



The Hitting Home Project

An educational resource to support teaching and raise awareness of domestic abuse, keeping safe, and associated issues





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Sound Architect

Sound Architect Creative Media is a Registered Charity based in Sussex, providing multimedia programmes, projects and trainings. Sound Architect aims to promote awareness, creativity and education using digital technology.

We work extensively with young people with physical and learning difficulties and with young people with issues of exclusion and behavioural problems. Many of our programmes have also been with older people, particularly in oral history and ICT trainings – many of which have been intergenerational. We have the firm belief that everyone should have the opportunity to explore and develop individual creativity, knowledge and skills.

Sound Architect provides stimulating, exciting, challenging and fun educational experiences for all ages, social groupings and abilities, by offering the following independent yet integrated programmes.

- Digital Music Technology
- Photography
- Soundbeam
- Film Maker
- Drama
- Computer and Web Design Training

Since 2003 Sound Architect has managed and facilitated over 1000 programmes, and worked with over 4,500 participants of all ages and abilities, in partnership with various organisations, including National Youth Theatre, MENCAP, AgeUK, RNIB, East Sussex County Council, the Youth Development Service and the UK Film Council.

As a charity we aim to tackle social problems that focus on areas of social need, inequality and disadvantage. Hitting Home is one of those programmes.

For further details of our programmes, or if you require additional information or would like to discuss developing a project, please visit: www.soundarchitect.org.uk. Telephone: **07592 021590**

Llankelly Chase Foundation

The Llankelly Chase Foundation recognises the many challenges which face our society and aims to respond to some of them, bringing a new clarity and focus to the compassion and creativity which have marked their work in the past. They work to promote change, which will improve the quality of people's lives, focussing particularly on areas of social need to help the most disadvantaged in our society to fulfil their potential.

The Foundation is committed to a society where all children, young people and adults should be able to live free from fear of physical, emotional or sexual abuse in personal relationships, or by strangers. They support projects working to break cycles of abuse and promote safe and protective behaviours.

<http://www.llankellychase.org.uk/>

Sound Architect is very grateful for the support and encouragement it has received from Llankelly Chase in the Hitting Home Programme.

Introduction to the Hitting Home project

Aim

The material contained in this resource is the culmination of a two year project, Hitting Home, funded by Llankelly Chase and delivered by Sound Architect Creative media in partnership with Ringmer Community College, Uckfield Community College and East Sussex Youth Development Service.

It aims to raise awareness of domestic violence, abusive relationships and broader related issues relevant to young people aged 12-16. It affirms their right to feel safe and signposts them to sources of support for victims, witnesses and perpetrators of abuse.

The Process

An initial film was made. This consisted of a series of interviews with victims of domestic abuse who were willing to share their experiences, together with a selection of true stories recounted by young actors from Heathfield Drama Club. Also included were two interviews, one with the deputy manager of a women's refuge and another with the phonenumber coordinator for the Respect Men's Advice Line. These initial film clip interviews have been included on the enclosed DVD.

Relevant clips from this film were used as a stimulus for the work with three groups of young people, who were invited to participate in the project and attended on a voluntary basis.

The groups comprised a Year 8 group from Ringmer Community College, a year 10 group from Uckfield Community College and a mixed age group from the Rother District brought together by East Sussex Youth Development Service.

The Ringmer students worked for sixteen weeks, exploring abuse issues with a counsellor and teacher and expressing their responses through creative activities. Their work is featured in the Curriculum Links section of the DVD. The students devised role plays for live performance, wrote poetry, composed music, choreographed dance, painted masks and posters and carried out internet research. They talk about the impact of their experiences in the Student Evaluations section of the DVD.

At Uckfield Community College, the project was delivered as part of the College's Enrichment Week. The year 10 students who were involved worked with Sound Architect's drama facilitator and a pastoral member of staff, who was head of year. They were also supported by the head of PSHE and produced a series of film dramas, some of which are featured on the DVD.

The young people from the Rother District, brought together by East Sussex Youth Development Service, worked for an intensive week during their half term holiday. They also worked with Sound Architect's drama facilitator, supported by Youth Development staff, exploring aspects of domestic abuse and broader related issues. This group made a series of film dramas, some of which are featured on the DVD.

In all three groups the issues explored during the sessions were those identified by the young people as relevant to themselves and their peers. Because of the therapeutic nature of the project and the voluntary attendance of the participants, it was important that the work should be participant led and not tutor/facilitator dominated. Therefore, some of the resultant drama and film work, whilst not necessarily falling strictly into the domestic abuse category, nevertheless engaged and motivated the young people and met their needs.

The definition of domestic violence covers a number of aspects of abuse. It has not been possible to explore all permutations of domestic abuse as the work was student led. Therefore much of the resource covers male to female domestic violence, reflecting both what is known about domestic violence prevalence and the Government view on ending violence against women and girls. It is recognised that other aspects of domestic violence have not been included within the resource for example female to male abuse, child to parent abuse and honour based violence.

The Outcome:

Whilst the original intention was that the project should end on completion of the film making, it was subsequently decided that the resultant film material would be beneficial as an educational resource. In PSHE sessions and elsewhere in the curriculum the resource may be used to stimulate discussion and support teaching and learning about domestic abuse, keeping safe and broader related issues.

The DVD films clips each cover a theme and, where relevant, have been mapped to:

The curriculum for Personal Wellbeing, Key Stages 3 and 4

The East Sussex Drug, Alcohol and Tobacco Education Learning Outcomes Planning Tool, Key Stages 3 and 4

The East Sussex Sex and Relationships Education Learning Outcomes Planning Tool, Key Stages 3 and 4

The Women's Aid Expect Respect Resources pack, downloadable from:
www.womensaid.org.uk

Sound Architect would like to thank the East Sussex Domestic Violence Project Officer, Jo Enright, who was approached by Sound Architect following the production of the dramas and films. Jo worked with the Hitting Home project manager to map the work produced to the Expect Respect Toolkit and to advise on the editing and best use of material.

Thanks are also extended to Philippa Hoyle, Teaching and Learning Consultant, Standards and Learning Effectiveness Department, Children's Services, East Sussex County Council. Philippa viewed the material and advised on its suitability for the relevant key stages within schools. In response to this guidance and advice, the film material and accompanying resources were edited accordingly.

Cautionary message for teachers

Safeguarding statement

There are known links between domestic violence and child abuse and whilst an association does not constitute a causation, the two should be considered together where there are children in the household. The Children and Adoption Act 2002 broadened the definition of significant harm to include 'any impairment of the child's health or development as a result of witnessing the ill-treatment of another person such as domestic violence'.

Where you have concerns that a child is at risk you must follow your internal Child Protection procedures. You should ensure that you are familiar with these as you may receive a disclosure from a child/ young person as a result of the work that is undertaken in relation to domestic abuse. If you are unsure about your Child Protection procedures, or how these relate to your role, you should speak to your Designated Officer within the school.

Please see the Children's Safety Plan and Guidelines on page 64 provided by East Sussex Safeguarding Children's Board [Appendix 4].

Domestic abuse awareness sessions can often evoke powerful emotions in both young people and adults, particularly if an individual has personal experience of domestic abuse. For this reason, it is advised that teachers set aside sufficient time to introduce the subject.

Teachers should emphasise the importance of learning in this area (e.g. using the statistics about prevalence) but make it clear that they are aware that some people may find it difficult to join in with some of the activities.

Reference should be made to the pastoral care available in the school. After the session, students should be left with details of resources for further support.

Best practice is to set ground rules before commencing the work on domestic abuse, to be sensitive to discussions and provide one-to-one follow-up as necessary, having ensured that support systems are in place in the event of disclosure.

Teacher response to dealing with Domestic Abuse in PSHE sessions:

It may be that some staff feel uncomfortable when dealing with the subject of domestic abuse in PSHE sessions, or that powerful emotions are triggered as a result of approaching the subject. It is important that they are aware of the sources of support for staff both within and outside the school and how to access these. Reference should be made to the whole school policy on Staff Care.

Dispelling Myths Associated with Domestic Abuse

It is also important to ensure that teaching does not perpetuate myths about domestic abuse. This applies particularly to the film clip entitled 'Alcohol Abuse', where there may be assumptions and misunderstanding that the violence is caused by alcohol, which is not always the case. This clip provides an opportunity for discussion and for dispelling the myth. Please see further information in the pack in the section entitled 'Film Dramas' on page 41.

Before you use this pack – checklist

This comprehensive pack will assist you in planning lessons for different key stages and within different subject areas.

Prior to using the pack it is essential that you work your way through the checklist below to ensure you are familiar with the subject area and are aware of the resources available.

Familiarity with the subject area will include understanding what constitutes domestic abuse, knowing some of the common myths associated with it and having an understanding of the support available.

The Women's Aid Expect Respect Resources pack, which is used throughout this document to support teaching, has a dedicated email support address for teachers: supportforteachers@womensaid.org.uk

The following resources will also help to provide you with some guidance in the subject area:

- ✓ Understand what constitutes domestic abuse. <http://www.womensaid.org.uk/domestic-violence-articles.asp?section=00010001002200410001&itemid=1272&itemTitle=What+is+domestic+violence>
- ✓ Read the 'Teenage Relationship Abuse: A Teacher's Guide to Violence and Abuse in Teenage Relationships'. <http://www.homeoffice.gov.uk/publications/crime/teen-relationship-abuse/teen-abuse-teachers-guide>
- ✓ Have an understanding of the whole school policies around: Safeguarding, Child Protection, Sex and Relationships Education and Staff Care and the reporting routes and protocols within your setting.
- ✓ Have knowledge of the resources available for young people, e.g. local resources, helplines and online resources.
- ✓ Visit www.thisisabuse.direct.gov.uk This website was produced in relation to the government campaign that launched in February 2010 highlighting abuse in teenage relationships. The website is a useful resource to use with young people.
- ✓ Include national and local statistics in your teaching – see page 6 (over).

The Women's Aid Expect Respect resource pack: *Introductory Activities Yr 8: 'An Introduction to Domestic Violence and Abuse'* is recommended as a starting point. www.womensaid.org.uk

Domestic Violence Statistics

Incidence and prevalence of domestic violence: General

- Domestic violence accounts for between 16% and one quarter of all recorded violent crime. (*Home Office, 2004; Dodd et al., 2004: BCS, 1998; Dobash and Dobash 1980*)
- One incident is reported to the police every minute. (*Stanko, 2000*)
- 45% women and 26% men had experienced at least one incident of inter-personal violence in their lifetimes. (*Walby and Allen, 2004*) However when there were more than 4 incidents (i.e. ongoing domestic or sexual abuse) 89% of victims were women.
- In any one year, there are 13 million separate incidents of physical violence or threats of violence against women from partners or former partners. (*Walby and Allen, 2004*)
- Women are much more likely than men to be the victims of multiple incidents of abuse and of sexual violence: 32% of women who had ever experienced domestic violence did so four or five times (or more) times, compared with 11% of the (smaller number) of men who had ever experienced domestic violence; and women constituted 89% of all those who had experienced four or more incidents of domestic violence. (*Walby and Allen 2004*)
- Women are more likely than men to have experienced all types of intimate violence (partner abuse, family abuse, sexual assault and stalking) since the ages of 16. Nearly half the women, who had experienced intimate violence of any kind, were likely to have been victims of more than one kind of intimate abuse. (*Coleman et al., 2007*)
- 54% of UK rapes are committed by a woman's current or former partner. (*Walby and Allen, 2004*)
- On average, 2 women a week are killed by a male partner or former partner: this constitutes around one third of all female homicide victims. (*Povey, (ed.), 2004, 2005; Home Office, 1999; Department of Health, 2005.*)
- On average 1 in 4 women reported a physical assault by a current or former partner in their lifetime – *Mirlees Black 1999* (data from 1996 *British Crime Survey*) collated by the Child and Woman Abuse Studies Unit Statistics and Information www.cwasu.org./page_display.asp?pageid=STATS&pageke)
- Home Office Statistics (2000) record that in 1999 37% of female homicide victims were killed by current or former partners (92 women – an average of 2 women per week) www.homeoffice.gov.uk
- East Sussex Statistics can be found on the website www.safeineastsussex.org.uk/our-publications-domestic-abuse.html

Taking a Whole School Approach to Domestic Abuse Awareness

The final section in this resource pack shows how the exploration of domestic abuse and abusive relationship issues can be carried out within several curriculum areas.

Just as schools carry out charity weeks, or support Comic Relief days, there are benefits from taking a whole school approach to domestic abuse awareness-raising, through activities both within curriculum areas and in non-teaching contexts.

Schools are in a unique position to:

- challenge myths about domestic abuse
- support children and young people
- model healthy relationships

An optimum time in the school calendar for this work, would be around the week of November 25th, to coincide with International Day for the Elimination of Violence against Women. This timing would encourage people to speak up and report domestic abuse. It would also provide an opportunity to raise awareness, highlight the sources of support available both within and outside the school and the means by which students could access this support. Events organised at this time could provide additional support for schools' involvement.

Prior to embarking on a whole school awareness-raising event, staff would need to receive adequate training.

If you are considering an event and would like training for your staff, please contact:

The East Sussex Safeguarding Children's Board
www.eastsussex.gov.uk/childrenandfamilies/default.htm

How to use the DVD film resource and reference grid in this pack

A guidance grid can be found on pages 10-21 of this pack.

The film clips in this DVD have been categorised under themes relating to domestic abuse and abusive relationships and are intended to provide a stimulus for teaching and learning. Teachers are likely to use individual clips appropriate to the key stage which they are teaching.

An outline of the contents of each film clip on the DVD can be found on the guidance grid, together with curriculum and resource references. This will enable you to select a film clip relevant to the theme being covered in class.

There is also a detailed section on each individual film clip with additional resource signposting. In conjunction with the film viewing, ensure that the support materials are accessed. These will provide you with suggestions for class activities.

Each clip can be accessed by means of the button menu on the DVD which runs across several screens.

It is essential that the film clips be viewed for content and selected for relevance and suitability prior to using with students. Where the key message is highlighted in red font on the guidance grid, please take note of the cautionary advice for teachers.

KEY TO USING THE REFERENCE GRID

Column 1: FILM AND SECTION

This indicates the title of the film clip, which may be accessed by the button menu screen pages on the enclosed DVD.

Column 2: KEY MESSAGE AND CONTENT

This gives a brief statement about the subject matter of each film.

Column 3: THEMES

This gives suggestions on the possible themes in each film clip which can be explored.

Column 4: KS3 PERSONAL WB

PSHE: Personal Wellbeing. This shows how the film clip can be related to the objectives in this curriculum at Key Stage 3.

Column 5: KS4 PERSONAL WB

PSHE: Personal Wellbeing. This shows how the film clip can be related to the objectives in this curriculum at Key Stage 4.

Column 6: SRE PLANNING TOOL

This shows how the film clip links to the references in the East Sussex School Improvement Service Sex and Relationships Education Learning Outcomes Planning Tool, Key Stages 3 and 4, produced by the PSHE and Healthy Schools Inclusive Learning Team.

Column 7: D AND A LO PLANNING TOOL

This shows how the film clip links to the references in the East Sussex School Improvement Service Drug, Alcohol and Tobacco Education Learning Outcomes Planning Tool. Key Stages 3 and 4 produced by the PSHE and Healthy Schools Inclusive Learning Team.

Column 8: EXPECT RESPECT RESOURCES (pink background)

This signposts teachers to the relevant sections in the Expect Respect Resource pack, downloadable in PDF format from: www.womensaid.org.uk

Links to SEAL, Citizenship and Every Child Matters are outlined in the Expect Respect Resource Pack.

Column 9: CURRICULUM OPPORTUNITIES – PWB LINKS TO OTHER SUBJECTS

This column shows where the film clips can be used as a basis for the development of speaking and listening skills in discussion and drama, creative writing, writing for purpose for an intended audience, citizenship, IT and research skills, art and design and music composition and dance.

This approach was taken with one of the three groups of young people who took part in the Hitting Home project. The resultant work can be viewed in the Curriculum Opportunities section of the DVD.

The curriculum links are useful where a whole school approach or theme weeks are planned.

Film Clip Reference Grid – Film Dramas

FILM DRAMAS	KEY MESSAGE CONTENT	THEMES	KS3 PERSONAL WB
<p>Alcohol abuse resulting in physical abuse</p> <p>Drama devised and acted by members of youth group</p> <p>→ Page 42</p>	<p>Myths</p> <p><i>Young man recognises that he has a drink problem and goes on drink binges</i></p> <p><i>He hits his girlfriend</i></p>	<ul style="list-style-type: none"> • Myths and Stereotypes • Alcohol as a pre-emptive justification for violence • Alcohol abuse and effects on behaviour 	
<p>Internet Abuse</p> <p>Drama devised and acted by members of youth group</p> <p>→ Page 43</p>	<p>Cyber Abuse – Abuse is not always face to face</p> <p><i>A step-brother posts humiliating pictures of his step-brother on to the Internet</i></p>	<ul style="list-style-type: none"> • Self-esteem loss as a result of embarrassment • Bullying that is not face to face 	<p>1.1 a, c 1.4 c 2.1 e 4 c, d</p>
<p>Jenny’s Story – Sexual pressure</p> <p>Drama devised and acted by year 10 students</p> <p>→ Page 44</p>	<p>It’s ok to say ‘No’</p> <p><i>Boyfriend pressures girlfriend to have sex – she declines</i></p>	<ul style="list-style-type: none"> • Healthy relationships • What is normal? • The right to say ‘No’ • Assertiveness skills 	
<p>Suzy’s Story</p> <p>Same sex abuse/controlling behaviour</p> <p>→ Page 45</p>	<p>Domestic abuse can occur regardless of sexuality</p> <p><i>One young woman bullies her female partner by issuing an ultimatum about her friendships.</i></p>	<ul style="list-style-type: none"> • Controlling behaviour • Sources of help 	

KS4 PERSONAL WB	SRE PLANNING TOOL	D AND A LO PLANNING TOOL	EXPECT RESPECT RESOURCES	CURRICULUM OPPORTUNITIES – PWB LINKS TO OTHER SUBJECTS
1.2 a, 1.2 b 1.3 a 2.2 a, c 3 d 3 e, f 4 d, e, f, i	9.1	9.2 9.3 9.5	Yr 9 Common Myths – Domestic Abuse	IT/Art – preparing Powerpoint presentation to raise awareness Art – preparing posters to raise awareness of dangers and support sources
			Yr 8 Introduction to DV and abuse	
1.1 c 2.3 b, e 1.2 a,b 1.3 a,b 1.4 c 2.2 d 3 a, d	8.4 8.6 8.8 8.13 9.4 9.7		Yr 12/13 Young People and Domestic abuse	
1.1 a, c 1.2 b 1.4 c 1.5 a 2.1 d, e 2.2 d 2.3 b 3 e, f 4 d, e, f, i	9.1 9.2 9.20 10.7 10.8 10.16		Yr 8 Intro to DV and Abuse See also: www.thisisabuse. direct.gov.uk and www.thehideout. org.uk	

Film Drama – Alcohol Abuse

Key message – Alcohol and substance misuse must never be used as an excuse for domestic violence.

Theme – Alcohol can be used as a disinhibitor and can be used as a pre-emptive excuse for violent behaviour.

Teacher’s note:

Dispelling the myth: It is important to emphasise that alcohol does not necessarily cause violence, but that the violent tendencies already exist and become accentuated with alcohol consumption.

Suitable for – Key stage 4

See: East Sussex Sex and Relationships Planning Tool

Learning Outcomes: 9.1 and East Sussex Drug, Tobacco and Alcohol Education

Planning Tool Learning Outcomes: 9.2, 9.3, 9.5

Synopsis

The young man in the film admits that he has a drink problem.

On two occasions when he has drunk too much, he has become abusive to his girlfriend. The film shows him returning home drunk after an afternoon in the pub. His girlfriend has been concerned about his whereabouts and questions him. An argument develops and the scene ends as the young man hits his girlfriend.



Expect Respect

Year 9: Common myths – Domestic Abuse

Suggestions on using the film clip

The film clip can be used as a discussion point: Does alcohol cause domestic violence? You can use the following points to guide the conversation. You should sum up the discussion by emphasising the key point, that alcohol and substances should never be used as an excuse for domestic abuse.

Perpetrators may use the disinhibiting effects of substances as an excuse for their violence and abuse, e.g. ‘I’m not usually like that, but I was off my head’

Alcohol in particular can act as a disinhibitor and as a pre-emptive justification for violence towards a partner. A man may drink when already frustrated or angry at his partner and then use the alcohol in order to wind himself up towards violence. Should he then act violently he will have a ready made excuse for his behaviour.

Alcohol is likely to contribute to intimate partner violence in a variety of ways. Levels of consumption relate to the likelihood and severity of violence. Alcohol appears to be particularly important in escalating existing conflict.

Reproduced from the Stella Project Toolkit 2007