

## **Pilot Violence Is Preventable Programme**

### **Prior to Beginning**

- Read through this resource thoroughly
- Photocopy the evaluation questionnaires (at end of this resource) onto white paper and the same number onto yellow paper. The white one is the one to be used prior to delivery of the V.I.P. programme and the yellow one to be used after delivery.
- Photocopy the disclosures sheet (at end) and ask whoever is running the sessions to ensure that all disclosures of violence and abuse are recorded as fully as possible.
- Photocopy the attitudes sheet (at end) and make sure whoever is delivering knows to ask the question prior to delivery and record and do the same after delivery.
- Make sure that you have all permissions necessary from the school, parents and teachers.
- Ensure that you and the school are fully aware of the child protection policy and know what to do in the event of a serious disclosure.

### **Introduction**

The Violence Is Preventable (V.I.P.) Project has been developed over many years. It is a comprehensive personal safety and abuse/violence prevention project with a range of resources and programmes for working with children, young people and vulnerable adults of all ages and abilities. Research has proven that with trained workers delivering this programme appropriately, it leads to both primary and secondary prevention of abuse. Research is continuing through developing partnerships across cultures and countries and using the same resources and recording methods.

This pilot programme is taken directly from the Tweenees V.I.P. (Violence Is Preventable) pack. This part of the programme was designed and used for the original research evaluation, carried out in schools across Dundee in Scotland by Dr Barron of the University of Dundee. This research project was made possible due to a partnership between Eighteen And Under, authors of the V.I.P. project, Dundee Education Department and the University of Dundee.

## **Pilot Violence Is Preventable Programme**

This is the programme to be used for the V.I.P. pilots in schools. It is best provided weekly over a 4-week period and we would suggest that 45-50 minutes be allowed for each session. Please read through all the materials and decide in advance what parts of the materials you will be using or allowing use of in your class. The age range we would suggest for the pilot is age 10 to 14 though this can be flexible. You will need to carefully edit the materials to suit the needs of the children and to make them culturally sensitive. All the games and quizzes are designed so that questions, statements and choices can be easily adapted and changed to suit particular situations, cultures and countries.

Please note that this programme contains extracts from the wider V.I.P. Resources, which you can obtain from Eighteen And Under in Dundee. The wider programme is available at [www.violenceispreventable.org.uk](http://www.violenceispreventable.org.uk)

For the purpose of the pilot and research, we would recommend that every educator use the programme in the order provided. We would also recommend that all educators intending to adapt and use this programme receive accredited training from Eighteen And Under.

If there is anything you do not understand or are finding difficulty with, please feel free to telephone Eighteen And Under on 206222 for clarification.

### **Guidance for educators involved in Pilot V.I.P. Programme**

Please read over all the materials and familiarise yourself fully with them. Please be aware that the games are intended for use with a wide range of ages and not all the materials will be suitable for use with all children and young people. As you read through the games, cross out the statements or scenarios that are unsuitable for your particular class or children. Write in your own statements, scenarios and questions to suit the children you are working with. It is easy to get mixed up while delivering a session with young people if you have not gone through the games first and edited them.

Be aware that you should get disclosures of harm from young people during or after delivery of each session. This is normal if you are delivering the programme properly. One of the key aims of the V.I.P. materials is to encourage young people to talk about any problems they may have. You will know that you are delivering V.I.P. correctly, if the children are talking. You need to be listening a lot.

## **Pilot Violence Is Preventable Programme**

There should always be 2 adults present when delivering a session. This ensures that any disclosures are heard and responded to appropriately. One person leads the session and the other is able to observe and take some notes.

Please encourage open discussion amongst the children. Where possible all children should receive the lessons so please try to keep children with more challenging behaviour involved rather than removing them from the class should they misbehave at all.

## **Pilot Violence Is Preventable Programme**

### **Disclosures Strategy for V.I.P. Delivery**

Make sure that all the children wear name badges so that staff will be able to write down the names of any child who discloses any harm.

Try to ensure that there are always 2 workers present while working with the children. One will have responsibility for running the session while the other will listen to the children and take note of any disclosures.

Write down concerns and disclosures as soon as possible during and after a session. Disclosures are any violent or abusive act that a child talks about or describes.

Note of any concerns staff might have regarding the behaviour of particular young people during the sessions should be made.

The children should always be provided with phone numbers, web sites or contact details for help agencies.

All disclosures and any other information regarding anything raised by a child or staff during delivery of the sessions should be passed to the appropriate person in the school. This can be done by meeting with relevant staff to discuss matters or, if preferred by the school, by simply providing the information directly to a designated person.

All staff should be aware that V.I.P. raises many issues for young people and their families and be prepared to deal with this.

It is important to use the research questionnaire with the young people prior to delivery of any sessions and again use the same questionnaire after the last session. It would probably work well to get the young people to complete the questionnaires the week before the first session and then a week after the last session.

To avoid any mix up with the questionnaires, copy half of them onto a different colour of paper. Use one colour for the pre questionnaire and the other colour for the post questionnaires at the end of the programme.

## YOUNG PERSON'S SAFETY KNOWLEDGE/SKILLS QUESTIONNAIRE

Name: \_\_\_\_\_ *Age:* \_\_\_\_\_

*Please circle*    White    Black    Asian    African    Oriental    Other

Parent's Job: \_\_\_\_\_

- 1    What is a stranger?
- 2    Can you tell if someone you don't know is nice or not from looks?
- 3    When you're on your own, who is taking care of you and keeping you safe?
- 4    If someone you don't know has something that belongs to you, and they try to give it to you, do you take it?
- 5    Do you talk to someone you don't know when you're on your own?
- 6    What if you're waiting to be picked up and someone says your parent/carer has a flat tyre, so you're supposed to go home with them, what do you do?
- 7    What would you do if lost in a big shopping centre?
- 8    Who does your body belong to?
- 9    If someone touches you in a way you don't like, what do you do?
- 10    What if your uncle is giving you a big tight hug and you don't like it. What would you do?
- 11    What if someone touches you in a way that makes you feel uncomfortable or funny inside and you ask them to stop but they don't. What would you do?
- 12    What if an adult is touching you in a way you don't think they should. You say "NO" and they say, "I'm sorry, please don't tell, and I'll give you some money." What would you do?
- 13    What if a 17 year old is asking you to do something you know you shouldn't do. You say "NO! I'm going to tell." Then she or he says, "If you do, I'm going to beat you up." What would you do?

14 What if a friend of your parent/carer is hugging and kissing you, then asks you to keep it a secret. What do you do?

15 Do you have to do everything your babysitter tells you to?

16 Do adults make mistakes sometimes?

17 If you have a problem, who can you go to?

18 If you have a problem and you tell someone but they don't listen, what would you do?

19 How likely do you think it is that someone will try and harm you? *(please circle)*

*very likely      likely      don't know      unlikely      very unlikely*

20 How confident are you that you will be able to act to protect yourself if someone tries to harm you? *(please circle)*

*very confident      quiet confident      a little confident      not that confident  
not confident at all*

21 Overall how would you rate your sense of safety? *(please circle)*

*very safe      quite safe      a little safe      not that safe      not safe at all*

22 How afraid are you that someone might touch you in a way that you do not like? *(please circle)*

*very afraid      quite afraid      a little afraid      not that afraid      not afraid  
at all*

23 How worried are you that someone will try and harm you? *(please circle)*

*very worried      quite worried      a little worried      not that worried      not worried at all*

24 Overall how good do you feel about yourself? *(please circle)*

*very good      quite good      a little good      not that good      not good at all*

## Disclosure Sheet

Pupils date of birth:

Year group:

Class:

*Please circle*

**Lesson**

1   2   3   4

**Gender**

Male   Female

**Type of abuse disclosed**

physical   sexual   emotional   neglect   bullying   domestic  
violence   ritual abuse   abduction   other (specify):

**Alleged abuser**

father   mother   peer   stranger   other (specify):

Teachers initials:

## Pilot Violence Is Preventable Programme

### Attitudes

School \_\_\_\_\_ Worker \_\_\_\_\_ Date \_\_\_\_\_

**For a quick idea of what the young people think about violence and to record any change in their thinking, prior to V.I.P. delivery, ask the following question. Ask the young people to put their hands up for yes and then no and record the numbers on this sheet. After delivery of the last session, do the same as before and record it again. Record and disclosures at the same time.**

Question	Class	1 <sup>st</sup> session		last session		Disclosures?
		yes	no	yes	no	
Is it okay to hit someone if they annoy you or you don't like them? Is it okay for someone to hit you if you annoy them?						
Is it okay to hit someone if they annoy you or you don't like them? Is it okay for someone to hit you if you annoy them?						
Is it okay to hit someone if they annoy you or you don't like them? Is it okay for someone to hit you if you annoy them?						
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