

# Domestic Violence Prevention Programme Development

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# Outcomes

- To share the journey and development so far...

# Context

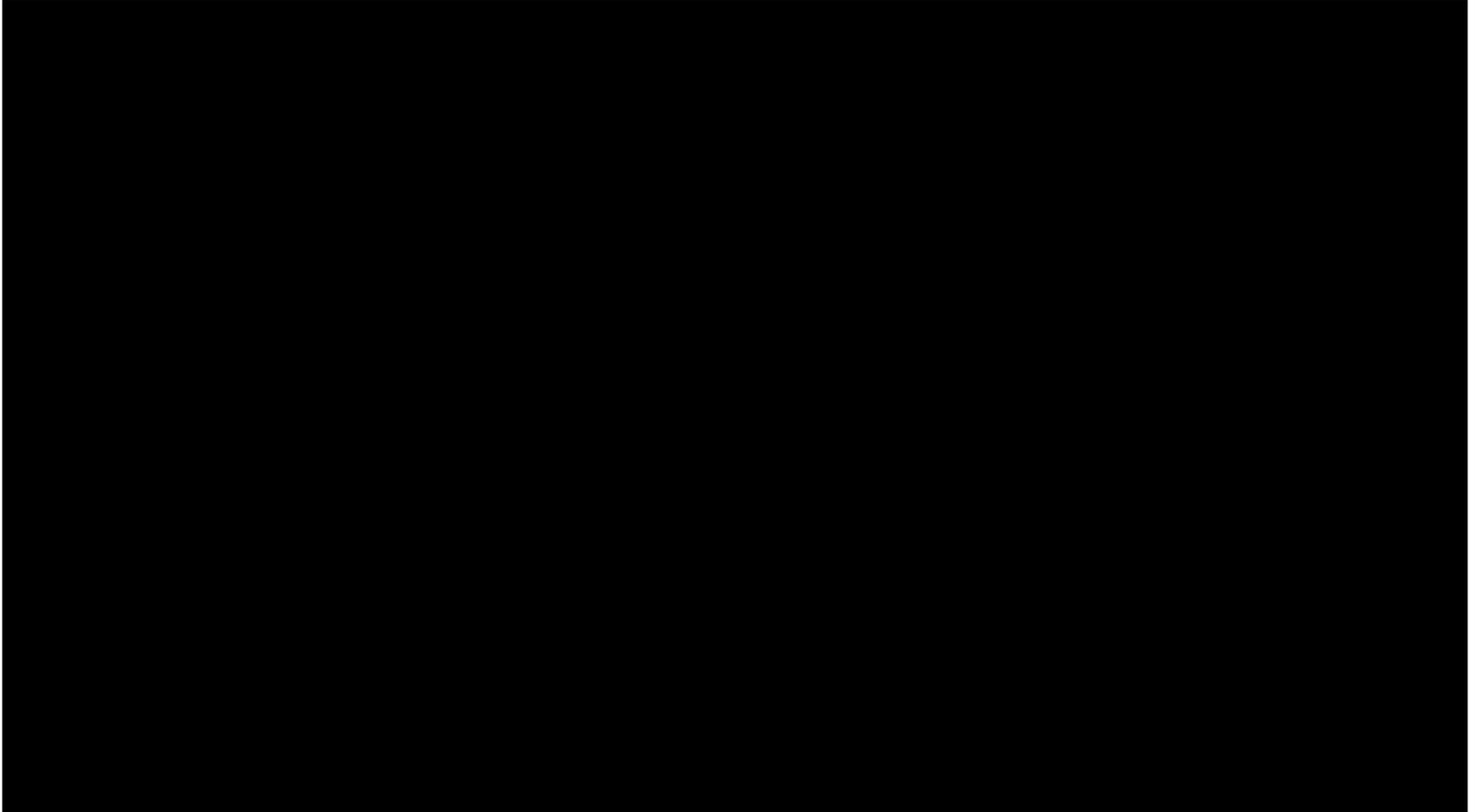
- Ofsted identified area for development
- Protocol for peer on peer assault
- CSE work already focusing on victims
- Long term preventative strategy

# UK government definition of domestic violence

*“any incident or pattern of incidents of controlling, coercive, threatening behaviour, violence or abuse between those **aged 16 or over** who are, or have been, intimate partners or family members regardless of gender or sexuality. The abuse can encompass, but is not limited to psychological, physical, sexual, financial, emotional.”*

REF: [www.savelives.org.uk](http://www.savelives.org.uk)

*Violence against women – it's a men's  
issue: Jackson Katz Ted Talks*



# Gender myths and DV



# DV Perpetrators

**Mary Beat John**

**John was beaten by  
Mary**

**John was beaten**

**John was abused**

**John is an abused  
man**

**Michael beat Chris**

**Chris was beaten by  
Michael**

**Chris was beaten**

**Chris was abused**

**Chris is an abused  
man**

**Sara beat Khadija**

**Khadija was beaten  
by Sara**

**Khadija was beaten**

**Khadija was abused**

**Khadija is an abused  
woman**



# Make-up row school now bans girls from wearing coloured bras under white shirts as it 'distracts' the boys

13:21, 8 JAN 2016 | BY TODD FITZGERALD

# Prevalence of Relationship Abuse & young people - Barter et al (2009)

- Confidential survey completed by 1,353 young people in England, Scotland & Wales
- Equal numbers of boys and girls
- Ages 13-17 years
- Mixed socioeconomic status

Ref: Barter, C., McCarry, M., Berridge, D. & Evans, K. (2009). Partner exploitation and violence in teenage intimate relationships, NSPCC/ University of Bristol. Available on

[www.nspcc.org.uk/inform/research/findings/partner\\_exploitation\\_and\\_violence\\_report\\_wdf70129](http://www.nspcc.org.uk/inform/research/findings/partner_exploitation_and_violence_report_wdf70129)

# Physical Violence and Gender

	girls	boys
Reported experiencing physical violence, e.g. being slapped, hit or pushed	25%	18%
Reported severe physical violence, e.g. being punched, strangled or being hit with an object	11%	4%
Emotional impact of the violence	More often reported feeling scared, frightened, upset or unhappy	Described girls use of violence as amusing, sometimes annoying, but rarely reported negative emotional effects

# Emotional Violence and Gender

	girls	boys
Behaviour included:- <ul style="list-style-type: none"><li>• Verbal abuse</li><li>• Name calling</li><li>• Threatening them</li><li>• Controlling behaviour, e.g. stopping the person seeing their friends or going to places they want to</li><li>• Increase surveillance – through mobile phones and friends.</li></ul>	75%	50%
Negative impact on the lives of the individual resulting from emotional violence	31%	6%

# Sexual violence

	girls	boys
Experienced sexual violence	31%	Much lower
Perpetrated sexual violence	3%	12%
Reasons given to justify perpetrator behaviour		<ul style="list-style-type: none"><li>- It's normal boy behaviour</li><li>- Men should control women</li><li>- It gives me status with other boys</li><li>- Violence is a normal part of all relationships</li><li>- Not knowing the difference between consent and coercion</li></ul>

# Adolescent Dating Violence

- Violence seen as an expression of love and a deeper commitment to each other
- Similar rates of physical aggression between boys and girls in relationships, but different reasons given
- Taking ownership of your own behaviour and looking at the possible consequences
- Challenge victim blaming culture
- Challenge normalising of abusive behaviours
- Continuum of behaviours

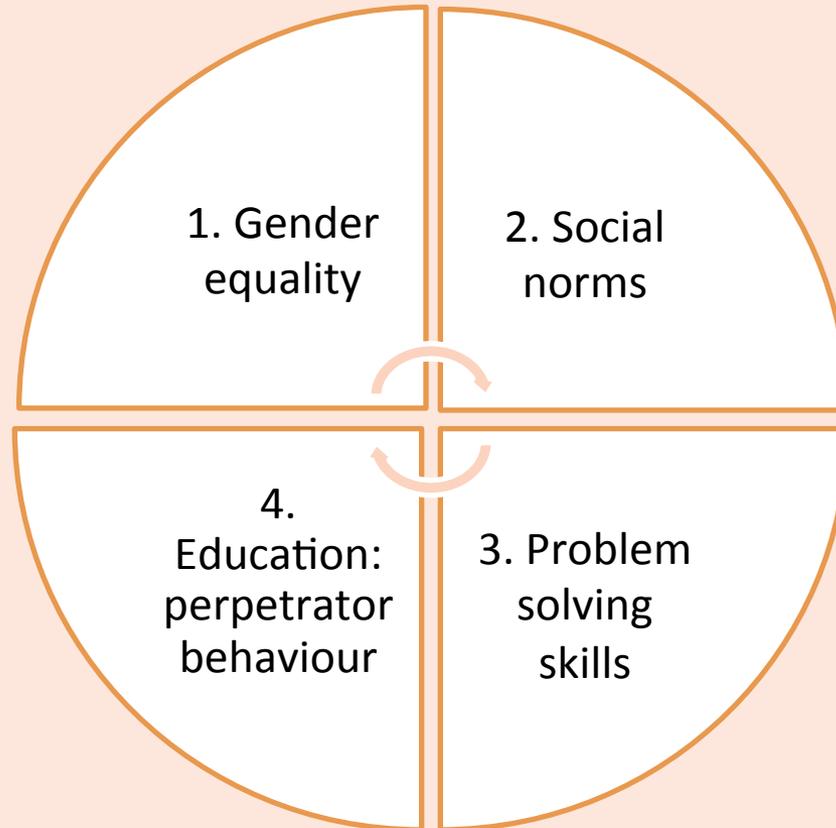
# How2Relate: Key Assumptions

- Relationship/partner violence does happen to YP under the age of 16
- We need to shift the focus from the victim's behaviour to the behaviour of the perpetrator, regardless of gender or sexuality.
- By challenging beliefs and attitude and raising awareness and concern about perpetrator behaviour, we can reduce it

# Role for schools

- Length of intervention
- Schools have the capacity to reach most young people – primary intervention
- Teachers have the skills to create safe learning spaces (Ellis 2008)
- Importance of creating a whole school approach
- The problem of gender violence is recognised and addressed in children's lives in the present

# How2Relate: Key Themes



# 1. Gender Equality

- Adolescents who held more traditional ideas about gender roles were most often instigators of sexual violence, as were those who could less easily accept other peoples' sexual boundaries (McCarry, 2010)
- Mutually abusive patterns of relationships between boys and girls – both fight on the playground!
- **OUTCOME:** challenge beliefs/attitudes around gender inequality

# Cultural norms – true or false?

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- A man has a right to “correct” or discipline female behaviour
- A woman’s freedom should be restricted
- Physical violence is an acceptable way to resolve conflicts within a relationship
- Intimate partner violence is a taboo subject
- Reporting relationship abuse is disrespectful
- Sex is a man’s right in marriage
- Sexual violence is an acceptable way of putting women in their place or punishing them
- Sex and sexuality are taboo subjects
- Sexual violence such as rape is shameful for the victim, which prevents disclosure

## 2. Social Norms and Bystander Behaviour



Everybody probably does it a little bit

Nobody else seems bothered by this

I bet 99% of other people are OK with this



# Social norms approach to behaviour change

- Assumes that people have mistaken perceptions of the attitudes and behaviour of others.
- Individuals overestimate how many people are doing or thinking something, so are less likely to intervene or change their behaviour
- To change behaviour we need to help people to have a more realistic/accurate view of other people's beliefs
- **OUTCOME:** To reduce the belief other YP think that different types of relationship abuse are acceptable.

# 3. Teaching Problem Solving Skills?

- Consistent use of coercion within relationships is associated with increased likelihood of violence within the relationship (Wekerle & Wolfe, 1999)
- Individuals who are not competent in prosocial strategies, such as refusal to engage in coercive interchanges, interactive repairs, preventative planning & strategy flexibility, are unlikely to develop positive methods for achieving important interpersonal goals, e.g. attention, caregiving and affection (Wekerle & Wolfe, 1999)
- Coercion is a learned interpersonal strategy (Patterson, 1982)
- **OUTCOME:** To raise awareness of coercive behaviours as being abusive. To teach and practice a range of problem solving skills as alternative strategies.

## 4. Information/education: perpetrator focused

- Timing of the information
- Age of the children
- Frequency of revisiting
- **OUTCOMES:** Young people understand all of the definitions types of relationship abuse. Young people understand when consent has and has not been given and acceptable response in these situations. Young people start to explore what messages the media gives us about relationships

# Next Steps: Emancipatory action research cycle for perpetrator prevention work

- Recruitment
- Education/preparation
- Development
  - Aspirations and outcomes
  - Resources
- Pre-intervention assessments
- Intervention
- Post-intervention assessments
- Evaluation and adjustments

# Barriers

- Attainment focus in schools
- Funding
- Long term sustainability
- Curriculum/legislation