please specify)

4. What do you feel were the benefits of yourself teaching the 'Challenging Attitudes' project?
5. Did you encounter any difficulties with the 'Challenging Attitudes' project?
6. What do you feel your pupils will take away from the project? Have you noticed any differences in them?

Questions asked to teachers who did not deliver the project this year

1. Have you (or the school) any experience in teaching lessons on healthy relationships (with S.E.A.L., PSE etc)?

	No experience	Some experience	Very experienced
Bullying			
Respect/Equality			
Feelings/Emotions			
Sex Education			
Domestic Violence/Safe relationships			

Other (please specify):

2. What approach have you taken in 2013/14 regarding the teaching of these topics?
3. What approach do you intend to take in future years?
4. What literature/resources have you used when teaching 'healthy relationships' lessons?
5. Have you found it difficult to find literature/resources on the topic?

- Yes
 Somewhat
 No

Please explain your answer:

6. What areas do you think it would be useful to have additional support/would like to have training on?

	Not necessary	Somewhat useful	Very useful
Lesson plans on 'healthy relationships'			
Resources			
Information on Domestic Violence			
Information on handling disclosures and who to refer them to			

Other (please specify):

7. As you did not attend the 'Challenging Attitudes' training this September/October, why were you unable to go? (You may tick more than one reason)

- Funding
- Teacher availability
- Capacity
- Time constraints
- Other (please specify):