



Evaluation of the Stand Against Violence Workshop

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Foreword

Violence is a blight on our communities. It is a major public health issue across the globe claiming thousands of lives each year and affecting millions more. Unfortunately the UK does not escape this and there are over 2.5 million incidents each year. Taking into account those estimated to be affected as an indirect result of each incident takes the total up to around 88% of the population. We cannot continue to ignore this situation and it is down to each citizen in the UK to take a stand.

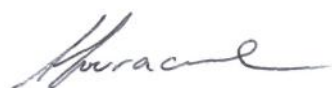
I know the impact of violence only too well when my brother was beaten to death at the age of 17 years in a mindless incident of street violence in 2005. I have since made it my mission to see violence reduce in the UK to save other young lives and spare families and friends from the grief.

Following years of work educating the future generation about the effects of violence we have seen very positive changes in young people's behaviour. Consistent reports from teachers and pupils alike, follow similar patterns of reduced fighting, reduced bullying and general improvements in peer to peer behaviour. This report highlights the success we have had and I hope will demonstrate that education is a key part in reducing violence in the community.

It is important that going forward more schools get on board and focus on this important issue. Schools have a key opportunity to shape the future of this society and through engagement with organisations effectively working to reduce violence such as ours we can improve the safety of young people and achieve a safer and more peaceful society in which to live. It's time to stop focusing on niche areas of violence which happens all too often in the UK and tackle violent attitudes as a whole.

Adam Fouracre

Chief Executive/Founder, Stand Against Violence



Executive Summary

Introduction Understanding and reducing youth violence is important because of the impact violence has on people's health and wellbeing. A public health approach to treating violence tries to identify and prevent the development of the factors which increase a young person's risk of being involved in violence. Life skills and conflict resolution programmes are esteemed as the most effective way for preventing youth violence; however there is little UK based evidence for such programmes. Stand Against Violence (SAV) is a violence prevention charity which aims to engage and encourage young people to think about the negative consequences of violence, with the overall aim of reducing youth violence in the UK. SAV provide a range of interactive workshops for schools and organisations that work with young people. SAV aims to improve young people's awareness and knowledge, skills and confidence for dealing with violence. An evaluation was undertaken to establish the SAV workshop's impact on the development of young people's conflict resolution skills.

Method Six schools participated in the evaluation. A range of quantitative and qualitative methods were used to fulfil the research objectives. Convenience sampling was used to identify schools for inclusion in the evaluation and to select the most appropriate methods of data collection. Data were collected through the use of pre and post workshop questionnaires which consisted of 24 questions and asked pupils aged 12-15 year olds about their experience, use and acceptance of different coping strategies for resolving violence (implemented in 2 schools), post-workshop feedback questionnaires (implemented in 3 schools), observations of the SAV workshop (4 sessions were observed in 1 school) and interviews with school teachers (n=8). In addition, a summary of one school's incident reports was reviewed to add further context to the findings.

Findings

Quantitative findings - Two schools completed the pre and post attitude and behaviour questionnaire. An analysis of the responses indicated pupils' knowledge and skills improved following the workshop and at the follow up six to eight weeks later. Three schools completed the feedback questionnaire following the workshop and the majority of pupils reported the workshop's content was informative and its mode of delivery was engaging. One-third of the respondents named the negative consequences of alcohol as being the most important thing they learnt. One school provided incidents rates which showed there were no violent incidents six weeks prior to or after the workshop.

Qualitative findings - Eight members of teaching staff from two schools participated in one to one interviews. A thematic content analysis allowed for the identification of the following themes: the organisation process, intervention content, evidence of engagement, impact of the workshop, dealing with potential problems, changes in behaviour and awareness of access points. Four sessions at one school were observed and outlined the setting, content and interpretations of emotions.

Discussion

The evaluation of SAV's work within secondary schools has provided evidence of the design and delivery of a successful workshop in changing young people's perspectives on violence and alcohol consumption. By sharing the real-life story of a murder, young people across the South West of England have been given the opportunity to reflect on the reality and consequences of violence. In terms of the evaluation's quantitative evidence, findings indicate that the workshop achieves the charity's aim in improving young people's knowledge and skills for avoiding potentially violent situations. More precisely this improved attitude has been observed immediately after the workshop and is sustained for at least six to eight weeks. The evidence indicates that the workshop is both relevant to and effective at improving pupils' knowledge and skills in conflict resolution and offers a promising violence prevention approach for young people. Based on the evaluation findings, a number of recommendations have been made to inform future develop and delivery of the programme:

Implementation and delivery recommendations

- A number of teachers thought it would be useful to provide schools with more information regarding the content of the workshop beforehand. We recommend that SAV ensure schools have the full information available to them regarding the workshop aims and content prior to the workshop. This could be developed through providing written information to teachers beforehand or through delivering a session to teachers first and ensuring they are fully aware of the violent content and any issues that may arise around grief.
- The staff interviews and observations identified that teachers can provide additional support to SAV staff during the workshops. We recommend that SAV continue to ensure that provision is available to support young people during and following the workshops. For example, through continuing to utilise support from teachers to assist with any pupils who require extra support.
- The observations highlighted the need for a large space to deliver the activity section of the workshop. We recommend that SAV ensure schools allocate enough space and adequate facilities for the delivery of the workshop through early discussions with schools around how the workshop is delivered and what is required from the schools.
- The staff interviews highlighted best practice for providing further support for young people following the workshop through SAV answering following up questions and signposting young people to their service. We recommend setting up a formal aftercare process for further support for the young people attending the workshop. For example SAV could liaise with teaching staff or school nurses or mentors to ensure the provision of support is available to young people attending the workshop. SAV could also provide pupils with a contact list for further support and advice around violence. SAV could also promote their additional workshops to schools for students who have been identified as needing further support.

Training recommendations

- A key theme identified throughout the research related to the main founder and brother of Lloyd Fouracre, delivering the workshop. Teachers noted that the real life story engaged and had an impact on the pupils and they respected and emphasised with him and his story. It

must be considered if and how the workshop is delivered and who it is delivered by has an impact on the workshop outcomes. However the observation and some of the sessions delivered to young people and staff answering the questionnaires and completing interviews noted that other SAV staff members delivered the session and this appeared to have no difference in impact. The SAV founder is always on hand to answer further questions. SAV must consider that if they expand the workshop to cover other areas and provide services to further schools, that they have the additional resource to deliver this in the same manner. It is important to ensure all SAV staff receive formal training and support to deliver the same effective and consistent workshop.

- As alcohol is a key theme throughout the workshop, SAV staff should be aware of their role in answering young people's questions around alcohol consumption. We would therefore recommend all SAV receive training from or collaborate with a reputable alcohol service. Schools should also be made aware of the alcohol content as well as the efficiency of the workshop in addressing two PSHE topics in one workshop: violence and alcohol.

Data monitoring recommendations

- We recommend that SAV start formally collecting and monitoring data. The Centre for Public Health has expertise in developing monitoring systems and can provide advice with this.
- Data collection and monitoring of key outcomes is important for services to provide evidence for effectiveness. We recommend that SAV continue utilising the formal feedback questionnaire at all workshops to provide consistent data collection and monitoring of the workshop. If SAV continue to collect attitude data before and after sessions, they should ensure schools are aware of the importance of effective data collection. This could be provided through training teachers in the data collection measures and helping them to understand the importance of all pupils participating in baseline and follow up questionnaires.
- Case studies providing narrative outcomes are a good source of evidence that demonstrates a journey and helps identify if and when changes in behaviour and attitudes occur. We recommend that SAV consider collecting further narrative outcomes to assist data monitoring through possible case studies and monitoring of verbal feedback.
- This evaluation attempted to collect data regarding violent incidents in schools; however this information was only available for one school and therefore is limited due to not having validated data to suggest programme effects on behaviour. We recommend that SAV consider asking schools to monitor school incident reports before and after the workshop and collect this data to further evidence the impacts of the workshop in relation to attitudes to violence and the occurrence of violent incidents.

Recommendations for research

Research gap	Best practice	Recommendation
The evaluation only included a minority of schools that have received the workshop.	The applicability of the findings to other populations should also be considered.	We recommend that SAV pilot their workshop in other areas with different characteristics to the South West to ensure that that the workshop can be replicated with different audiences.
The study includes a six to eight week follow up assessment.	Ideally a longitudinal study with a follow up of six weeks to a year should be used.	We recommend a longitudinal study is conducted measuring attitude and behaviour change over a longer period of time following the workshop.
The evaluation does not utilise a control group to compare effects across groups who had not been exposed to the workshop.	Randomised control trials are considered the gold standard method for testing effectiveness.	We recommend utilising a randomised control trial for future larger scale evaluations.
Communication between schools, young people and SAV staff regarding the purpose of research is important.	Involving the schools and young people in the development of the evaluation may be beneficial to increase awareness and acceptance of an evaluation.	We recommend that SAV consult schools and young people and involve them in any future work.

A number of changes have been implemented at SAV based on interim findings from this evaluation, including:

- A hand-out providing information for further support including helplines has been developed with the aim of providing a copy to all young people at the end of each workshop
- A booking confirmation email has been developed providing the school with more information about the film content at the time of booking. This email details the importance of the schools identifying and notifying vulnerable young people before they attend the workshop.
- A 'send Adam a message' box on the website has been developed for the website to allow young people to contact Adam directly and ask further questions about his personal experience. This is especially aimed at those groups whose workshop is not delivered by Adam.

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1. Introduction

Youth Violence

Violence is a global problem (1); in England and Wales alone there were 1.9 million violent incidents during the year 2012/13 (2). Youth violence is a subdivision of violence and is defined as involving those between the age of 10-29 (1). The latest Crime Survey for England and Wales (CSEW) shows that young people, in particular young males and those between the age of 16- 24 are considerably more likely to be involved in violence (2). Understanding and reducing youth violence is important because of the impact violence has on people's health and wellbeing, as well as the costs it generates on public resources (3).

The World Health Organisation (WHO) describes the transition from childhood to adulthood as a time when young people's physical, mental, emotional and social development changes dramatically and a time when young people's behaviours are influenced by their surrounding cultural norms (4). Evidence shows that most young people who become involved in violence during adolescence will not have been markedly violent during childhood, instead these young people develop violent-orientated behaviour during adolescence as they become increasingly influenced by their peers and less so by their parents (5). It is therefore important to tackle the factors which "turn a child into an adolescent or adult perpetrator or victim" (6).

Preventing Youth Violence

Government legislation around violence is expected to reduce violence by sending "clear messages to society that violent behaviour is not acceptable" (7). However, not everyone recognises violence as a crime, for example, the CSEW found that around only a quarter (26%) of young people between the age of 10-15 perceive violence as a crime (8) and it is argued that in some communities violence has even become normalised (6). A public health approach to treating violence tries to identify and prevent the development of the factors which increase a young person's risk of being involved in violence (1). This approach is a relatively new way of dealing with violence in England and Wales (9). The factors known to increase a young person's risk of being involved in violence are outlined in Box 1.

Box 1. Risk Factors which increase a young person's involvement in violence

Risk Factors which increase a young person's involvement in violence
Negative early life experiences
Peer relationships and involvement in gangs
Being a male
Living in an area where there is high deprivation and social inequality
Alcohol consumption and drug use
Cultural and social norms
Having a disability
Having a personality disorder

Adapted from: Bellis et al. 2012 (3)

There is evidence to support the effectiveness of programmes which try to ensure children have positive early life experiences (3), however it is acknowledged that high rates of youth violence in communities means any protective factors achieved through child programmes can be lost (10). As well as peers and being male as being a risk factor, Box 1 also highlights alcohol consumption as a factor which increases someone's risk of being involved in violence (11), especially amongst young people (3). In 2013 Ofsted's¹ report highlighted the fact that young people's awareness on the dangers of alcohol is lower than their awareness of the risks for other substances (12). Many young people in England have their first alcoholic drink during adolescence and research shows that while only 12% of 11 year olds have tried alcohol, by the age 15 almost three quarters have (74%) (13). Young people's lack of awareness around the harms of alcohol may be due to the way alcohol is positively portrayed in the media, where the negative consequences of consumption are rarely reported (14). The media is also expected to influence young people's beliefs around violence, it is claimed "violence is often glorified or romanticised... [which] can give young people an unrealistic view of the consequences of violence" (15).

Personal, Social, Health and Economic (PSHE) education in schools

A recent government report addresses youth violence and identifies schools and colleges as a key place where important prevention programmes can take place to reduce the prevalence of violent behaviour in both the school and local community (16). Further reasons why the schools are an appropriate place include, firstly practical reasons, considering young people spend a large proportion of their week at school it is therefore a good access point and secondly, as schools have the power to develop their policies and ensure the school environment does not tolerate violence (15). Moreover, nearly two thirds (62%) of violent incidents between 10-15 year olds take place in or around schools buildings and the majority (71%) of this age group choose to report violent incidents to a teacher rather than their friends or the police (2).

Evidence shows that interventions which aim to improve social skills are an effective means for preventing youth violence (16). In England, the Department for Education names Personal, Social, Health and Economic education (PSHE)² as having a key role in the development of social skills in young people (17) while Ofsted's safeguarding best practice guide states PSHE "plays a crucial part in teaching children and young people to recognise dangers and harmful situations"(18). Despite PSHE being a non-statutory subject the Education Act of 2002 states schools should offer a curriculum which "promotes the spiritual, moral, cultural, mental and physical development of pupils at the school and of society [and] prepares pupils at the school for the opportunities, responsibilities and experiences of later life"(19). The government funds the PSHE Association to assist schools in the development an effective PSHE programme and recommend resources which school can use in their PSHE lesson plans (20). The Department of Health (2013) also recommend that schools use reputable professional organisations to deliver 'broad and balanced' interventions that are age appropriate (21).

¹ The Office for Standards in Education, Children's Services and Skills who inspect and regulate children and young people's services and report these findings to Parliament.

² "PSHE education is a planned programme of learning through which children and young people acquire the knowledge, understanding and skills they need to manage their lives. As part of a whole school approach, PSHE develops the qualities and attributes pupils need to thrive as individuals, family members and members of society"

Conflict-resolution programmes

Programmes which focus on conflict resolution are becoming increasingly popular when working with young people and, although social development interventions are used throughout the UK, the evidence base is mainly around evaluations of US programmes (22). The latest Ofsted report found that in over a third (38%) of secondary schools teacher's lack training in sensitive and controversial subjects such as violence, while in a fifth of schools, teachers had no support or training to teach PSHE education (12).

Programmes that use plays and films to demonstrate the impact of violence have insufficient evidence to show effectiveness in reducing youth violence (16). There is some evidence to support interventions that use perspective-taking activities which "teach youth to consider the consequences of their actions for others and to develop a sense of empathy... [can include the] use of film and video to portray differing perspectives" (21). It is important that all youth violence prevention programmes are independently evaluated (9). An evaluation establishes how a programme is delivered and assesses whether it successfully meets its aims. It also provides the opportunity for improvement and builds on the evidence base of what works (16).

Stand Against Violence

Stand Against Violence (SAV) is a violence prevention charity which aims to engage and encourage young people to think about the negative consequences of violence, with the overall aim of reducing street violence in the UK (23). The charity was founded in 2005 following the murder of Lloyd Fouracre, a 17 year old who was murdered in an alcohol related attack in Taunton, Somerset. SAV aims to reduce interpersonal violence through preventative educational services to schools and organisations that support young people (23). SAV services include workshops, assemblies and peer programmes have three main objectives: to promote good citizenship, to raise awareness of the consequences of violence and to equip young people with the knowledge and skills to resolve conflict (23). The service aims to *'prevent further incidences of this nature and prevent other families having to experience the pain Lloyd's family has been through'* (23).

The Stand Against Violence workshop

SAV provide a range of interactive workshops for schools and organisations that work with young people. Topics include consequences and impact of violence, alcohol use, bullying, safety and anti-social behaviour (23). The workshops aim to help schools meet their PSHE outcomes, however it has not been assessed by the PSHE association quality assurance process due to the violent content within the film (24). The quality assurance involves a requirement to meet the 10 evidence based principles (summarised in Box 2). The 10 principles indicate that PSHE resources should engage young people in a positive and realistic way and aim to develop relevant life skills, which can be successfully built on and put into practice within the community (24).

Box 2. 10 research-evidenced principles for effective PSHE resources

10 research-evidenced principles for effective PSHE resources

1. Find out what they already know and involve them in PSHE planning
2. Plan 'spiral programme' which builds on development needs
3. Positive approach which avoids shock or guilt and focus on skills to keep healthy and safe
4. Variety of teaching styles, emphasis on interactive learning
5. Information which is realistic, relevant and reinforces positive social norms
6. Encourage reflection and transfer of new knowledge and skills in community
7. Link PSHE to whole school approach where responsible choice is easy, encourage staff, families and wider community involvement
8. Use PSHE to aid other efforts where young people have positive relationships with adults, feel valued and the most vulnerable are identified and supported
9. Opportunity to make real decisions about their lives, activities which resemble adult choice and demonstrate their ability to take responsibility for their decisions
10. Provide a safe and supportive environment where they feel confident to ask questions, challenge the information they are given, draw on their own experiences, express their views and implement their new knowledge into their own way of life.

Summarised from 'Ten Principles of good PSHE Education' PSHE Association 2014 (24)

The SAV workshops are however mapped against the PSHE curriculum and aim to promote healthy wellbeing, good citizenship and help young people feel and remain safe (23). They are aimed at key stage 3 and 4 and work with young people in the South West of England and provide an opportunity for young people to improve their awareness, knowledge, skills and confidence for dealing with violence (23). The workshops are a classroom based resource delivered by members of staff from SAV and are usually delivered to groups of around 20-40 young people (23).



SAV's main resource consists of a 55-65 minute workshop which formed the focus for this evaluation. The workshop looks at the consequences of violence and is made up of three parts; an 11 minute film which tells the story of the murder of Lloyd Fouracre and the impact it had on his family, friends and community, group work and a questions and answers session. The group work involves a perspective taking activity where pupils split into small groups of 5-6 people to discuss the feeling of those involved in the film. The session also explores the consequences of alcohol consumption and violence (23). The film aims to demonstrate the impact of violence and attempts to tackle and change attitudes around violence and help develop conflict resolution skills. Since this specific workshop started in 2011, it has been delivered to over 9,000 young people (23).

'SAV brings the contentious issue of street violence to the fore, encouraging the audience to think about: consequences of violent behaviour, the role of alcohol and drugs in causing inappropriate and harmful behaviour, and how they would cope with being on the receiving end of such behaviour' (23).

1.1 Aims and Objectives

The Centre for Public Health, LJMU were requested to undertake an evaluation to establish the workshop's impact on the development of young people's conflict resolution skills and to inform on schools' and young people's satisfaction with the workshop. The evaluation can be used by a range of stakeholders including schools and commissioning services to help them decide whether they want to use or invest in the service.

2. Method

Quantitative and qualitative methods were used to fulfil the research objectives through an analysis of a questionnaire (administered pre and post workshop and at a six to eight week follow up) and through interviews with school teachers. Additional information was gathered through an observation of a SAV workshop, a summary of school incident reports and through workshop feedback questionnaires. To facilitate successful completion of the work, the project team worked closely with SAV. Ethical approval was granted through the Liverpool John Moores University Research Ethics Committee (14/EHC/010). Individuals participating in interviews provided formal written consent and implied consent was gained for individuals completing the questionnaire. All participants were given age appropriate participant information sheets.

2.1 Recruitment strategy

The participants recruited for the evaluation were school teachers and pupils from secondary schools participating in the SAV workshop during April to June 2014. The schools represent different demographic backgrounds, as shown in table 1. In this report schools 1, 3 & 6 are referred to as city schools, while school 2, 4 & 5 are referred to as town schools.

Table 1 Sample demographics compared to national average

Sample demographics compared to national average					
	National Average	England's Worst	England's Best	Schools 1, 3&6	Schools 2, 4&5
Local authority	N/A	N/A	N/A	Bristol City n= 432,000	Somerset n= 535,000
Deprivation level (% of people living in 20% of England's most deprived areas)	20.4%	83.8%	0.0%	25.9% Significantly worse	3.7% Significantly better
Violent crime level (Crude rates of violence against the person per 1,000 of the population)	10.6	27.1	4.1	15.1 Significantly worse	8.5 Significantly better
Hospital stays for alcohol related harm-general population (Age standardised rate per 100,000 of the population)	637	1,121	365	721 Significantly worse	620 No significant difference
Hospital stays alcohol-specific for those under the age of 18 (Crude rates of violence against the person per 100,000 of the population)	44.9	117.3	15.2	40.0 No significant difference	54.3 Significantly worse

Source: Public Health England, Health Profiles(25)

Of the 17 schools that received the SAV workshop between April-November 2014, six were successfully recruited through SAV to take part in the evaluation. All teaching staff from the schools and members of SAV staff were briefed on the evaluation in order to explain the process to the school pupils. Although data were collected across six schools, not all schools participated in all aspects of the evaluation. SAV asked all six schools who had booked for the SAV workshop in April to complete the attitude and behaviour questionnaire. However, only two schools agreed to take part, as the other four did not respond to the request. It was felt by the SAV staff that there was not enough time following the workshop for the pupils from schools 1&2 to complete both sets of questionnaires (an attitude and behaviour one and a feedback one) therefore other schools who had

upcoming bookings for the SAV workshop were recruited and asked to complete these, three of which agreed. The observation was arranged according to when a school was willing to participate in the study and when the researcher was able to attend the workshop.

Table 2. Participating schools

Method	School	Timeline	
Attitude and behaviour questionnaire: Teaching staff at two schools administered a baseline and follow up attitudes and behaviour questionnaire within eight weeks before and after the workshop. SAV staff administered the post workshop questionnaire on the same day of the workshop at these two schools. Six schools who had booked the SAV workshop to be delivered in their school between April and May were asked to complete an attitude and behaviour questionnaire. Only two schools agreed to take part in this data collection.	1&2	Pre	April 2014
		Post	May 2014
		Follow up	June 2014
Staff interviews: Teaching staff from both schools who took part in the attitudes and behaviour questionnaire were invited to take part in the evaluation by the researcher.	1&2	July 2014	
Feedback questionnaire: SAV staff administered a feedback questionnaire on the same day of the workshop at schools 3-5.	3,4&5	June 2014	
School incident report: Violent incident rates were requested from schools 1-5, only one of the schools provided this information, as the other schools either did not respond or explained they did not have the time to participate any further. Incident rates were not requested from all six schools as at this stage school 6 had not confirmed its participation in the study.	3	September 2014	
Observation: One of the researchers from LJMU collected observational data at four Year 8 workshops.	6	October 2014	

2.3 Quantitative analysis

Descriptive analysis of quantitative data of attitude and behaviour questionnaires

An attitudes and behaviour questionnaire (see appendix 1) was developed by the researcher in conjunction with SAV and was based on validated measures taken from a compendium (26) of assessment tools for measuring violence related attitudes, behaviours and influences among young people (27-33). Questions 23 and 24 were not taken from a validated measure. The questionnaire was used to capture any change in attitude and behaviour towards violence as a result of the workshop.

The attitudes and behaviour were captured in self-completed questionnaires in two schools (n=386, total for post workshop) which were completed across three time points: before the workshop, post workshop (immediately after) and follow up (six to eight weeks after). Questionnaire responses were numbered using a Likert scale. More prosocial responses achieved a higher number while more violent orientated responses were assigned with a lower number. Individual questions were scored 1-4 (and 1-5 for questions 15-22) based on the possible four/five options of answers for each question. This was totalled for each individual to provide a mean score for each pupil (total possible score of 96). The higher the score, the greater the pupils' knowledge and skills were in resolving conflict non-violently. While the lower the score, the more supportive pupils were of resolving conflict using violence. Each question was also investigated individually to explore the impact of the workshop on dealing with conflict, use of non-violent strategies, behaviour amongst peers and when alcohol is involved.

Analysis of quantitative feedback questionnaires based on descriptive analysis

A feedback questionnaire (see appendix 2) designed by the researcher in conjunction with SAV was distributed on the day of the workshop by SAV to three schools (n=204). The questionnaire was designed to capture pupil's satisfaction with and perception of the workshop and to identify whether the pupils found the workshop informative.

School incident reports

All schools involved in the evaluation between April and September were invited by the researcher to provide numbers of school incident reports during the six weeks before and after the workshop. Details around the nature of the incident were not requested. One school provided information to show that they had no incidents before and after the workshop, the other four schools either did not respond or felt they did not have time to find out this information.

Statistical analysis of quantitative data

Data from both the attitude and behaviour and feedback questionnaires were input and analysed using the statistical software SPSS. An ANOVA test was used to compare the total (sum of question 1-22) mean score for the pre, post and follow-up questionnaires. The median for each question was used to replace the missing data, which enabled the use of the use of ANOVA test. It was felt that as many pupils had only left a few questions blank then it would have been bias to leave there other responses out of the analysis. All 22 questions were subsequently analysed individually for the three questionnaire stages using a Mann Whitney U-test. Both statistical tests were able to indicate whether there was a significant difference in score over the three questionnaire stages.

2.4 Qualitative analysis

Qualitative analysis based on teacher interviews

Eight members of teaching staff from schools 1&2 (four from each) were invited to participate in a face to face interview. All members of staff had attended the workshop to supervise pupils and also included members of staff with main responsibility for organising the PSHE curriculum within the school. The interview was designed to capture teachers' satisfaction with the workshop, their views on the strengths and weaknesses and the practicality of organising the workshop. Interviews lasted approximately half an hour. The interviews were digitally recorded to allow for transcription and then transcribed and analysed using thematic content analysis. The qualitative software NVivo was used to code themes and coding was carried out by two researchers.

Observations

The researcher observed four workshop sessions to observe how the session was delivered, how pupils and staff reacted to the workshop content and how they engaged with the activities. The setting, the roles of the people involved, content and the emotions and reactions were recorded. The sessions were 65 minutes long and covered:

1. A short summary of the charity and film
2. 11 minute film
3. Perspective-taking activity (carried out in groups of approximately five pupils. Each group took on one of the following character's perspectives: Lloyd's friends, police officer, paramedic, jury member and Lloyd's family)
4. Questions and answer session led by the SAV member

3. Quantitative Findings³

3.1 Pre, post and follow up questionnaires⁴

Two secondary schools participated in the attitude and behaviour questionnaire six weeks before the workshop, immediately after the workshop and six to eight weeks following the workshop.

3.1.1 Sample characteristics

Six weeks before the workshop pupils were asked to complete the attitude and behaviour questionnaire (n=300) which provided a baseline score, 72% (n=215) of the baseline sample came from school two. Pupils from both secondary schools and were aged between 12-15 years and all 14-15 year olds (n=145) came from school two. Over 85% of pupils who participated in the pre, post and follow-up questionnaire defined their ethnicity as White British, and gender was evenly distributed (Table 2). Immediately after the workshop 386 young people participated in the post intervention questionnaire and 270 young people completed the questionnaire again six to eight weeks after the workshop. Reasons for a lower response rate at the pre and follow up test were due to the teachers not having the time to distribute the questionnaires during lessons.

Table 3. Demographics

		Pre		Post		Follow-up	
		N	%	N	%	N	%
Total respondents		300	100	386	100	270	100
Gender ⁵	Male	140	48	168	47	116	47
	Female	152	52	189	53	130	53
Location	City school	85	28	162	42	127	47
	Town school	215	72	224	58	143	53
Age group ⁶	12-13 years	143	50	196	56	132	54
	14-15 years	145	50	156	44	114	46
Ethnicity ⁷	White British	250	89	303	87	213	88
	Other	30	11	44	13	29	12

³ Methodological note: please note percentages are calculated using total of data available unless otherwise stated – please see further footnotes for breakdown of data

⁴ Not all young people participated in all three rounds of the questionnaire and children provided their age rather than date of birth so it was not possible to link the questionnaires.

⁵ Missing gender: pre n=8 (3%), post n=29 (7%), follow up n=24 (9%)

⁶ Missing age: pre n=12 (4%), post n=34 (9%), follow up n=24 (9%)

⁷ Missing ethnicity: pre n=20 (7%), post n=39 (10%), follow up n=28 (10%)

3.1.3 Overview of attitudes and behaviour on violence⁸

Table 3 shows that the baseline score 65 (pre intervention) was already in the higher bracket (above 48) suggesting that pupils were more supportive of prosocial, non-violent strategies before the workshop. Immediately after the workshop pupils achieved an improved mean score of 71, six to eight weeks following the workshop the score was 69 which was still higher than the baseline. An ANOVA analysis of these mean scores indicates that skills and knowledge improved significantly between baseline and the post questionnaire and baseline and follow up ($F(df2)=18.056, MSE=2551.111, p<0.001$).

The difference between gender was highly significant for the pre, post and follow up questionnaire ($F(df2)=78.081, MSE=8123.505, p<0.001$) with females demonstrating more prosocial attitudes. A comparison with the baseline scores indicates both males and females improved their scores significantly following the workshop ($F(df2)=6.655, MSE=855.760, p<0.001$ and $F(df2)=15.668, MSE=1540.924, p<0.001$ respectively). Before the workshop the mean score for the two schools was 65, while for both age groups it was 66. In the post questionnaire a significant difference was found between the schools ($F(df1)=10.861, MSE=1507.380, p<0.001$) as well as between age groups ($F(df1)=11.264, MSE=1582.672, p<0.001$) as the pupils from the town setting and those aged 14-15 years achieved a greater score (see Table 4). A significant difference was not sustained in the follow-up for the schools ($F(df1)=3.827, MSE=542.027, p<0.051$) or age groups ($F(df1)=2.344, MSE=350.274, p<0.127$). It should be noted however, that all pupils in the age bracket of 14-15 years came from the town school and so the data does not inform on how much age, location or the workshop delivery style is associated with any differences observed. For this reason, school and age group was not included in the Mann Whitney analysis of each individual question (Section 3.1.4).

Table 4. Total questionnaire scores

	Total questionnaire score (total possible score of 96) ⁹		
	Pre	Post	Follow-up
Total respondents	65	71	69
Male	60	65	64
Female	71	77	74
City school	65	68	67
Town school	65	72	70
12-13 years	66	69	68
14-15 years	66	74	70

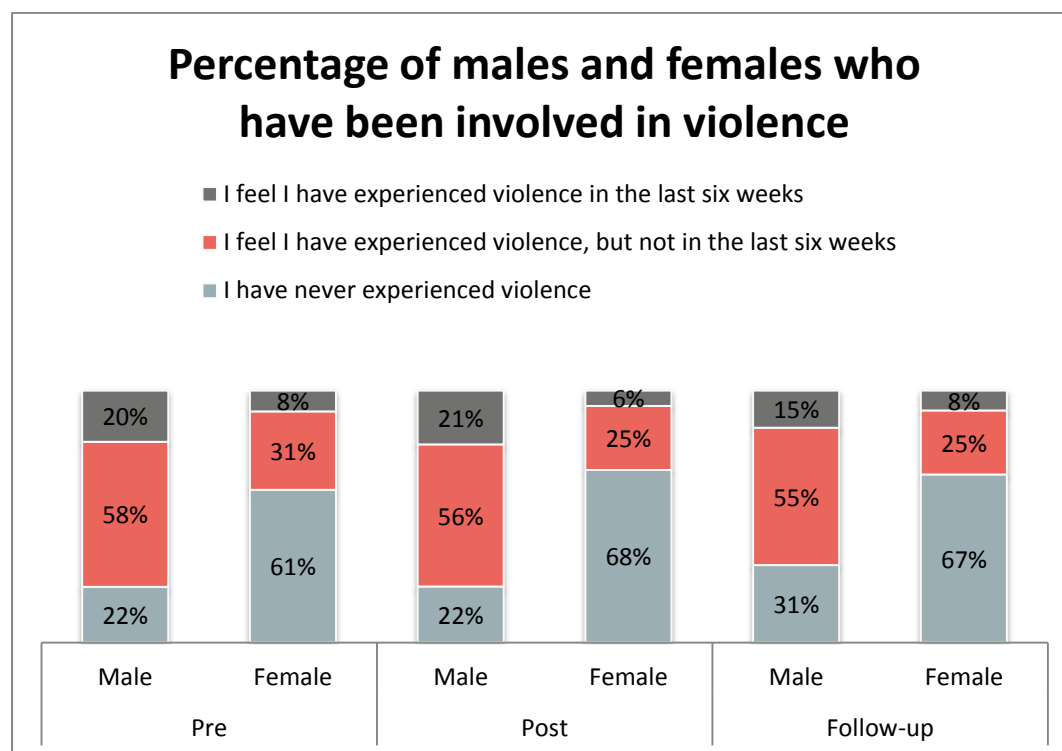
⁸ Missing data was included in the analysis by the use of each questions median, this enable the use of a more robust parametric test, the ANOVA test.

⁹ The higher the score, the greater the pupils' knowledge and skills were in resolving conflict non-violently. While the lower the score, the more supportive pupils were of resolving conflict using violence

3.1.4 Descriptive and statistical analysis of attitudes and behaviours reported over the three questionnaire stages¹⁰

Personal experience of being involved in violence

Figure 1. Percentage of males and females who have been involved in violence



Young people's experience of violence as a victim and/or offender for those aged 12-15 indicates that there is a difference between males and females experiences. In all three stages of the questionnaire, females were more likely to report that they had never experienced violence and that they had never been violent towards another person (Figure 1). By contrast, males were more like to report that they had experienced violence and they had been violent towards someone else, but not in the last six weeks (Figure 1).

A further analysis on young people's experience found that there was no significant difference between the responses for the males and females in the post questionnaire ($Z=-.126, p<.900$ and $Z=-.886, p<.375$ respectively) and follow up ($Z=-1.517, p<.129$ and $Z=-1.433, p<.152$ respectively). For the question around whether young people were violent towards others, there was no significant difference in the responses for males and females in the post questionnaire ($Z=-1.588, p<.112$ and $Z=-1.902, p<.057$ respectively) and follow up ($Z=-.018, p<.985$ and $Z=-1.789, p<.074$ respectively).

Each question was investigated individually to explore the impact of the workshop on dealing with conflict, use of non-violent strategies, behaviour amongst peers, on the street and when alcohol is involved. Each box presents the questions asked.

¹⁰ Pre= questionnaire completed before workshop, Post= questionnaire completed immediately after participating in the workshop, Follow-up= questionnaire completed six to eight weeks following the workshop

Violent orientated statements which justify the use of violence to resolve conflict

Table 5. Self-reported attitude and behaviour towards the use of violence in resolving conflict

Violent orientated statements which justify the use of violence to resolve conflict						
Question	Population	Median (and sample size)			Test result (Mann Whitney)	
		Pre	Post	Follow up	Pre compared to post	Pre compared to follow-up
It's okay to hit someone who hits you first ¹¹	Total	2 (n=292)	2 (n=371)	2 (n=265)	Z=-3.881, p<.001	Z=-3.055, p<.002
	Males	2 (n=138)	2 (n=164)	2 (n=115)	Z=-2.157, p<.031	Z=-1.757, p<.079
	Females	3 (n=147)	3 (n=181)	2 (n=128)	Z=-2.997, p<.003	Z=-2.319, p<.020
If people do something to make me really mad, they deserve to be beaten up ¹²	Total	3 (n=297)	3 (n=377)	3 (n=266)	Z=-2.858, p<.004	Z=-1.344, p<.179
	Males	3 (n=140)	3 (n=165)	3 (n=116)	Z=-3.412, p<.001	Z=-2.533, p<.011
	Females	4 (n=150)	4 (n=184)	4 (n=127)	Z=-.928, p<.353	Z=-.854, p<.393
Sometimes violence is the only way to express your feelings ¹³	Total	3 (n=290)	3 (n=379)	3 (n=262)	Z=-4.097, p<.001	Z=-1.672, p<.094
	Males	3 (n=136)	3 (n=163)	3 (n=113)	Z=-2.487, p<.013	Z=-.991, p<.322
	Females	3 (n=148)	4 (n=128)	3 (n=128)	Z=-3.402, p<.001	Z=-1.215, p<.224
If a kid teases me I usually cannot get him/her to stop unless I hit him/her ¹⁴	Total	3 (n=292)	3 (n=373)	3 (n=260)	Z=-1.426, p<.154	Z=-.172, p<.863
	Males	3 (n=136)	3 (n=160)	3 (n=112)	Z=-2.312, p<.021	Z=-.433, p<.665
	Females	4 (n=150)	4 (n=187)	3 (n=128)	Z=-.004, p<.997	Z=-.711, p<.477

¹¹ Missing: Pre 3% (n=8), post 4% (n=15), follow-up 2% (n=5)

¹² Missing: Pre 1% (n=3), post 2% (n=9), follow-up 2% (n=4)

¹³ Missing: Pre 3% (n=10), post 2% (n=7), follow-up 3% (n=8)

¹⁴ Missing: Pre 3% (n=8), post 3% (n=13), follow-up 4% (n=10)

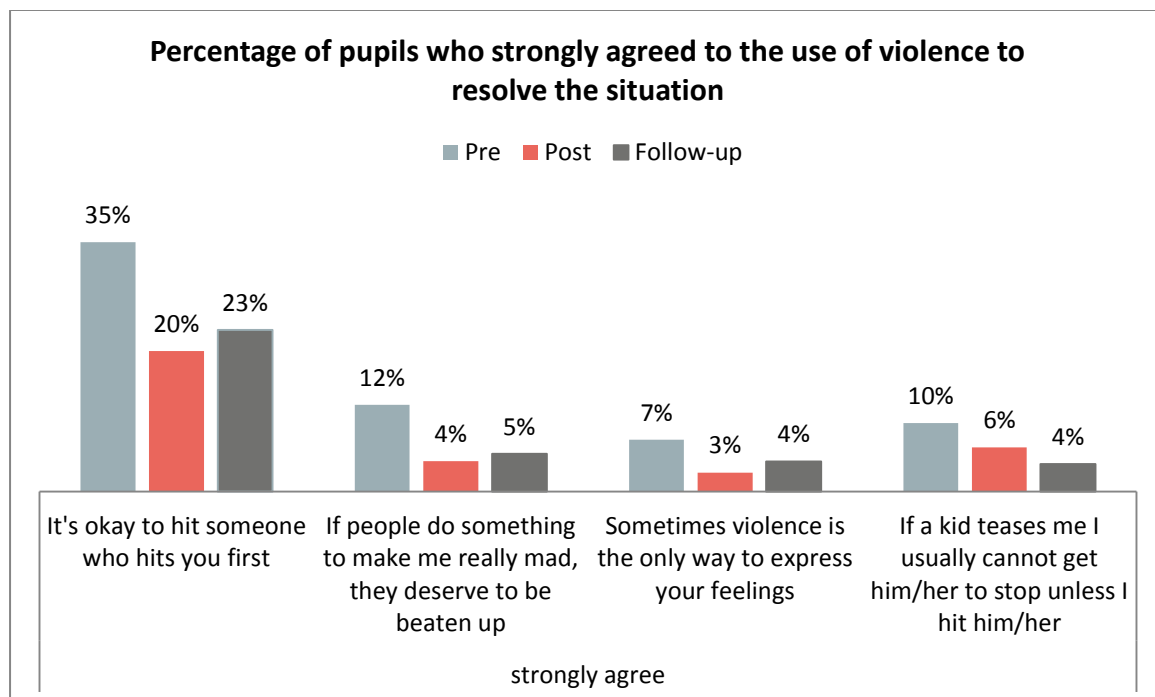
Before the workshop approximately two thirds (n= 186, 64%) of pupils agreed that it is okay to hit someone who hits you first (Figure 2). This decreased to 56% following the workshop, which was a highly significant improvement (Table 5). Similarly analysis at follow up suggested a significantly greater proportion of pupils displayed a more prosocial attitude (Table 5). It should be noted that despite the improved attitudes in both the post and follow-up over half of the pupils still agreed it is okay to hit someone who hits you first.

Before the workshop 70% (n=208) of pupils disagreed and strongly disagreed that if people do something to make them really mad, they deserve to be beaten up. In the post questionnaire the proportion of pupils agreeing decreased significantly (Table 5). This significant decrease was not maintained at follow up however (Table 5).

Before the workshop 63% (n=182) either disagreed or strongly disagreed that sometimes violence is the only way to express ones, this increased to 77% (n=291) for the post questionnaire. This increase in prosocial attitudes was found to be highly significant (Table 5). A comparison of baseline and follow-up responses found a slight improvement in responses, however there was no overall significant difference between the baseline and follow-up responses (Table 5).

Before the workshop the majority of pupils disagreed with the statement: If a kid teases me I usually cannot get him/her to stop unless they hit him/her (n=210, 72%). There was a slight decrease in the proportion of pupils strongly disagreeing in both the post and follow-up; these changes were not found to be statistically significant (Table 5).

Figure 2. Percentage of pupils who agree to using violence to resolve a situation



Prosocial statements which support use of non-violent strategies to resolve conflict

Table 6. Has it changed their attitude and behaviour on the use of prosocial strategies to resolve conflict?

Prosocial statements which support use of non-violent strategies to resolve conflict						
Question	Population	Median (and sample size)			Test result (Mann Whitney)	
		Pre	Post	Follow up	Pre compared to post	Pre compared to follow-up
I don't need to fight because there are other ways to deal with being mad ¹⁵	Total	3 (n=292)	4 (n=376)	3 (n=264)	Z=-3.457, p<.001	Z=-2.172, p<.030
	Males	3 (n=137)	3 (n=165)	3 (n=114)	Z=-2.838, p<.005	Z=-2.329, p<.020
	Females	4 (n=148)	4 (n=186)	4 (n=129)	Z=-2.278, p<.023	Z=-.997, p<.319
If I really want to, I can usually talk someone out of trying to fight with me ¹⁶	Total	3 (n=279)	3 (n=371)	3 (n=255)	Z=-2.209, p<.027	Z=-2.091, p<.037
	Males	3 (n=131)	3 (n=162)	3 (n=110)	Z=-1.269, p<.205	Z=-1.991, p<.046
	Females	3 (n=141)	3 (n=182)	3 (n=125)	Z=-1.712, p<.087	Z=-1.046, p<.295
The best way to stop a fight before it starts is to stop the argument (problem) that caused it ¹⁷	Total	4 (n=289)	4 (n=373)	4 (n=261)	Z=-3.419, p<.001	Z=-1.097, p<.272
	Males	3 (n=135)	3 (n=166)	3 (n=114)	Z=-3.111, p<.002	Z=-1.246, p<.213
	Females	4 (n=147)	4 (n=184)	4 (n=125)	Z=-1.925, p<.054	Z=-.417, p<.677
When actions of others make me angry, I can usually deal with it without getting into a physical fight ¹⁸	Total	4 (n=289)	4 (n=374)	3.5 (n=260)	Z=-1.319, p<.187	Z=-.087, p<.931
	Males	3 (n=137)	3 (n=163)	3 (n=114)	Z=-1.432, p<.152	Z=-.595, p<.552
	Females	4 (n=145)	4 (n=185)	4 (n=125)	Z=-.732, p<.464	Z=-.688, p<.492

¹⁵ Missing: Pre 3% (n=8), post 3% (n=10), follow-up 2% (n=6)

¹⁶ Missing: Pre 7% (n=21), post 4% (n=15), follow-up 6% (n=15)

¹⁷ Missing: Pre 4% (n=11), post 4% (n=14), follow-up 3% (n=9)

¹⁸ Missing: Pre 4% (n=11), post 2% (n=12), follow-up 4% (n=10)

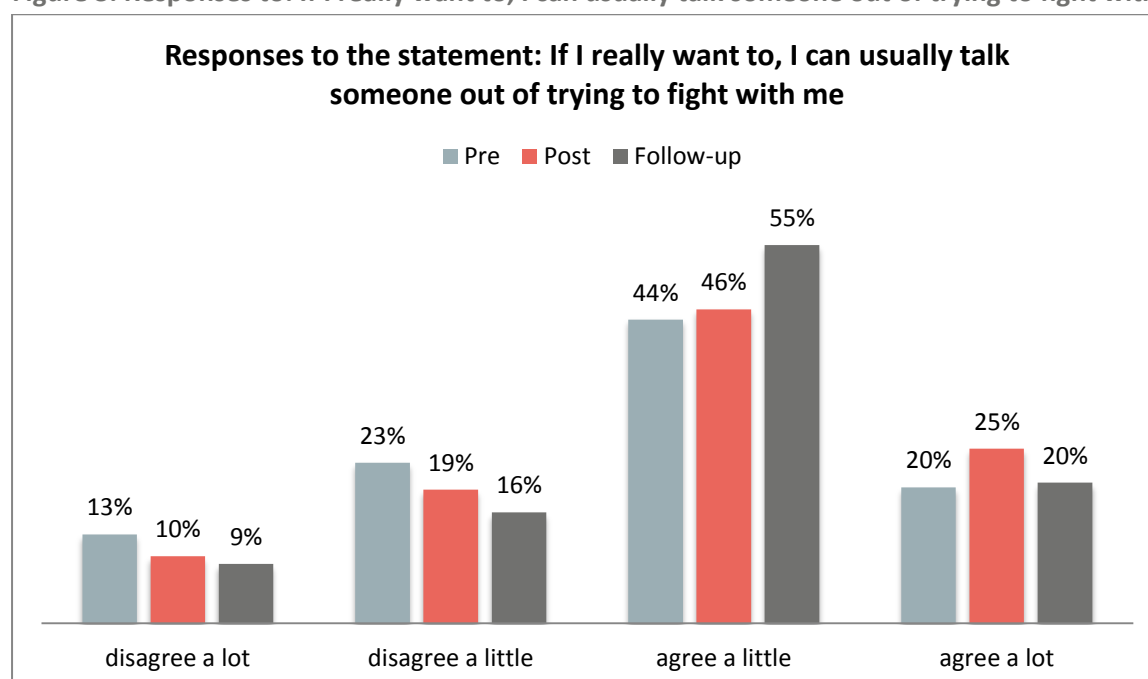
Before the workshop the majority of pupils (n= 226, 77%) agreed that they don't need to fight because there are other ways to deal with being mad. In both the post and follow-up questionnaire nearly all pupils (n=318, 85%) agreed. This improvement in attitudes was statistically significant for the post and follow-up (Table 6).

Before the workshop just under two thirds (n= 178, 64%) of pupils agreed that if they really want to, they can usually talk someone out of trying to fight with them (Figure 3). The proportion of prosocial attitudes increased further throughout the questionnaire stages. The improved attitudes were found to be significant for both the post and follow-up (Table 6). Six to eight weeks following the workshop three quarters (n=192) of pupils agreed that they could talk someone out of trying to fight with them.

Before the workshop, most pupils agreed (n=254, 88%) that the best way to stop a fight before it starts is to stop the argument (problem) that caused it. Nearly all pupils (n=348, 94%) agreed with the statement following the workshop, this increase was statistically significant (Table 6). However, the attitudes in the follow-up questionnaire were not statistically different to baseline (Table 6).

Before the workshop the majority (n=243, 84%) of pupils agreed that when the actions of others make them angry, they can usually deal with it without getting into a physical fight. Moreover, immediately and six to eight weeks after the workshop, a greater proportion (90% and 89% respectively) agreed with the statement, however, the increase was not significant (Table 6).

Figure 3. Responses to: If I really want to, I can usually talk someone out of trying to fight with me



Statements which justify the use of violence when amongst peers

Table 7. Do the expectations of their peers influence their attitudes and behaviour in a violent situation?

Statements which justify the use of violence when amongst peers						
Question	Population	Median (and sample size)			Test result (Mann Whitney)	
		Pre	Post	Follow up	Pre compared to post	Pre compared to follow-up
If I walk away from a fight, I'd be a coward ¹⁹	Total	3 (n=288)	4 (n=378)	3 (n=263)	Z=-2.150, p<.032	Z=-.421, p<.674
	Males	3 (n=135)	3 (n=164)	3 (n=115)	Z=-.591, p<.555	Z=-1.389, p<.165
	Females	4 (n=146)	4 (n=186)	4 (n=128)	Z=-2.919, p<.004	Z=-1.255, p<.210
If I refuse to fight my friends will think I'm afraid ²⁰	Total	3 (n=286)	3 (n=377)	3 (n=258)	Z=-3.293, p<.001	Z=-1.601, p<.109
	Males	2 (n=133)	3 (n=165)	3 (n=110)	Z=-2.274, p<.023	Z=-1.232, p<.218
	Females	3 (n=146)	4 (n=186)	4 (n=126)	Z=-2.509, p<.012	Z=-1.369, p<.171
Anyone who won't fight is going to be "picked on" even more ²¹	Total	3 (n=289)	3 (n=372)	3 (n=264)	Z=-1.835, p<.067	Z=-1.056, p<.291
	Males	2 (n=137)	2 (n=163)	3 (n=115)	Z=-1.647, p<.100	Z=-1.230, p<.219
	Females	3 (n=145)	3 (n=183)	3 (n=127)	Z=-1.019, p<.308	Z=-.001, p<.999

For the three statements (Table 7) females were less likely to associate their behaviour in a violent situation with the expectations of their peers across the three questionnaire stages.

¹⁹ Missing: Pre 4% (n=12), post 2% (n=8), follow-up 3% (n=7)

²⁰ Missing: Pre 5% (n=14), post 2% (n=9), follow-up 4% (n=12)

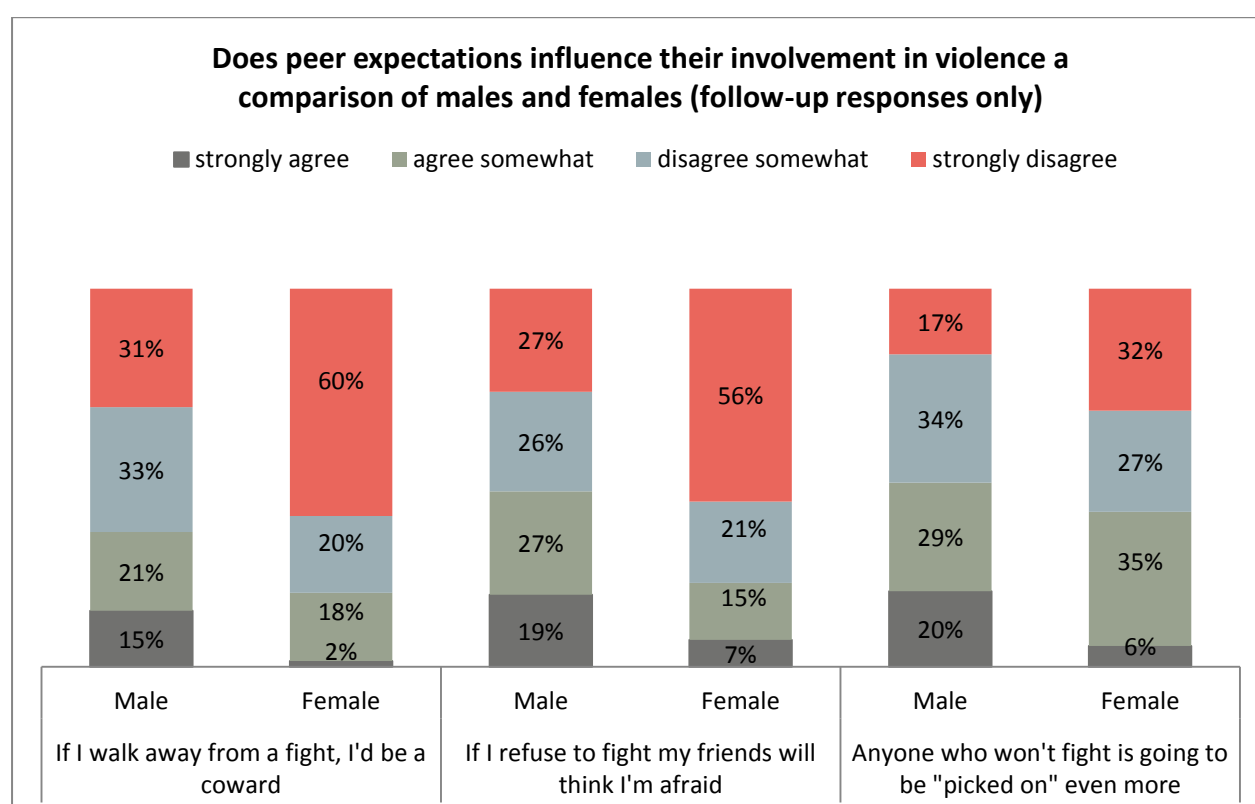
²¹ Missing: Pre 4% (n=11), post 4% (n=14), follow-up 4% (n=12)

Before the workshop almost three quarters (n= 210, 73%) of pupils disagreed that if they walked away from a fight then they would be a coward. Immediately after the workshop the proportion of pupils disagreeing increased to 78% (n=296). The overall response change was statistically significant (Table 7). As time went on the improved attitudes achieved immediately after the workshop became less apparent as the responses six to eight weeks after the workshop were found not be statistically significant (Table 7).

Before the workshop 72% disagreed (of which 35% strongly disagreed) that if they refused to fight then their friends would think that they were afraid. The proportion strongly disagreeing increased to 47% immediately following the workshop but fell slightly in the follow-up. The improved prosocial attitudes observed after the workshop were only significantly better in the post questionnaire, not the follow up (Table 7).

Before the workshop just over half of pupils disagreed (52%) that anyone who won't fight is going to be "picked on" even more. Attitudes remained similar immediately after and six to eight weeks following the workshop. There was no overall significant difference between the questionnaires completed before and after (Table 7).

Figure 4. Influence of peers



Statements which associate violent behaviour with peers

Table 8. Do they intervene when their peers are involved in a violent/potentially violent situation?

Statements which associate violent behaviour with peers						
Question	Population	Median (and sample size)			Test result (Mann Whitney)	
		Pre	Post	Follow up	Pre compared to post	Pre compared to follow-up
When my friends fight, I try to get them to stop ²²	Total	3 (n=297)	3 (n=381)	3 (n=268)	Z=-2.712, p<.007	Z=-.260, p<.795
	Males	3 (n=140)	3 (n=167)	3 (n=115)	Z=-2.534, p<.011	Z=-.608, p<.543
	Females	4 (n=150)	4 (n=188)	3 (n=130)	Z=-1.049, p<.294	Z=-.378, p<.706
Even if other kids would think I'm weird, I would try to stop a fight ²³	Total	3 (n=292)	3 (n=381)	3 (n=269)	Z=-5.764, p<.001	Z=-1.427, p<.154
	Males	3 (n=137)	3 (n=166)	3 (n=116)	Z=-3.196, p<.001	Z=-.410, p<.682
	Females	3 (n=148)	3 (n=186)	3 (n=130)	Z=-4.617, p<.001	Z=-1.212, p<.225
If my friends want to go someplace where a fight might happen, I find it easy to say I don't want to go with them ²⁴	Total	3 (n=289)	3 (n=372)	3 (n=261)	Z=-3.462, p<.001	Z=-2.417, p<.016
	Males	2 (n=136)	3 (n=162)	3 (n=114)	Z=-2.537, p<.011	Z=-1.912, p<.056
	Females	3 (n=146)	3 (n=184)	3 (n=125)	Z=-2.224, p<.026	Z=-1.284, p<.199

²² Missing: Pre 1% (n=3), post 1% (n=5), follow-up 1% (n=2)

²³ Missing: Pre 3% (n=8), post 1% (n=5), follow-up 1% (n=4)

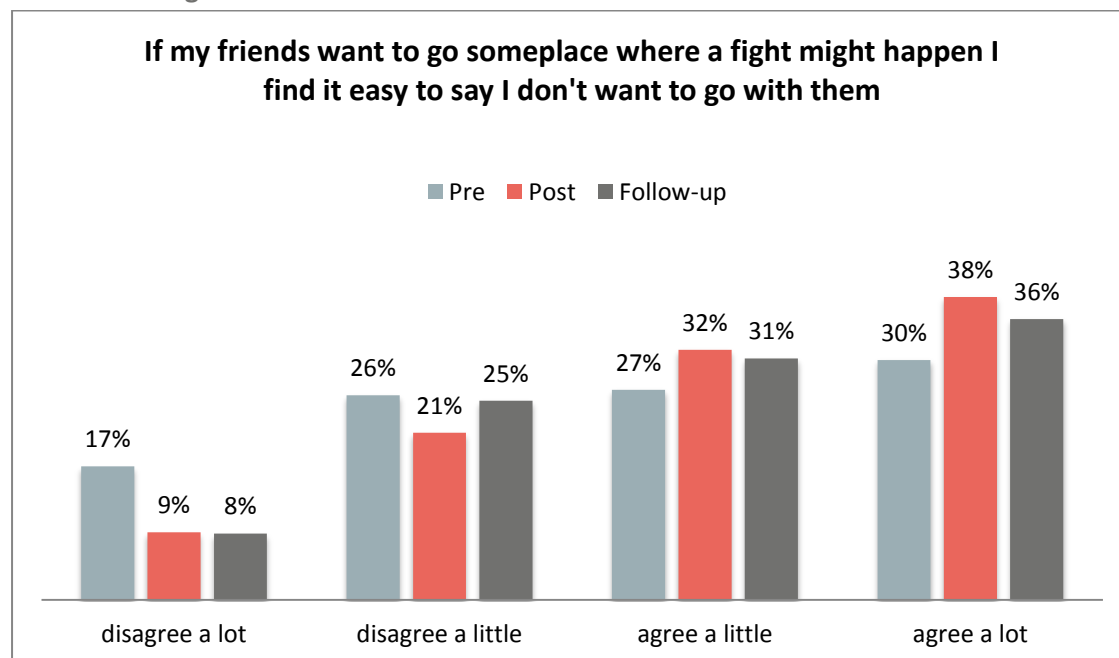
²⁴ Missing: Pre 4% (n=11), post 4% (n=14), follow-up 3% (n=9)

Before the workshop a large proportion of pupils (n=252, 85%) agreed that when their friends fight, they try to get them to stop. A similar percentage agreed in the post (n=337, 88%) and follow-up (n=119, 82%). The change in responses was significantly different for the post questionnaire, but not for the follow-up (Table 8).

Before the workshop two thirds (n= 197, 67%) reported they would try to stop a fight even if other kids thought they were weird. Immediately after the workshop this proportion increased significantly to 83% (n=318). Six to eight weeks after the responses started to resemble those before the workshop and no statistical difference was found (Table 8).

Before the workshop more than half (n=165, 57%) of the pupils agreed that they would find it easy to say they don't want to go with their friends to someplace where a fight might happen (Figure 5). After the workshop both the post and follow-up questionnaires showed a statistically significant improvement in those agreeing 70% and 67% respectively (Table 8).

Figure 5. If my friends want to go someplace where a fight might happen, I find it easy to say I don't want to go with them



Prosocial statements which support use of non-violent strategies to resolve conflict

Table 9. Do young people transfer their skills and knowledge on non-violent strategies in the community?

Prosocial statements which support use of non-violent strategies to resolve conflict							
Question		Population	Median (and sample size)			Test result (Mann Whitney)	
			Pre	Post	Follow up	Pre compared to post	Pre compared to follow-up
Verbal abuse	A stranger shouts abuse at a passer-by, passer-by reacts by shoving the stranger ²⁵	Total	3 (n=277)	4 (n=369)	3 (n=257)	Z=-4.740, p<.001	Z=-3.275, p<.001
		Males	3 (n=127)	3 (n=165)	3 (n=113)	Z=-2.491, p<.013	Z=-1.966, p<.049
		Females	3 (n=142)	4 (n=178)	4 (n=122)	Z=-4.576, p<.001	Z=-2.232, p<.026
	A stranger shouts abuse at a passer-by, passer-by reacts by punching the stranger in the stomach ²⁶	Total	4 (n=270)	4 (n=360)	4 (n=251)	Z=-2.508, p<.012	Z=-2.457, p<.014
		Males	3 (n=124)	4 (n=161)	4 (n=111)	Z=-2.318, p<.020	Z=-2.408, p<.016
		Females	4 (n=139)	4 (n=174)	4 (n=120)	Z=-2.725, p<.006	Z=-1.222, p<.222
	Two groups of rival football fans are on their way home from a match. One group taunts the other group, the other group reacts by starting a fight ²⁷	Total	3 (n=264)	3 (n=357)	3 (n=253)	Z=-2.385, p<.017	Z=-1.560, p<.119
		Males	3 (n=124)	3 (n=161)	3 (n=112)	Z=-.578, p<.564	Z=-.625, p<.532
		Females	3 (n=134)	4 (n=173)	3 (n=122)	Z=-3.527, p<.001	Z=-1.422, p<.155
Physical abuse	A stranger shoves a passer-by, passer-by reacts by shoving the stranger back ²⁸	Total	3 (n=271)	3 (n=363)	3 (n=252)	Z=-2.508, p<.012	Z=-2.705, p<.007
		Males	2 (n=125)	3 (n=162)	3 (n=112)	Z=-.769, p<.442	Z=-1.871, p<.061
		Females	3 (n=139)	3 (n=176)	3 (n=121)	Z=-2.931, p<.003	Z=-1.605, p<.108
	A stranger punches a passer-by, passer-by reacts by punching the stranger back ²⁹	Total	3 (n=267)	3 (n=353)	3 (n=251)	Z=-3.688, p<.001	Z=-3.509, p<.001
		Males	2 (n=123)	3 (n=156)	3 (n=111)	Z=-1.967, p<.049	Z=-2.927, p<.003

²⁵ Missing: Pre 8% (n=23), post 5% (n=17), follow-up 5% (n=13)

²⁶ Missing: Pre 8% (n=23), post 5% (n=17), follow-up 5% (n=13)

²⁷ Missing: Pre 12% (n=36), post 8% (n=29), follow-up 6% (n=17)

²⁸ Missing: Pre 10% (n=29), post 6% (n=23), follow-up 7% (n=18)

²⁹ Missing: Pre 11% (n=33), 9% (n=33), 7% (n=19)

Two groups of rival football fans are on their way home from a match. One group has thrown a bottle at the other groups, the other group reacts by starting a fight ³⁰	Females	3 (n=137)	4 (n=174)	3 (n=120)	Z=-3.514, p<.001	Z=-1.737, p<.082
	Total	3 (n=264)	3 (n=353)	3 (n=253)	Z=-2.567, p<.010	Z=-2.695, p<.007
	Males	3 (n=124)	3 (n=158)	3 (n=112)	Z=-1.386, p<.166	Z=-1.367, p<.172
	Females	3 (n=133)	4 (n=172)	3 (n=122)	Z=-2.626, p<.009	Z=-1.701, p<.089

Figure 6 shows there were a greater proportion of pupils disapproving with the use of violence to resolve verbal conflict as opposed to physical conflict between two individuals. Moreover, across all three stages of the verbal abuse questions there are a greater proportion of pupils disapproving of punching than shoving. For the physical abuse questions however, there was a similar proportion of pupils disapproving with the punching and shoving. For all four questions there was a significant improvement in responses in the post and follow-up questionnaire compared to baseline (Table 9).

As figure 7 shows for the verbal and physical abuse questions, the most popular perception and response was that it was 'wrong' for the group to use violence to resolve conflict between groups³¹. The graph also shows that after the workshop approximately twice as many pupils were claiming it was 'very seriously wrong' for the group to react violently. The least common perception was that there was nothing wrong, while in the physical abuse scenario this was only the second least popular response before the workshop, after it there was a much small proportion of pupils accepting the use of violence. It is likely this contributed to the significant improvement in responses in the post and follow-up questionnaires (Table 9). While for the verbal abuse scenario, the shift in attitudes was not as great and a significant improvement was only seen immediately after the workshop (Table 9).

³⁰Missing: Pre 12% (n=36), post 9% (n=33), follow-up 6% (n=17)

³¹Wrong= the sum of the values for a bit wrong, wrong, seriously wrong and very seriously wrong

Figure 6. Disapproval of the use of violence to resolve conflict

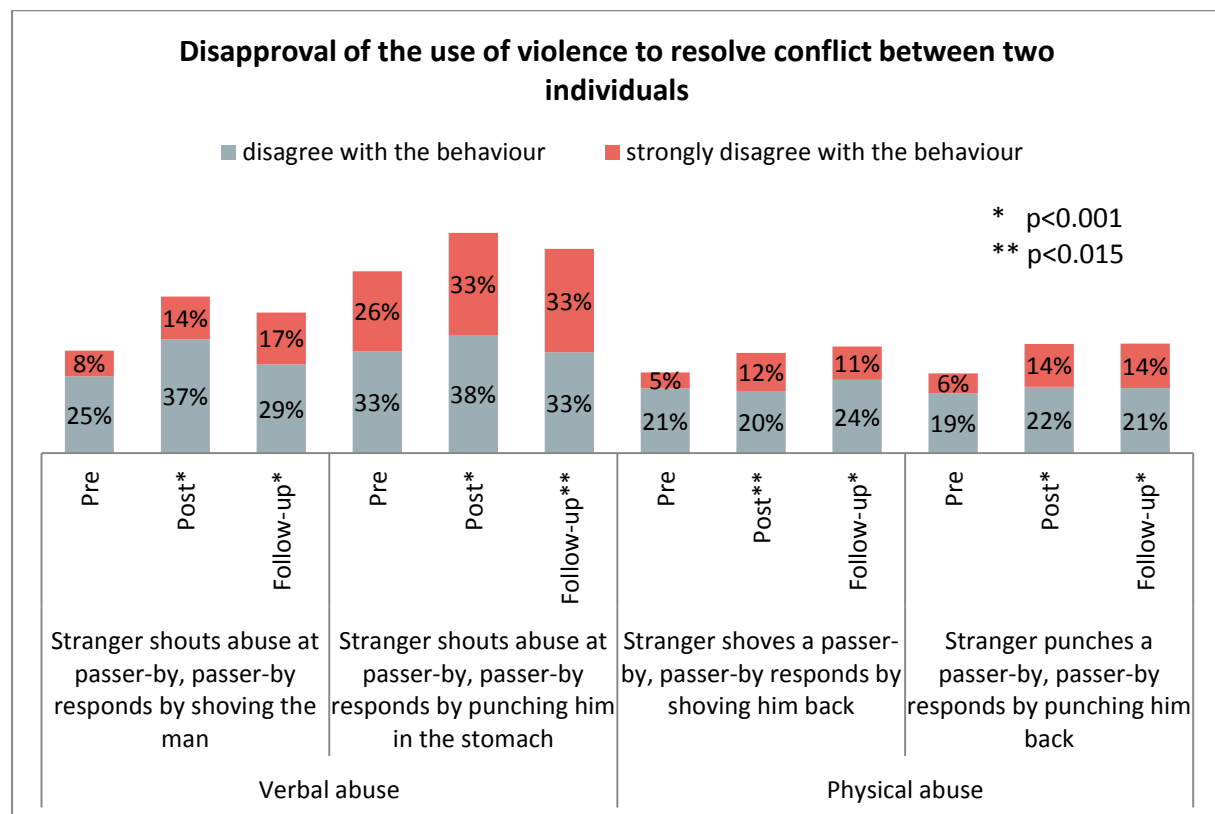


Figure 7. The use of violence to resolve conflict



Scenarios where violence is used between two individuals to resolve conflict when alcohol is involved

Table 10. Has it changed their approval of violence in conflict resolution when alcohol is involved?

Scenarios where violence is used between two individuals to resolve conflict when alcohol is involved							
Question		Population	Median (and sample size)			Test result (Mann Whitney)	
			Pre	Post	Follow up	Pre compared to post	Pre compared to follow-up
Victim is drunk	Imagine a young man called Paul is walking down the street. Another young man he doesn't know shouts abuse at him, Paul is drunk and reacts by shoving the other man out of the way? How much would you agree or disagree that it was OK for Paul to react in this way? ³²	Total	3 (n=274)	4 (n=367)	3 (n=258)	Z=-4.740, p<.001	Z=-1.726, p<.084
		Males	3 (n=126)	3 (n=164)	3 (n=113)	Z=-1.606, p<.108	Z=-.914, p<.361
		Females	3 (n=141)	4 (n=140)	4 (n=123)	Z=-6.329, p<.001	Z=-2.501, p<.012
Perpetrator is drunk	And what if the other man had been drunk? How much would you agree or disagree that it was OK for Paul to react this way? ³³	Total	3 (n=271)	4 (n=359)	3 (n=254)	Z=-5.808, p<.001	Z=-1.726, p<.084
		Males	3 (n=124)	3 (n=161)	3 (n=109)	Z=-1.244, p<.213	Z=-.107, p<.914
		Females	3 (n=177)	4 (n=173)	4 (n=123)	Z=-4.153, p<.000	Z=-1.716, p<.086

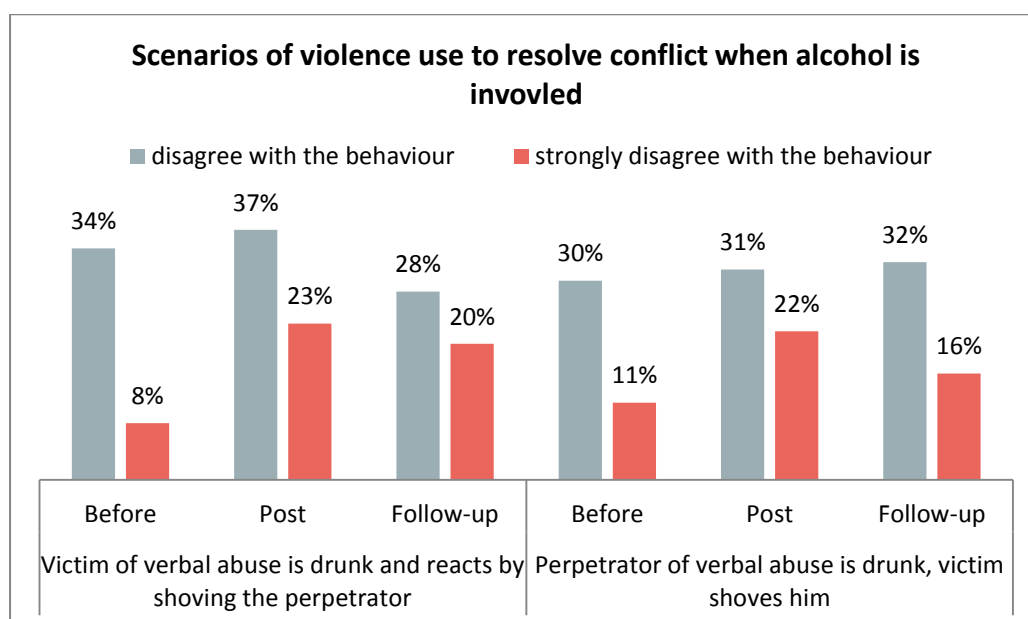
Before the workshop 42% (n=117) of pupils disagreed with the drunk person reacting to verbal abuse by shoving (Figure 8). Immediately after the workshop the percentage of pupils disagreeing increased to 60%, this change was significant (Table 10). After six to eight weeks around half of pupils (n=124, 48%) disagreed with the stranger's reaction and again this was significantly different compared to baseline (Table 10).

Before the workshop 41% of pupils disagreed (30% disagreed, 11% strongly disagreed) with the passer-by's reaction to verbal abuse from the drunk stranger. Immediately after the workshop, the proportion of pupils strongly disagreeing doubled to 22% which was a significant improvement (Table 10). In the follow-up there was a five percent increase in pupils strongly disagreeing (total 16%, n=40) compared to baseline, however this improvement was not statistically significant (Table 10).

³² Missing: Pre 9% (n=26), post 5% (n=19), follow-up 4% (n=12)

³³ Missing: Pre 10% (n=29), post 7% (n=27), follow-up 6% (n=16)

Figure 8. Scenarios where violence is to resolve conflict when alcohol is involved



3.2 Quantitative findings - Feedback questionnaires

3.2.1 Sample characteristics

A total of 204 pupils from three different schools completed the feedback questionnaire on the day of the workshop, which asked pupils about their satisfaction with the workshop. Table 11 presents the percentage of pupils who felt the workshop was engaging or informative.³⁴

There were a similar proportion of males and females from all three schools (average 48% male, 52% female)³⁵. Three quarters of the sample came from town schools and all pupils in the study were aged between 12-16 years. The city school was largely represented by 12-13 year olds (93%) and around two thirds (69%) of the town schools were aged 14-16. The Kruskal Wallis test of the responses to the questions informs us that there were no significant differences between the three schools' responses (Table 11). The Mann Whitney test shows there was no difference between the two age groups' responses however there was for the gender (Table 11).

³⁴ Agree= agree + strongly agree. Disagree= disagree + strongly disagree

³⁵ Data on gender missing from school one (7%) and school two (12%)

Table 11. Workshop satisfaction

Question asked to pupils related to their satisfaction with the workshop		Agree	Disagree	Test result		
				Mann Whitney		Kruskal-Wallis
				Gender	Age groups	Schools
Engaging	Was the workshop interesting?	97%	3%	Z=-1.876, p<.002	Z=-1.933, p<.053	$\chi^2(df2)=4.600$, p<.100
	Was it easy to understand?	96%	4%	Z=-.393, p<.694	Z=-.175, p<.861	$\chi^2(df2)=1.084$, p<.582
Informative	Was it useful?	97%	3%	Z=-3.113, p<.002	Z=-.691, p<.490	$\chi^2(df2)=2.086$, p<.352
	Has it improved their knowledge on violence?	84%	16%	Z=-1.951, p<.051	Z=-.004, p<.997	$\chi^2(df2)=1.042$, p<.594
	Has it helped them to better understand the consequences of violence?	88%	12%	Z=-2.969, p<.003	Z=-.879, p<.379	$\chi^2(df2)=.092$, p<.955
	Has it changed their opinion about violence?	54%	46%	Z=-3.132, p<.002	Z=-.040, p<.968	$\chi^2(df2)=.037$, p<.981
	Has it given them the confidence to avoid risky situations?	76%	24%	Z=-2.330, p<.020	Z=-1.853, p<.064	$\chi^2(df2)=3.191$, p<.203
	Has it given them the confidence to react differently in situation?	78%	22%	Z=-2.968, p<.003	Z=-.737, p<.461	$\chi^2(df2)=1.564$, p<.457
	Do they feel other young people would benefit from attending the workshop?	96%	4%	Z=-1.579, p<.114	Z=-.706, p<.480	$\chi^2(df2)=2.962$, p<.227

3.2.2 Workshop preferences

Almost two thirds (n=123, 62%) of pupils named the film as the part of the workshop³⁶ which they liked most. Just under a third (n= 62, 31%) of pupils chose the activity following the workshop, while 4% (n=8) said they preferred they questions and answers session and 3% (n=6) liked all.

3.2.3 Knowledge gained

Around a third of pupils (n=56, 32%) named the risks associated with alcohol consumption being the most important thing they learnt³⁷, while a quarter (n=44) said their awareness around violence was the most important thing they learnt. A proportion of pupils (n=36, 21%) felt they learnt about why violence is not a good way to deal with a situation and some other pupils (n=24, 14%) stated the consequences of violence was the most important thing they had learnt. Seven pupils (4%) said learning about how to deal with potentially violent situations was the most important part for them.

3.2.4 What would make the workshop more useful

The feedback questionnaire asked for recommendations that would make the workshop more useful³⁸. Over a third of pupils (n=43, 35%) felt that more information related to what they learnt during the workshop would be useful this included more examples (n=13, 10%) and more information about the law and court case (7%, n=9). Fifteen percent (n=19) felt there was nothing wrong with the workshop, while a further 15% (n=18) felt more films or a longer film would improve the workshop. A smaller proportion of pupils suggested skills on how to deal with a violent situation (n= 10, 8%), a longer workshop (n=9, 7%) or for the workshop to be easier to understand (n=1, 1%) would improve the workshop.

3.3 School incident reports

Schools 1-5 were asked to provide the numbers of violent incidents that had occurred within the school six weeks before and following the workshop. Only one school was able to provide this information (school 3) and reported that no incidents had occurred at all during the 12 week period.

³⁶ 5 missing (3%)

³⁷ 29 missing (7%)

³⁸ 79 missing (39%)

4. Qualitative findings

4.1 Staff interviews

Eight members of teaching staff from two schools participated in an interview; this included one member of teaching staff with responsibility for PSHE. Participants were male and female and were aged 18 years and over. The interview was designed to capture teachers' satisfaction with the workshop and the practicality of organising the workshop. Seven themes were identified including the organisation process, intervention content, evidence of engagement, impact of the workshop, dealing with potential problems, changes in behaviour and awareness of access points.

4.1.1 The organisation process

"The workshop was sort of a part of the PSHE programme, so we get a timetable of what's going on and when"

The teachers reported that organising the SAV workshop was easy and had very little impact on their teaching role. The workshops were organised by designated PSHE members of staff. Sessions were organised when schools were 'off timetable' and had dedicated time to work on PSHE subjects when not working to specific curriculum for core subjects. Teaching staff appreciated the way workshops were organised via email as this was a more efficient way to communicate. They noted that organising events at schools can be quite chaotic trying to arrange for students and teachers to be in the 'right place at the right time'. They noted that time can be wasted when sessions do not run smoothly and this is not cost effective for schools that have paid for external agency sessions, however they did not experience such problems with SAV. The workshops were easy to manage and did not cause any disturbance to other lessons. The teachers compared the workshop to PSHE lessons and spoke about violence as a topic covered by PSHE *"it worked really, really nicely"*.

"Having these specialised days actually sometimes works a hell of a lot better, because you're focusing on one issue all day and it sinks in, whereas one hour per fortnight, you know, it wouldn't have got the message across in the same way as if it was done fortnightly in PSHE. I think this much more beneficial for them"

"It was well put together because I've seen a few videos that make you cringe or maybe some sort of insincerity or patronising, but this one was pitched right and told the truth"

The teachers felt that the film was targeted at teenagers and the delivery was pitched at the right level. They believed pupils in year nine (aged 13-14 years) were at the right age to attend the workshop, some teachers believed year eight (aged 12-13 years) was also a good age, whilst other teachers were not sure whether it would be appropriate for younger children. The teachers were mainly concerned about younger children having the understanding to participate in the perspective taking activities. The teachers thought it would be useful to target pupils who may benefit most from the workshop. For example young people who may have experienced or are at risk of experiencing or perpetrating violence, or young people with a history of disruptive or anti-social behaviour. However they acknowledged that the workshop should target all young people and be used for prevention.

“Most of them had a really strong insight into it, I think some of the ones that struggled are possibly the ones that could benefit the greatest from the workshop, some of the pupils who have a little bit more violence in their character couldn’t empathise as well and I, I felt that it could have been interesting to have those pupils do a little bit more, you know have the school identify the pupils that maybe have some behavioural difficulties”

4.1.2 Intervention content

“It’s important to do that, you know, you need to vary what the kids are getting, you can’t have a day of ‘watch this discuss it, watch this, listen to this’, you need some hands on stuff as well”

Topics included the consequences and impact of violence and the role of alcohol. Interventions and activities were described as both interactive and informative; teachers appreciated the ‘hands on’ approach and acknowledged that young people need varied teaching styles. The teachers discussed observing the pupils participating in activities including drawing around each other to explain how a person might feel, scenario discussions and watching a film which portrays a re-enactment of violence (the murder of Lloyd Fouracre) and the impact it had on his family, friends and the wider community.

“I thought it was really clever asking the group after they’d watched the video, putting them into groups and asking them to look at it from that individual’s point of view”

The teachers commented that the film was the main and most important aspect of the workshop. Teachers were impressed with the scenario session and believed that it helped the pupils to understand the consequences of violence including the grief that the family of a victim could experience and the guilt a perpetrator may feel. Most pupils empathised well during the perspective taking activities; however others found it difficult to comprehend from a parent’s point of view. Teachers noted that all activities were well explained to pupils and SAV staff were very helpful assisting the pupils during the group work.

“It was something completely different to what they’d done before, so asking them to empathise with the different people who would have been involved in the incident and the process was something quite new for a lot of them, but actually they coped with it very well and approached it very maturely so I think that they did get quite a lot out of it”

The pupils were given the opportunity to ask questions at the end of the workshop. Pupils were keen to ask questions and were interested in how the film affects SAV staff, especially the founder. Questions were asked around revenge and retaliation to violence and the teachers believed that responses were handled sensitively discouraging young people from using violence as a response to violence. The teachers discussed engaging in conversations with the pupils around violence following the workshop. The teachers were impressed with the founder either delivering the workshop himself or attending to answer questions; even taking questions following the workshop and getting back to the pupils via an email to teaching staff. Teachers reported receiving positive feedback from pupils regarding SAVs response to the questions and answers session. The teachers felt that the questions and answers session was very personal and honest from SAV staff and the young people.

“They had lots of questions that they wanted to ask and they were all answered for them, so I think from that point of view it was a really positive experience”

“Very, very personal, but he’s brilliant because he chose to answer them all really really honestly, and I think the kids really appreciate that”

“I know that there will be some students that it probably just went a little bit, over their heads at the moment but it might be something, that they can come back to at some point and they will actually remember it”

4.1.3 Evidence of engagement

“It was very engaging, yeah obviously the film they were totally engaged”

The teachers stated that the pupils engaged well with the workshop. The pupils engaged especially well with the film; the teachers noted that they watched and listened attentively and the follow up work following the film was highlighted. It was noted that children who usually struggle to concentrate in lessons engaged well, and the workshop held their attention.

“I think even with some of the students who I thought wouldn’t maybe be engaged with it, some of the more boisterous lads in the class and that sort of thing, but even they really got on board with it all”

The interactive activities including the scenario work was praised for helping the young people to all get involved and engage in the group work. The pupils provided positive feedback to teachers throughout and following the workshop and teachers believed that all individuals engaged with all aspects of the session.

“They do get very, very involved and they made a long banner and they put some really emotional things on there about how much they got out of the workshop and how much they felt”

“Any feedback that I’ve had from the students has been positive. I think every group did engage, I think every student almost down to each individual really got on board with it”

4.1.4 Impact of the workshop

“I thought it was effective, just chatting with the kids, what they’ve told me, it was a useful day for them” - Impact on the pupils

“I think it’s helped just embed that culture, the positive culture, that we want to not be doing that, for the pupils who I’d be most concerned that could go that way in the future”

“They asked all sorts of questions and were able to express their emotions in a safe environment”

The teachers thought that the workshop was useful and felt it was delivered effectively. They believed that the workshop had affected them and the pupils in a positive way. The teachers felt that the workshop provided a message to young people. It was believed that the SAV workshop helped to create a positive culture of anti-violence within the schools. The teachers believed that the workshop allowed for and gave an opportunity for the young people to express their emotions in a safe environment. They highlighted the honesty of SAV staff for allowing children to feel comfortable to ask questions and speak freely and share their personal thoughts.

“I think there is quite a culture within the workshop of people saying, you know you can say what you think and feel about this, and the fact that some people you know are moved to tears and so on, and some staff, you know, very shaken by it, but we always get staff to say ‘well I feel really emotional about it’. To help the kids be able to say, it’s ok to feel emotionally about this, it’s a really emotional thing”

“I thought, I thought it was really good, it affected me in a sort of positive way. I was really impressed actually” - Impact on teachers

“I suppose I did, just sort of realising that you’ve got to be a little bit more aware of your surroundings and what’s going on being able to notice little things that might indicate sort of a situation that’s about to develop, made me realise, you know, pays to be a bit more attentive and observant”

The teachers stated that the workshop had affected them in a positive way, they found the workshop interesting and reported that it had made an impression on them. The workshop had provided the teachers with ideas for alternative teaching methods.

“It did give me a different insight into how you could do certain things, how you could teach kids in a different way”

The teachers also reported that it had provided awareness around violence and provided them with skills to notice situations arising and how to react and deal with them. The teachers usually attend sessions to supervise the pupils but felt the workshop provided them with much more. The teaching staff learnt from their pupils; they were impressed with their student’s mature reactions to the

workshop. They enjoyed seeing the pupils in a different setting to a normal classroom activity. The teachers benefited from attending the workshop with their tutor groups, they believed that they learnt a lot more about their students during the workshop. They would continue to work with their tutor groups for the remainder of the student's school years and felt the workshop gave them a better understanding of them in order to continue to provide support.

"Instead of just being there for crowd control, it was more beneficial to see how the students you know and that you'll be still teaching for the next two or three years would react to it"

"So it was more seeing how they would respond to something that they wouldn't normally be part of an ordinary classroom activity, seeing them engage with it and seeing them being a lot more mature with a topic than I would have thought them capable of necessarily"

"I think it's made them that little bit more cautious or a little bit more aware of it" – Creating awareness

"I think to have something like that, to say this was a real problem that you know happened you know it affected so many, this affected so many people as well as obviously the main ones and we've got a chance to stop it from happening, so let's take that opportunity"

The teaching staff discussed the importance of educating young people around violence. The teachers acknowledged that unfortunately violence is a part of society and they believed that it was something that the young people would possibly experience at some point in their lives. Providing education, creating awareness and tackling perceptions around violence provided the pupils with knowledge and an opportunity to prevent an incident occurring in the future.

"Highlighted that actually this is a very real problem and it does happen locally as well as like in bigger places where you might expect it so just you know to be aware of that and to know what you can do, who you can go to if something arises or you're worried about something"

"It was made clear to the kids, that those moments are the things that can change a life" – Consequences of violence

"There wasn't a single kid in there that affected by it, some of the children they have in there where the bravado you know, the kids that from maybe a young age have been hanging around with much older kids in parks and drinking, they're with other children who turn the concept of violence into almost something that's like a farce or something that's funny and part of being a man is to be able to handle that sort of thing, and I think it's really our job to intervene"

Teachers reported that the pupils gained an understanding of their actions and consequences of their behaviour. The perspective taking activities were praised for providing them with an

understanding and awareness of how their behaviour affects others and made them aware of their choices (and implications) in certain situations. The teachers also discussed that some of the young people might view some forms of violence as not serious or even funny and that the workshop helped to discourage this and tackle attitudes to violence. It helped them to understand that any form of violence is unacceptable and has far reaching consequences. One teacher commented that schools have a responsibility to tackle and correct attitudes to violence.

“Might be small act from their point of view but you know punching someone could end a life and you have to face that consequence and you have to live with it, I think those kids were affected by that. By the conversations they were having with each other in the workshop afterwards”

“It will make them think a lot more about the sort of person they are, the kind of behaviour they have, and maybe as well if there are any sort of difficult situations like at home or with people that they know, they understand a little bit more about what they can do, where they can go to if there’s anything that they’re concerned about “

“I think having a representative that’s actually gone through these experiences is a lot more powerful, talking to a real person who’s really genuinely affected by it, made it very personal to them” – Real life aspect

“When he turned around and said that was my brother, the room went (gasped) you know, room completely silent and that had an impact and it had a reality to those children that I think just sticking a video up wouldn’t have had, to have a person there who’s gone through this was important to those kids because they could ask direct questions to a person who has proper experience on it and that’s why it’s effective”

The teachers highlighted the personal aspect of the workshops and felt that the young people benefited from hearing from a person with real life experience on the subject, through speaking with someone who has experienced violence to the scenario activities. They thought that the workshop was powerful and moving and the real life aspect particularly engaged the pupils. Pupils were concerned that it could be difficult for the founder of SAV to deliver such workshops considering the personal experience; the teachers noted that the young people displayed empathy around his story *“there was a hell of a lot of respect there in the room”*.

“I think even for the ones who struggle to interact, one of the girls who never listens to anything, was like wow miss this is really happening this is really real, I can’t believe this happened, and she was really interacting with it, and I think it is quite important for them to see that and to realise, especially the ones who don’t usually engage so, give them a real life scenario and you know suddenly it is more important to them”

The teachers did acknowledge that the film was ‘hard hitting’ however they justified that it was necessary. They believed that it was ‘shocking’ but needed to be.

"I found the video quite hard hitting, but then the follow up work that was done with it, I think really helped put it all in perspective and to sort of take away that initial shock factor"

It was a real life true story and not a glamorised form of violence which they believe young people are regularly subjected to, they agreed that young people can become desensitised to violence through use of multi-media and not fully understand the consequences of violent behaviour. They believed that pupils learning about a real life incident that would help them to understand that violence is something that happens in everyday life and can affect anyone.

"I really think it's a really valuable thing, just the amount of emotion that it stirs up in the kids, I think it's really good, because too often these days I think you know, kids can watch a lot of TV, news and they can become totally immune to it and forget that all these people are somebody's brother or child or anything, whereas this I think really brings it home to them, that you know, here's a lad, normal lad, he's got a brother, a mum, a gran, I think it's really important"

They noted that young people did find it shocking and upsetting, but they did not perceive that to be a problem and thought that was the reaction most people would have viewing the film. As discussed, teachers and pupils were pre-warned about the film content. The teachers noted that the film was *'done really well'* and it was tackled sensitively. The teachers praised the follow up work and questions and answer session, they noted that it was cathartic for the pupils and they now had the knowledge of where to go for advice and support.

"Quite a few of my students found it quite shocking, so the fact that we had that workshop process afterwards was quite cathartic"

"I thought it was useful, it was quite hard hitting in places but then I think that's important, I think that a lot of the time people don't appreciate what goes on, on their own door step they hear about things, they hear about things happening in big cities, they don't always think about it, happening locally, so I think it was important for them, and for us to know about these things and it just gives you a more heightened self-awareness I think"

4.1.5 Dealing with potential problems

"I do think it could be a problem if you hadn't pre-warned some students"

"There was a couple of students that actually cried throughout it, it was more the idea of loss rather than the violent side of it because they were speaking to someone who's brother had actually died, so there was a couple of questions on how do you get over losing someone. So it was not necessarily linked to the violence thing but I think that, that actually had the impact of reinforcing the message to the rest of the group, it was like loss"

Some teachers reported that they were provided with information around the nature and content of the workshop and film beforehand and had pre-warned their pupils and gave them the option to not attend if they thought it would be too upsetting. They noted that there was a disclaimer at the beginning of the film and students were told they could have some time away from the session if they wanted to leave during the film.

“Students were warned that it was quite a violent clip, it wasn’t sprung on them, they knew what was coming up so they could prepare for it”

Other teachers commented that maybe more information could be provided beforehand and that it could be a problem if teachers and pupils attended without any prior knowledge. They thought this was particularly important if they had any vulnerable children in their class who might already be experiencing violence or grief. However they did note that it is useful to know the facts because the more vulnerable children might benefit most from the workshop. Teachers discussed that the workshop did focus on grief and this was particularly important to know beforehand. They noted that some young people did get upset because they had experiences of grief or because they emphasised with the grief that friends and family felt in the film. They noted speaking to and providing extra support to some young people who found the nature upsetting. It was acknowledged that some of the students were emotional whilst talking to the founder of SAV about his experience and asked SAV staff if working for the project and viewing the film numerous times had affected them. SAV were also on hand to provide further support and advice. One teacher discussed a particular incident that occurred during a workshop when a pupil laughed and other children reacted negatively to this. The teacher noted that SAV were extremely helpful in intervening following the workshop and provided further advice and support. The school also followed this up with an assembly around reacting to grief. The teacher believed that it demonstrated how strongly the group felt and the situation was dealt with quickly and thoroughly.

“There was one pupil we very quickly identified didn’t need to be in the room because of personal issues for that pupil, it might have been useful if that, you know just a little bit more information in advance because we could have identified that pupil really needed to do something”

4.1.6 Changes in behaviour

“I can’t say with any accuracy whether or not it had an affect but I know it affected the forty children that I was in the classroom with”

The teachers were not able to say if they had witnessed noticeable changes in the young people since attending the workshop. They thought this was difficult to assess because they had not perceived any major problems beforehand. They noted that violence within their schools was uncommon and they had very few violent incidents before and after the workshop. The teachers were interested to see if the pupils reported changes themselves. Teaching staff thought it was about getting a balance, they believed that the workshop created awareness and educated the young people and therefore provided prevention rather than treatment and you would therefore not necessarily see a reduction in incidents, but it would prevent possible future violent incidents.

The staff and teachers now also know where to go for advice and support to prevent a situation escalating.

“This isn’t something that you can assess, you can’t, what you can only see is whether or not it’s affected, it made them more aware of the issue”

“I think so, I think, I mean it’s finding the balance, although I haven’t noticed a massive difference because the sort of the nature of any kind of like fighting or anything is all sort of very low key and silly, but hopefully it would make one stop and think well actually as a result of that silly behaviour somebody could get hurt”

4.1.7 Awareness of access points

“Just you know to be aware of that and to sort of know what you can do, who you can go to if something arises or you’re worried about something”

The workshop provided the pupils and teachers with an access point for advice and information. They now have somewhere to go and someone to speak with if they are concerned about violence. All of the teachers felt that the workshop had been useful, invaluable and said that they would recommend SAV and would use the workshop again at their school. One member of staff reported that they had already recommended it to another school. Some believed it would be ideal to run each year.

“it’s really useful, that what it’s about to actually have the avenues that people can take, because it’s pointless in saying, well this is the problem and then not give anybody a solution, I think it gives the students a sort of access point if there is something that they think might be happening or are worried about, there are people they can talk to either here or like confidentially, like phone numbers”

An observation was carried out during four workshops at one school. The sessions were 65 minutes long.

The SAV staff member arrived at the school before the pupils and set up the classroom. Tables were moved out of the way and chairs were positioned in a U-shape around the room. This appeared to work well as the pupils could see their classmates better during class discussions. The space was also necessary for the activity which involved pupils lying on the floor and drawing on large pieces of paper. The classroom was quite small and during one session some groups had to work in the corridor as there were more than 30 pupils in the class. Schools would benefit from arranging for the workshop to take place in their larger classrooms. There was one member of SAV staff and a form teacher at all sessions apart from the first session where there was only a member of SAV staff. The teacher's presence allowed for the workshop to flow without interruption as they could provide support through discipline, organisation and encouragement of participation. The session without a teacher started late due to disruption.

All groups engaged well and enjoyed the interactive activity of drawing around one another. The loudest of the groups was, in fact, the group who engaged the most effectively with applying the most words and feelings to their pictures. One male from this group was initially reluctant to engage but expressed his enjoyment at the end of the activity.

[illegible]

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Throughout the workshop the pupils were asking questions which suggested they felt comfortable to express their personal opinion. In all four sessions the pupils were interested in why the offenders had committed the act of violence and what had happened to them as a result. The SAV member of staff delivering the workshop explained the effects that alcohol can have on behaviour, but was careful to clarify that alcohol can affect people in different ways. The SAV staff also explained why the family of the victim did not seek revenge and chose to develop SAV as a means of preventing future incidents. When questions were asked following the film, one pupil commented that it is *“really different when it happens to your family isn’t it?”*. A teacher commented that her pupils would go home and think about the workshop and have lots of questions for her the following day. The SAV staff member asked her to email any questions over to the SAV team. Teachers’ comments during the interview process had indicated that the presence of the SAV founder had a big impact on the pupils, however in all sessions; pupils demonstrated the same level of interest and respect with other member of SAV staff.

5. Discussion

Stand Against Violence (SAV) aims to reduce interpersonal violence by helping to develop social skills in young people to prevent them from becoming involved in street violence through preventative educational services to schools and organisations that support young people. This evaluation aimed to provide evidence of the impact of the SAV workshop on the development of young people's social skills and conflict resolution skills as well as pupils and schools satisfaction with the workshop. The quantitative analysis of attitude questionnaires indicated that pupils' knowledge and skills improved following the workshop and at the follow up six to eight weeks later. This was supported by the feedback questionnaire that showed that the majority of pupils found the workshop useful and engaging and named the negative consequences of violence or alcohol as being the most important thing they had learnt. The positive feedback in the interviews with teaching staff and observations provide further support for the effectiveness of the workshop.

Workshops target audience

Schools are identified as a key place where important prevention programmes can take place to reduce the prevalence of violent behaviour in both the school and local community (16). The teacher interviews support this with teachers reporting that schools have a responsibility to tackle misperceptions around violence. It is recommended that schools use reputable professional organisations to deliver interventions (21), it is possible that schools and teachers may not have the appropriate training or confidence to deliver conflict resolution education (34) highlighting the importance of using an external agency. The findings from the teacher interviews also demonstrate the ease that teaching staff had with organising the workshop with SAV.

The SAV service provides support to young people of any age including those within the most at risk of violence age bracket (16-24 years) and the workshop specifically targeted key stage three and above (age 11 years and above). Analysis suggests that the workshop was useful to participants. However, young people who are at risk of or have experienced violence may be likely to benefit most from the workshop and should be targeted for further intervention. Evidence suggests that males are more likely to be involved in violence than females (2). In all three stages of the questionnaire, females were more likely to report that they have never experienced violence and they have never been violent towards another person. Females also had more positive attitudes around violence before the workshop compared to males. However, both males and females' knowledge and skill set improved significantly in the post and follow-up questionnaire.

Impact of intervention's content

A variety of teaching techniques were used which were mapped against the PSHE evidence-based principles as they had an emphasis on interactive learning (see box 2). In the UK there is insufficient evidence of the use of films and drama in violence prevention (16). In this evaluation the teachers claimed that the film successfully held the pupils' attention and there was general consensus among them that the film was the most important part of the workshop. Similarly in the feedback questionnaire almost two thirds of pupils named the film as being their favourite part. It is likely the pupils associated some of the questions in the attitude and behaviour questionnaire with the violence in the film. Responses to the three questions which assessed the pupils' disapproval of hitting and punching improved significantly after the workshop and stayed improved for the following six weeks. The perspective taking activity and questions and answers sessions were

perceived by teacher's as cathartic for pupils following the film, allowing them to discuss their feelings by providing them with a safe and supportive environment, another key PSHE principle outlined in box 2. The observation of workshops supported the findings from the teacher interviews.

Alcohol content

While two thirds of the pupils named issues related to the negative consequences of violence as the most important thing they learnt, a third of pupils named issues around the negative consequences of alcohol consumption as being the most important topic. Alcohol consumption is a risk factor for youth violence (see box 1), however the negative consequences of consumption are rarely reported to young people (14) and Ofsted highlights that the pupils awareness on the dangers and risks associated with alcohol is lower than it is for other substances (12). Evidence shows that the majority of young people's first alcoholic drink in the UK is between the age of 11- 15 years (13). Decisions around alcohol consumption are therefore particularly important for the age groups included in this evaluation (12-15 years). Two of the questions from the attitudes and behaviour questionnaire which address alcohol showed that a significantly greater proportion of pupils decided after having seen the workshop that being drunk is not an acceptable reason to be violent. It was also noted that there was a greater improvement in pupils disagreeing with violence when the offender was drunk rather than the victim, this may reflect the workshop's content where the offenders in the film who killed Lloyd were drunk.

Violent content

A necessary feature of an effective PSHE resource is that the information provided is realistic (see box 2). The SAV workshop's central theme informs on the real life murder of Lloyd Fouracre, making the workshop's content real. The teachers described the workshop's content as "hard hitting" and discussed that the film could potentially be upsetting. While it is recognised that PSHE resources should avoid using an approach which shocks pupils (see box 2), the teachers argued that the workshop needed to be 'shocking' to create awareness of the reality of violence, and they did not perceive that to be a problem and thought that it was a reaction that most people would have viewing the film. Identifying vulnerable pupils is an important principle for all PSHE resource (see box 2), especially for the SAV workshop. Some teachers reported that SAV's provision of information around the nature and content of the workshop and film beforehand was useful as they could pre-warn their pupils and give them the option to not attend if they thought it would be too upsetting. However, as some teachers commented that maybe more information could be provided beforehand as it could be a problem if teachers and pupils attended without any prior knowledge, there is a need to ensure SAV and schools work together to ensure vulnerable pupils are supported before the workshop starts. The teachers also supported the real-life aspect of the workshop claiming it is often hard to get pupils to engage and listen. In particular, they claimed the presence of Lloyd's brother, Adam at the workshop played an important role in getting the pupils to engage and listen. By contrary, at the observation where Adam was not present, the researcher also reported high levels of engagement and noted the pupils had a positive relationship with the SAV staff member. This suggests the workshop's impact was more likely to be a result of its content rather than the individual SAV staff member. It also suggests that SAV provide effective training to staff to deliver the workshop to the same high standard. This is an important finding for expanding SAV and replicating the workshop in other areas.

Impact on behaviour

There was insufficient data obtained to confirm whether the workshop resulted in a reduction in incident rates as only one school provided data on this. Before the workshop all teachers in this evaluation claimed violence was not a problem in their school while the attitude and behaviour questionnaire also indicated that more than half of the pupils in the study already had prosocial attitudes towards conflict resolution. There was no significant change in the proportion of pupils saying they have experience and/or use of violence in the six weeks following the workshop. However we must consider that not all participants may want to answer this question honestly. The workshop provided a pathway for further support if any of the young people have concerns around violence now and in the future. Schools could consider collecting and monitoring incident reports in more detail, including number, types and outcome of incidents. Teachers noted that comparing incident reports may be misleading if the workshop encouraged young people to report violent incidents following the workshop and it may look like incidents have increased rather than an increase in reporting. However this would be important outcome if pupils were encouraged to come forward to report incidents. It would suggest that young people are more likely to take action when they witness or experience violence and this could lead to less violent incidents occurring.

Impact on knowledge and skills in conflict resolution

Responses in the feedback questionnaires show that nearly all pupils felt that the workshop had helped them to better understand the consequences of violence and teachers reported that the pupils gained an understanding of their actions and consequences of their behaviour and provided them the confidence to avoid and react differently in risky situations. This corresponds to a key principle for an effective PSHE resource by providing young people with the opportunity to make real decisions about their lives, participate in activities which resemble adults' choice and demonstrate their ability to take responsibility for their decisions (24) and is an important finding considering both Ofsted's and the PSHE Association's guidelines for school's (see box 2) state PSHE programme should teach pupils the skills on how to keep safe and avoid dangerous situations (18). The teachers also reported that it had provided awareness around violence for them and provided them with skills to notice situations arising and how to react and deal with them.

The attitude and behaviour questionnaire provided evidence that the workshop's content has improved pupils' awareness and perceptions on violence, as immediately after the workshop there was a significant improvement for 19 of the 22 questions. Six to eight weeks after the workshop, an improvement was found in 10 questions and therefore follow-up workshops may be needed to retain the improved attitudes over time. As other risk factors negative early life experience and personality are linked to violence (3), it would not be expected that the whole pupil population's attitudes would be completely changed from the workshop. Therefore as one of the teacher's suggested further follow-up workshops for some of the more violent orientated pupils could prove to be beneficial. It is reported that SAV does have the capacity to provide these additional workshops, however implementation does depend on the schools decision to utilise their services.

The teachers acknowledged that the workshop reinforced the positive social norm amongst pupils that violence is not something they should be getting involved in. It was argued that the workshop might help pupils recognise that even low level violence can have serious consequences. In all six of the street scenario questions between individuals from the attitude and behaviour questionnaire completed immediately after the workshop there was a significant improvement in the proportion of pupils disapproving of the use of both shoving (a form of lower level of violence) and punching (a form of higher level of violence) to resolve conflict. Pupils' disapproval was significantly greater for six of the eight questions for at least six weeks after the workshop.

Cultural/social norms

Six to eight weeks following the workshop, a significantly greater proportion of pupils said they find it easy to tell their friends they do not want to be involved in a fight (either as a participant or witness). It is anticipated that a PSHE resource should be able to help pupils to make independent and responsible decisions (see box 2) and research outlines the influence peers can have on their decision to be involved in violence (see box 1). This is because during adolescence young people become increasingly influenced by their peers and less so by their parents(5). It is suggested that if there is a culture of youth violence in a community, the gains made from early childhood intervention programmes may be lost (10). The attitude and behaviour questionnaire does provide an indication that the workshop improved the pupils' perceptions of the expectations of their friends. For five of the six questions related to peers, the pupils had a significantly more positive attitude and behaviour immediately after the workshop, however, a significant improvement was not found six to eight weeks after the workshop, suggesting further workshops may be needed to reinforce the pupils' positive perspectives of their peers.

Literature also classifies cultural norms is also a risk factor for violence (see box 1). It is expected that young people's beliefs systems around violence can be shaped by their cultural surroundings, which includes the media. Young people are frequently exposed to the media, whose portrayal of violence is "unrealistic" and "glorified" (15). All of the teachers in this evaluation claimed the SAV workshop had a role in educating pupils about the consequences of violence and several of the teachers commented that young people are used to seeing unrealistic violence in the media and some teachers felt it was the schools responsibility to correct young people's misconceptions around violence. The PSHE Association advises schools should use credible PSHE resources which reinforce positive social norms (see box). One of the teachers in the evaluation identified the SAV workshop as having a role in reinforcing a school's positive social norms. The researcher also noted that in all four sessions pupils were respectful and supportive towards their peers who got upset and the SAV member who led the workshop. These two forms of qualitative data demonstrate the workshop success in achieving the PSHE Association's tenth principle (see box) by creating a safe and supportive environment where pupils are able to express their views.

4.2 Research limitations

Although data were collected across six schools, not all schools participated in all aspects of the evaluation. Only two schools participated in the pre, post and follow up questionnaire. The main reasons given for declining to participate in the full evaluation included school scheduling issues and time constraints making it difficult to schedule time and space for the pupils to participate in all aspects of the evaluation. Therefore the evaluation only included a minority of schools that have

received the workshop. The applicability of the findings to other populations should also be considered, for example different demographics including ethnicity and areas in higher or lower deprivation and schools where violent incidents are high. The study is limited due to not having validated data to suggest programme effects on behaviour because it was not possible to collect data on rates of violence or resolving conflict. Positive attitudes around conflict resolution and non-violent behaviour are strong outcomes for the impact of the programme, however we know that changing attitudes and intentions does not necessarily lead to behaviour change because of the large number of factors that influence behaviour. The study does include a six to eight week follow up assessment to allow for an analysis to identify if workshop impacts remain following the workshop, ideally a longitudinal study with a follow up of six weeks to a year would be recommended to examine whether changes in attitude are maintained long term. The evaluation would have benefited from a control group to compare effects across groups who had not been exposed to the workshop, however the scope of this evaluation and resources could not allow for this. A randomised control trial is recommended for future larger scale evaluations.

6. Conclusion and recommendations

The evaluation of SAV's work within secondary schools has provided evidence of the design and delivery of a successful workshop in changing young people's perspectives on violence and alcohol consumption. By sharing the real-life story of a murder, young people across the South West of England have been given the opportunity to reflect on the reality and consequences of violence. In terms of the evaluation's quantitative evidence, the findings indicate that the workshop achieves the charity's aim in improving young people's knowledge and skills for avoiding potentially violent situations. More precisely this improved attitude has been observed immediately after the workshop and is sustained for at least six to eight weeks. The evidence indicates that the workshop is both relevant to and effective at improving pupils' knowledge and skills in conflict resolution and offers a promising violence prevention approach for young people. Based on the evaluation findings, a number of recommendations have been made:

Implementation and delivery recommendations

- A number of teachers thought it would be useful to provide schools with more information regarding the content of the workshop beforehand. We recommend that SAV ensure schools have the full information available to them regarding the workshop aims and content prior to the workshop. This could be developed through providing written information to teachers beforehand or through delivering a session to teachers first and ensuring they are fully aware of the violent content and any issues that may arise around grief.
- The staff interviews and observations identified that teachers can provide additional support to SAV staff during the workshops. We recommend that SAV continue to ensure that provision is available to support young people during and following the workshops. For example, through continuing to utilise support from teachers to assist with any pupils who require extra support.
- The observations highlighted the need for a large space to deliver the activity section of the workshop. We recommend that SAV ensure schools allocate enough space and adequate facilities for the delivery of the workshop through early discussions with schools around how the workshop is delivered and what is required from the schools.
- The staff interviews highlighted best practice for providing further support for young people following the workshop through SAV answering following up questions and signposting young people to their service. We recommend setting up a formal aftercare process for further support for the young people attending the workshop. For example SAV could liaise with teaching staff or school nurses or mentors to ensure the provision of support is available to young people attending the workshop. SAV could also provide pupils with a contact list for further support and advice around violence. SAV could also promote their additional workshops to schools for students who have been identified as needing further support.

Training recommendations

- A key theme identified throughout the research related to the main founder and brother of Lloyd Fouracre, delivering the workshop. Teachers noted that the real life story engaged and had an impact on the pupils and they respected and emphasised with him and his story. It must be considered if and how the workshop is delivered and who it is delivered by has an

impact on the workshop outcomes. However the observation and some of the sessions delivered to young people and staff answering the questionnaires and completing interviews noted that other SAV staff members delivered the session and this appeared to have no difference in impact. The SAV founder is always on hand to answer further questions. SAV must consider that if they expand the workshop to cover other areas and provide services to further schools, that they have the additional resource to deliver this in the same manner. It is important to ensure all SAV staff receive formal training and support to deliver the same effective and consistent workshop.

- As alcohol is a key theme throughout the workshop, SAV staff should be aware of their role in answering young people's questions around alcohol consumption. We would therefore recommend all SAV receive training from or collaborate with a reputable alcohol service. Schools should also be made aware of the alcohol content as well as the efficiency of the workshop in addressing two PSHE topics in one workshop: violence and alcohol.

Data monitoring recommendations

- We recommend that SAV start formally collecting and monitoring data. The Centre for Public Health has expertise in developing monitoring systems and can provide advice with this.
- Data collection and monitoring of key outcomes is important for services to provide evidence for effectiveness. We recommend that SAV continue utilising the formal feedback questionnaire at all workshops to provide consistent data collection and monitoring of the workshop. If SAV continue to collect attitude data before and after sessions, they should ensure schools are aware of the importance of effective data collection. This could be provided through training teachers in the data collection measures and helping them to understand the importance of all pupils participating in baseline and follow up questionnaires.
- Case studies providing narrative outcomes are a good source of evidence that demonstrates a journey and helps identify if and when changes in behaviour and attitudes occur. We recommend that SAV consider collecting further narrative outcomes to assist data monitoring through possible case studies and monitoring of verbal feedback.
- This evaluation attempted to collect data regarding violent incidents in schools, however only one school provided this information and therefore is limited due to not having validated data to suggest programme effects on behaviour. We recommend that SAV consider asking schools to monitor school incident reports before and after the workshop and collect this data to further evidence the impacts of the workshop in relation to attitudes to violence and the occurrence of violent incidents.

Recommendations for research

Research gap	Best practice	Recommendation
Although data were collected across six schools, not all schools participated in all aspects of the evaluation, plus the workshop is delivered at a much larger scale than the six schools that participated (9,000 young people since 2011). Therefore the evaluation only included a minority of schools that have received the workshop.	The applicability of the findings to other populations should also be considered, for example different demographics including ethnicity and areas in higher or lower deprivation and schools where violent incidents are high.	We recommend that SAV pilot their workshop in other areas with different characteristics to the South West to ensure that the workshop can be replicated with different audiences.
The study does include a six to eight week follow up assessment to allow for an analysis to identify if workshop impacts remain following the workshop.	Ideally a longitudinal study with a follow up of six weeks to a year would be recommended to examine whether changes in attitude are maintained long term.	We recommend a longitudinal study is conducted measuring attitude and behaviour change over a longer period of time following the workshop.
The evaluation would have benefited from a control group to compare effects across groups who had not been exposed to the workshop, however the scope of this evaluation and resources could not allow for this.	Randomised control trials are considered the gold standard method for testing effectiveness.	We recommend utilising a randomised control trial for future larger scale evaluations.
Communication between schools, young people and SAV staff regarding the purpose of future research is important.	Involving the schools and young people in the development of the evaluation may be beneficial to increase awareness and acceptance of an evaluation.	We recommend that SAV consult schools and young people and involve them in any future work.

A number of changes have been implemented at SAV based on interim findings from this evaluation, including:

- A hand-out providing information for further support including helplines has been developed with the aim of providing a copy to all young people at the end of each workshop
- A booking confirmation email has been developed providing the school with more information about the film content at the time of booking. This email details the importance of the schools identifying and notifying vulnerable young people before they attend the workshop.
- A 'send Adam a message' box on the website has been developed for the website to allow young people to contact Adam directly and ask further questions about his personal experience. This is especially aimed at those groups whose workshop is not delivered by Adam.

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8. Appendices

Appendix 1. Questionnaire



Questionnaire

I have read the information sheet provided and I am happy to participate. I understand that by completing and returning this questionnaire I am consenting to be part of this research study

Today's date:	School:
My date of birth is:	My gender is (please tick): <input type="checkbox"/> Male <input type="checkbox"/> Female

How would you describe your ethnic group? (please tick one)					
Asian or Asian British	Mixed	White	Black or Black British	Chinese	<input type="checkbox"/> Prefer not to say
<input type="checkbox"/> Bangladeshi	<input type="checkbox"/> White & Asian	<input type="checkbox"/> British	<input type="checkbox"/> African	<input type="checkbox"/> Chinese	<input type="checkbox"/> Other please specify:
<input type="checkbox"/> Indian	<input type="checkbox"/> White & Black African	<input type="checkbox"/> Irish	<input type="checkbox"/> Caribbean		
<input type="checkbox"/> Pakistani	<input type="checkbox"/> White & Black Caribbean	<input type="checkbox"/> other	<input type="checkbox"/> other		
<input type="checkbox"/> other	<input type="checkbox"/> other				

How much do you agree or disagree with the following statements? (Please circle one answer for each statement)

1. When my friends fight, I try to get them to stop.	Strongly disagree	Disagree somewhat	Agree somewhat	Strongly agree
2. Even if other kids would think I'm weird, I would try to stop a fight. Agree somewhat,	Strongly disagree	Disagree somewhat	Agree somewhat	Strongly agree
3. If people do something to make me really mad, they deserve to be beaten up. somewhat	Strongly disagree	Disagree somewhat	Agree somewhat	Strongly agree
4. Sometimes violence is the only way to express your feelings	Strongly disagree	Disagree	Agree	Strongly agree
5. If I walk away from a fight, I'd be a coward	Disagree a lot	Disagree a little	Agree a little	Agree a lot
6. I don't need to fight because there are other ways to deal with being mad	Disagree a lot	Disagree a little	Agree a little	Agree a lot
7. It's okay to hit someone who hits you first	Disagree a lot	Disagree a little	Agree a little	Agree a lot
8. If a kid teases me I usually cannot get him/her to stop unless I hit him/her	Disagree a lot	Disagree a little	Agree a little	Agree a lot
9. If I really want to, I can usually talk someone out of trying to fight with me	Disagree a lot	Disagree a little	Agree a little	Agree a lot
10. If I refuse to fight my friends will think I'm afraid	Disagree a lot	Disagree a little	Agree a little	Agree a lot
11. The best way to stop a fight before it starts is to stop the argument (problem) that caused it	Disagree a lot	Disagree a little	Agree a little	Agree a lot
12. Anyone who won't fight is going to be "picked on" even more	Disagree a lot	Disagree a little	Agree a little	Agree a lot
13. If my friends want to go someplace where a fight might happen, I find it easy to say I don't want to go with them	Disagree a lot	Disagree a little	Agree a little	Agree a lot
14. When actions of others make me angry, I can usually deal with it without getting into a physical fight	Disagree a lot	Disagree a little	Agree a little	Agree a lot

Questionnaire continued

How much do you agree or disagree with the following statements? (Please circle one answer for each statement)

15. Imagine a young man called Paul is walking down the street. Another young man he doesn't know shouts abuse at him. Paul reacts by shoving the other man out of the way. How much would you agree or disagree that it was OK for Paul to react in this way?	Strongly agree	agree	Neither agree nor disagree	disagree	Strongly disagree
16. What if Paul had been drunk when he shoved the man? How much would you agree or disagree that it was OK for Paul to react in this way?	Strongly agree	agree	Neither agree nor disagree	disagree	Strongly disagree
17. And what if the other man had been drunk? How much would you agree or disagree that it was OK for Paul to react in this way?	Strongly agree	agree	Neither agree nor disagree	disagree	Strongly disagree
18. Imagine that Stuart is walking down the street. Another young man he doesn't know shouts abuse at him. Stuart reacts by punching the other man in the stomach. How much would you agree or disagree that it was OK for Stuart to react in this way?	Strongly agree	agree	Neither agree nor disagree	disagree	Strongly disagree
19. What if the other man had shoved Stuart first and Stuart reacted by shoving him back? How much would you agree or disagree that it was OK for Stuart to react in this way?	Strongly agree	agree	Neither agree nor disagree	disagree	Strongly disagree
20. What if the other man punched Stuart first and Stuart reacted by punching him back? How much would you agree or disagree that it was OK for Stuart to react in this way?	Strongly agree	agree	Neither agree nor disagree	disagree	Strongly disagree
21. Imagine two groups of rival football fans on their way home from a match. One of the groups starts taunting the other, which reacts by starting a fight with them. Which of the phrases on this card best describe what you think about the fans starting a fight in this situation?	Nothing wrong	A bit wrong	Wrong	Seriously wrong	Very seriously wrong
22. What if the first group of fans had thrown a bottle at the other group of fans. The second group react by starting a fight. Which of the phrases on this card best describes what you think about the fans starting a fight in this situation?	Nothing wrong	A bit wrong	Wrong	Seriously wrong	Very seriously wrong

Please tick the statements that best describe you

By violence we mean: physical fighting or threatening behaviour that could cause harm or injury.

23. Have you ever experienced violence? (please tick one)	<input type="checkbox"/> I have never experienced violence
	<input type="checkbox"/> I feel I have experienced violence, but not in the last six weeks
	<input type="checkbox"/> I feel I have experienced violence in the last six weeks
24. Have you ever been violent towards someone else? (please tick one)	<input type="checkbox"/> I have never been violent towards another person
	<input type="checkbox"/> I feel I have been violent to another person, but not in the last six weeks
	<input type="checkbox"/> I feel I have been violent to another person in the last six weeks

Thank you for completing the questionnaire

Appendix 2: feedback questionnaire



Feedback Questionnaire

I have read the information sheet provided and I am happy to participate. I understand that by completing and returning this questionnaire I am consenting to be part of this research study

Today's date:	School:
My date of birth is:	My gender is (please tick): <input type="checkbox"/> Male <input type="checkbox"/> Female

How much do you agree or disagree with the following statements? (Please circle one answer for each statement).

The workshop was useful	Strongly Disagree	Disagree	Agree	Strongly Agree
The workshop was interesting	Strongly Disagree	Disagree	Agree	Strongly Agree
The workshop was easy to understand	Strongly Disagree	Disagree	Agree	Strongly Agree
The workshop has improved my knowledge on violence	Strongly Disagree	Disagree	Agree	Strongly Agree
The workshop has helped me to better understand the consequences of violence	Strongly Disagree	Disagree	Agree	Strongly Agree
The workshop has changed my opinion about violence	Strongly Disagree	Disagree	Agree	Strongly Agree
The workshop has given me the confidence to avoid risky situations	Strongly Disagree	Disagree	Agree	Strongly Agree
The workshop has given me the confidence to react differently in situations	Strongly Disagree	Disagree	Agree	Strongly Agree
Other young people would benefit from attending the workshop	Strongly Disagree	Disagree	Agree	Strongly Agree

What part of the workshop did you like the most?
What part of the workshop did you like the least?
What would make the workshop more useful?
The most important thing I learned today:

Thank you for completing the questionnaire

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