



Cymorth i Ferched Cymru
Welsh Women's Aid

**VIOLENCE AGAINST WOMEN,
DOMESTIC ABUSE AND SEXUAL
VIOLENCE PREVENTION FOR
CHILDREN AND YOUNG PEOPLE**

**A briefing on Universal Primary Prevention for
Children and Young People**

www.welshwomensaid.org.uk



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As the umbrella organisation for violence against women specialist services in Wales, Welsh Women's Aid would again like to sincerely thank the voices of children and young people, survivors, specialist services and other organisations, which informed the creation of this document.

About Welsh Women's Aid

Welsh Women's Aid is the national charity in Wales working to end domestic abuse and all forms of violence against women. We are a federation of specialist organisations in Wales (working as part of a UK network of services) that provide lifesaving services to survivors of violence and abuse – women, men, children, families – and deliver a range of innovative preventative services in local communities.

We have been at the forefront of shaping coordinated community responses and practice in Wales since we were established in 1978. We do this by campaigning for change and providing advice, consultancy, support and training to deliver policy and service improvements for survivors, families and communities.

Welsh Women's Aid have produced a suite of [Prevention Papers](#) which share research, innovation and promising practice around the prevention of violence against women, including domestic abuse and sexual violence. These papers form a body of evidence that will be circulated to decision makers, funders, commissioners, specialist violence against women services and the public sector, amongst others.

This briefing, the second in the series, will focus on Universal Primary Prevention (UPP), outlining what this approach looks like, how it contributes towards the prevention and long term goal of eradication of violence against women, domestic abuse and sexual violence (VAWDASV) and share some existing promising practice from Welsh Women's Aid's specialist member services.

Violence against women, including domestic abuse and sexual violence, are prevalent in all areas of Wales, as well as across the UK and the globe. Therefore it is vital to intervene to attempt to reduce this prevalence and prevent VAWDASV happening in the first place. Key to prevention is early interaction and education to ensure that children and young people, as the next generation, have the knowledge to be able to form healthy, happy, respectful relationships.

What is universal primary prevention?

Universal primary prevention is a particular approach that targets an entire population, on mass, to deliver messages to educate and change attitudes and perceptions, with no prior knowledge of the audience's experience of the topic. Within VAWDASV, an example of universal primary prevention would be school based sex and relationships education (SRE) or healthy relationships programmes.

Universal primary prevention via school based programmes provides a mechanism to provide this knowledge within the structures of education, reaching a large captive audience

and giving confidence in widespread message delivery. Universal primary prevention services are *“designed to contribute to children’s development, often with the underlying goal of reducing social and health inequalities”*.¹

While evidence is still limited as to the effectiveness of these programmes, largely due to a current lack of investment in services and evaluation, there are many promising creative models of work being rolled out across the UK that have had success and could be utilised as promising practice.²

The impact of violence against women, domestic abuse and sexual violence on children and young people

VAWG, including domestic abuse and sexual violence can remain hidden for children who are experiencing it, and can often go unnoticed for many years. Their behaviour and trauma may be misunderstood and falsely attributed to other factors such as mental health, additional learning needs, or personality disorders.

VAWG, and especially domestic abuse and sexual violence can be difficult to identify amongst children that may be experiencing it, the hidden nature of the abuse means that it often takes place within the home, or away from others, and perpetrators of abuse can behave very differently around others to minimise suspicion.³

Children and young people may not want to tell a professional about abuse they are suffering because of fear of the repercussions. They may well have also been warned not to tell anyone about what is happening or groomed to protect their abuser. They also may not be aware that there are people they can talk to about what is happening to them, or fear that they will not be believed. This can cause disengagement from interaction causing withdrawal, or children and young people can exhibit challenging behaviour. Both of these types of behaviour can be difficult to respond to in an education setting.⁴

Children and young people have often been the forgotten victims when considering domestic abuse. Statistics suggest that 1 in 5 children have been exposed to domestic abuse in the UK⁵ and 130,000 children and young people are living with high risk of domestic

¹ Darlington. I. 2006 “What are universal provision, prevention, early intervention, treatments and social prevention” Common Language Training Pack

<http://commonlanguage.org.uk/source%20files/lectures/UP,P,E,I,I.pdf>

² EVAW, ‘A different world is possible’ 2011. http://www.endviolenceagainstwomen.org.uk/wp-content/uploads/a_different_world_is_possible_report_email_version.pdf

³ <https://www.nspcc.org.uk/preventing-abuse/child-abuse-and-neglect/domestic-abuse/signs-symptoms-effects/>

⁴ https://www.gov.uk/government/uploads/system/uploads/attachment_data/file/182095/DFE-00108-2011-Childrens_Needs_Parenting_Capacity.pdf

⁵ <https://www.nspcc.org.uk/services-and-resources/research-and-resources/pre-2013/child-abuse-and-neglect-in-the-uk-today/>

abuse.⁶ Research highlights that domestic abuse is a factor in over half of Serious Case Reviews carried out.⁷

Welsh Women's Aid collates data about children accessing our member's specialist services following them fleeing domestic abuse and also young people aged 16-24 accessing services within their own right. The most recent statistics from 27 specialist VAWDASV services in Wales shows that there were 1,221 children living in refuge accommodation with their parent in 2016/17⁸ and whilst that number is high, there is a significantly higher number of children continuing to live with domestic abuse within their home who have not yet been able to escape to a safer home environment.

Welsh policy context

There is correlation between the prevention of VAWDASV and the promotion of well-being and wider public health. Welsh Government and Public Health Wales have committed to raising the profile of the concept of adverse childhood experiences (ACEs) having long term impacts on wellbeing and development into adult life. Recent research into ACEs in Wales highlighted that experiencing adversity in childhood, including violence and abuse, can impact on future health and well-being.⁹ Childhood exposure to violence in general, can impact negatively on school achievement and economic prospects as an adult; mental health and resilience; sexual health; physical health and increased likelihood of negative coping mechanisms.

The intention of the Violence against Women, Domestic Abuse and Sexual Violence (Wales) Act 2015 (henceforth referred to as the Act) was to ensure that all public services, including health boards, "*focus on the prevention of VAWDASV, the protection of victims and support for those affected*"¹⁰. This is also applicable within the education sector, and each local authority must put in place a strategy of how they will work towards the three aims of preventing VAWDASV, as well as protecting and supporting survivors. The Welsh Government has also indicated that it intends to place further duties on the education sector by insisting that preventative work around VAWDASV, and healthy and respectful SRE taught from a rights based approach is carried out within schools. When local authorities are developing their local VAWDASV strategies prescribed under the Act, it indicates that education should feature strongly in how they will meet its requirements¹¹.

⁶ http://safelives.org.uk/sites/default/files/resources/A_Place_of_greater_safety.pdf

⁷ https://www.gov.uk/government/uploads/system/uploads/attachment_data/file/533826/Triennial_Analysis_of_SCRs_2011-2014_-_Pathways_to_harm_and_protection.pdf

⁸ <http://www.welshwomensaid.org.uk/annual-reports/2016-17/>

⁹ 'Welsh Adverse Childhood Experience (ACE) Study: Adverse Childhood Experiences and their impact on health-harming behaviours in the Welsh adult population', *Public Health Wales NHS Trust*, 2015

¹⁰ <http://www.assembly.wales/laid%20documents/sub-ld10514/sub-ld10514-e.pdf>

¹¹ Ibid

In 2016, the Welsh Government also published statutory guidance outlining a National Training Framework on VAWDASV.¹² The framework requires all staff who work in schools to complete training to ensure that they provide an effective response to those experiencing VAWDASV, an element of a whole school approach.

In 2017 Welsh Government requested Estyn carry out a review of the quality of provision for healthy relationships education in schools in Wales. This review was intended to support the implementation of the Act, while taking forward the recommendations of Professor Donaldson's curriculum review report '*Successful Futures*', published in 2015.¹³ This report was commissioned by Welsh Government to consider new assessments and curriculum arrangements in Wales. The report champions 6 new areas of learning and experience: Expressive Arts, Health and Well-being, Humanities, Languages, Literacy and Communication, Mathematics and Numeracy, Science and Technology.

Overall, the main findings from the Estyn review of healthy relationships education in schools in Wales were:

- There are a lot of schools across Wales doing good work with regard to healthy relationships and the SRE curriculum, however contact varied greatly and little importance was placed on it. Often as themed days or one off assemblies, which doesn't provide pupils the opportunity to explore the subject adequately.
- While many schools taught about domestic abuse, few taught violence against women, with some not considering this a high priority. It was felt that these schools are not preparing pupils well enough for living in a diverse society.
- Many schools were using specialist agencies to deliver the sessions, who can also offer a wide range of support, including age appropriate lessons and training for staff. These relationships have enabled schools to be able to ensure appropriate support is offered to young people that are experiencing issues with relationships and abuse.
- Schools demonstrating best practice were integrating exploration of healthy relationships across the curriculum.
- On the whole, there was full support for including healthy relationships education as part of the health and wellbeing area of learning in the curriculum reform. While schools are keen to take this on, there is a consistent lack of awareness around government policy and toolkits available to them to support with this.

¹² <http://www.assembly.wales/laid%20documents/sub-ld10514/sub-ld10514-e.pdf>

¹³ Donaldson. G. '*Successful Futures – An Independent Review of Curriculum and Assessment Arrangements in Wales*' 2015

The Whole Education Approach (WEA) in Wales

In Wales, a key element of the Welsh Government's work on VAWDASV is the focus on integrating healthy relationships and awareness into the education setting. Not just as ad hoc individual lessons, but embedding a whole school focus across the institution and the community that surrounds it in order to create long term culture change across schools and further education institutions (FEIs).¹⁴

The '*Good Practice Guide: A Whole Education Approach to ending VAWDASV*' written by Welsh Government and Welsh Women's Aid, breaks down the WEA into 9 key principles to support schools and education settings through the process of adopting the approach.¹⁵ This sits with recommended action points for individuals which include training.

Below is a breakdown of the 9 key principles of a WEA to VAWDASV:

1. Children and young people learn about VAWDASV.
2. Staff learn about VAWDASV.
3. Parents, care-givers and family learn about VAWDASV.
4. Monitoring and evaluation systems are in place to measure impact of this work.
5. Measures are in place to support people who experience forms of VAWDASV.
6. Active participation of children and young people, staff and parents/care-givers to prevent VAWDASV.
7. Taking action to prevent VAWDASV in the wider community.
8. Working in partnership with relevant local experts.
9. Embedding a comprehensive prevention programme.

The adoption of the principles on the *Good Practice Guide* will be pivotal in Wales for universal primary prevention programmes. Embedding prevention into schools' agenda and culture will ensure consistent delivery and roll out, reaching all those involved with education. This include all young people, teachers, administrative staff, catering staff etc.

Learning about healthy relationships across the whole education system is imperative in order to raise awareness of VAWDASV and its impacts on children and young people, as well as to promote organisations who provide a wide range of specialist support for those who need it.

As well the importance of raising awareness to eliminate future VAWDASV, it is also a child's right to be protected from any harm and to live free from fear. This is set out in the United

¹⁴ http://www.legislation.gov.uk/anaw/2015/3/pdfs/anaw_20150003_en.pdf

¹⁵ <http://gov.wales/docs/dsjlg/publications/commsafety/151020-whole-education-approach-good-practice-guide-en.pdf>

Nations Convention on the Rights of the Child (UNCRC)¹⁶ where the following articles relate directly to the protection of children:

- Article 19 states that children “*have the right to be protected from being hurt or badly treated*” and therefore should be protected from all forms of violence, abuse and neglect, and bad treatment by their parents and anyone else that looks after them.
- Article 24 states every child has “*the right to best health possible and medical care and information*” including education on health and well-being.
- Article 39 states that any child has “*the right to help if they have been hurt, neglected or badly treated*” to help them recover.
- Article 42 states that “*all adults and children should know about the convention*” and sets out how governments should work to ensure all children and young people know their rights¹⁷.

In 2004 Welsh Government adopted the policy document centred on the UNCRC, the ‘*Rights to Action*’.¹⁸ This translates the articles of the UNCRC into 7 Core Aims for children in Wales. These aims include that children and young people should have a comprehensive range of education and learning opportunities and enjoy the best possible health and freedom from abuse, victimisation and exploitation.

Universal primary prevention is a mechanism that allows the above rights to be exercised by children and young people, where delivering education and raising awareness of violence against women provides children and young people with information about their right to be safe in a trusted and familiar environment as well as knowledge of where to go to ask for help.

Abuse in teenage relationships

Young people can not only experience domestic abuse within their family home, they can also experience abuse in their own intimate relationships. The UK Government’s cross-departmental definition of domestic abuse includes the experiences of any person aged 16 and above.¹⁹

The data from Welsh Women’s Aid membership specialist VAWDASV services suggests that the age category of 16-24 years is the second most common to access refuge services and accounts for 21% of all survivors accessing all services in Wales.²⁰ Therefore, it is important to ensure young people have access to good quality resources that raise awareness of

¹⁶ United Nations Convention on the Rights of the Child (1989) (UNCRC)

¹⁷ <https://www.cypcs.org.uk/rights/uncrcarticles>

¹⁸ Welsh Government; ‘Children and young people: A right to action’ 2004: cited at <http://gov.wales/docs/caecd/publications/090415rightstoactionen.pdf>

¹⁹ <https://www.gov.uk/guidance/domestic-violence-and-abuse#domestic-violence-and-abuse-new-definition>

²⁰ <http://www.welshwomensaid.org.uk/annual-reports/2016-17/>

abusive relationships and promote healthy relationships to reduce the number of young people who find themselves requiring emergency support.

Recent research²¹ has also indicated that young people themselves are in favour of receiving education around sex and relationships and want it an early point of their transition into adolescent. From the study of under 18 year olds:

- 40 percent thought the SRE they had received was either poor or very poor;
- 61 percent of boys and 70 percent of girls reported not having any information about personal relationships at school;
- 73 percent felt that SRE should be taught before the age of 13.²²

What do young people say?

As outlined above, there is a body of evidence emerging which suggest that children and young people have an appetite for receiving high quality, relevant, lessons and support on healthy relationships.

This support can be provided by specialist VAWDASV services. The accepted definition of VAWDASV specialist services in Wales is:

Organisations/services that are delivered independently from the state (i.e. third sector) and whose core business it is to support survivors and/or perpetrators and/or children and young people impacted by any form of violence against women, domestic abuse and sexual violence (i.e. rape and sexual assault including child sexual abuse, domestic abuse, sexual harassment, forced marriage, FGM, sexual exploitation including through the sex industry, trafficking and modern day slavery and so-called 'honour' based violence).

VAWDASV specialist services' delivery is needs-led and gender-responsive, recognising the continuum of violence against women and ensuring interventions and prevention work connects VAWDASV to wider patterns of sex and other intersectional inequalities, including ethnicity, class, gender identity, age, ability, sexuality, religion and belief.

²¹ https://www.ippr.org/files/publications/pdf/young-people-sex-relationships_Aug2014.pdf

²² www.preventionplatform.org.uk

VAWDASV specialist services' understanding and delivery is informed by analysis of VAWDASV being gendered and a cause and consequence of inequality between women and men, which intersects with factors such as ethnicity, age, class, sexuality and disability to impact on experiences of abuse and routes to recovery.²³ VAWDASV specialist services recognise that these forms of violence are entirely preventable, they happen to women and girls disproportionately because they are women and girls as a means of social control, which maintains and reproduces unequal power relations and presents an obstacle to achieving equality and human rights for women and girls.

These VAWDASV specialist services differ from 'general support' services in that the organisations/services have a gender and culturally responsive and holistic service delivery model, in accordance with the UK quality standards frameworks for such services, and are run by and for the communities they serve. In doing so they offer a uniquely empowering experience particularly to women and children and to BME communities, as the client group is reflected in staffing, management and governance structures of these organisations.

In 2016/2017 there were 17,900 calls to ChildLine regarding sex and relationships, including sexual development, body changes, contraception, sexually transmitted infections (STIs) and relationship issues.²⁴ Sex and sexual health was the most viewed topic on the ChildLine message boards for 2017; and relationships was the second most viewed topic, out of 61 topics.²⁵

Research carried out by the Institute of Public Policy Research (IPPR) highlighted that:

- More than 8 out of 10 (86%) agreed that sex and relationship advice should be taught in schools.
- More than a third (37%) said sex and relationship advice should be taught from the beginning of primary school and almost half (49%) from the beginning of secondary school.
- 7 out of 10 (68%) 18 year olds thought that SRE should be taught by a trained expert;
- 40% thought that it should be taught by an external visitor who doesn't usually teach at the school, and only 19 % thought it should be taught by a teacher from the school.²⁶

The research also shows that there is a significant gap between what young people want to learn about, and what is actually being taught.

²³ This perspective is supported by evidence from the United Nations, World Health Organisation, European Conventions and UK strategies.

²⁴ <https://www.nspcc.org.uk/globalassets/documents/annual-reports/not-alone-anymore-childline-annual-review-2016-17.pdf>

²⁵ <https://www.nspcc.org.uk/globalassets/documents/annual-reports/not-alone-anymore-childline-annual-review-2016-17.pdf>

²⁶ https://www.ippr.org/files/publications/pdf/young-people-sex-relationships_Aug2014.pdf

In December 2017, a report was published²⁷ in Wales by the Sex and Relationship Education Expert (SRE) Panel, outlining the key findings and recommendations following an assessment of the current provision for SRE. This panel was established by the Cabinet Secretary for Education to help inform the development of the future Sex and Relationships Education (SRE) curriculum in Wales.

The recommendations presented in the report are:

1. Sex and Relationships Education (SRE) should incorporate a name change from Sex and Relationships Education to Sexuality and Relationships Education. This new definition will draw upon the World Health Organisation's (WHO) definition of 'sexuality', with an emphasis on rights, health, equality and equity.

To make Sexuality and Relationships Education (SRE) a statutory part of the new curriculum for all schools (age 3-16) and underpinned by the core principles in recommendation 2.

To develop new statutory guidance for Foundation Phase, Primary and Secondary Schools underpinned by the core principles in recommendation 2.

2. The SRE Curriculum should be guided by the following core principles and thematic areas with clear learning outcomes that can evolve to meet changing biological, social, cultural and technological issues and knowledge.

Core principles include: Rights and Gender Equity; Creative and Curious; Empowering and Transformative; Experience-near and Coproduced; Holistic; Inclusive; Protective and Preventative

3. The SRE Curriculum should be engaging, relevant and developmentally appropriate with clear progression pathways for learning and experience.
4. Pioneer schools, supported by Welsh Government and specialist organisations should explore how the SRE curriculum can be embedded in a 'whole school approach'.
5. The Health and Wellbeing Area of Learning and Experience (AoLE) should have an equal status to other AoLEs. SRE should also have equal status to other areas within Health and Wellbeing and the wider AoLEs, including robust assessment arrangements that support pupil voice.

²⁷ <http://gov.wales/docs/dcells/publications/180104-future-of-the-sex-and-relationships-education-curriculum-in-wales-en.pdf>

6. Welsh Government to establish a SRE professional development pathway, differentiated for stage of education, to be incorporated into ITE and professional learning courses.

This pathway would provide an opportunity to further progress their professional development and specialise in SRE, allowing scope for the workforce to achieve a Masters level SRE qualification.

7. All schools should have a specialist trained SRE lead with access to resources and guidance to co-ordinate a rights and gender-equity based curriculum. Hours for delivery across the key stages should be equitable with other curriculum subjects. This role should involve embedding SRE in a whole school approach.
8. Each Local Authority, working with Consortia, should have a dedicated SRE lead to provide external support, co-ordinate CPD and ensure consistency and quality recognising that specialist external organisations of educationally trained providers, including FE and HE sector, can enhance SRE curriculum content and its implementation in a whole school approach.
9. For Estyn to build on recent changes to the inspection framework to consider the inspection of SRE as part of aligning new inspection arrangements to the new curriculum.
10. Welsh Government to consider establishing a SRE excellence mark to highlight exemplary whole school approaches to gender equality and equity and SRE.
11. Welsh Government to establish a SRE Hwb Zone to support high quality SRE in schools and to service a SRE research, practice and training network, aimed at facilitating provision of up to date research and training opportunities and creation of a Wales SRE community of practice.

Another important component when considering healthy relationships, is the impact of digital technology. The knowledge gap between a young person's understanding of technology and that of most adults is wider than ever. Digital technology is developing at such a rate that it can feel impossible to keep up with. Young people now have more platforms than ever before to communicate with one another, and opportunities to share every detail of their life. This social media landscape increases social pressures on children and young people and exposes them to risks such as bullying, exploitation and abuse 24 hours a day, as well as easy to access content made for adults. Content is largely unregulated and many young people are online with little or no adult supervision, leaving them navigating their way through in a complex world alone. Last year (2016/17) ChildLine undertook 12,200 counselling sessions to young people wanting to talk about online safety

and abuse, up 9% on the previous year. Sexting was the most viewed information and advice topics on the ChildLine website for the fourth year running.²⁸

Therefore, it is imperative that young people also have access to high-quality accurate information about how to manage online safety. Resources and information to be available to their parents and professionals working alongside them to educate them and enable them to support young people with online life.

Conclusion and Recommendations

In conclusion, SRE and healthy relationships education is a powerful tool for universal primary prevention of VAWDASV. It is also clear that there has been much progress made with healthy relationships education across Wales in recent years. The development of the new legislative and policy framework for this provides a solid foundation to build on as changes are rolled out. We can see that there is great work being undertaken across Wales, with regard to both specialist services, and within education. Attitudes are positive and there is a clear commitment to address their issues together.

Welsh Women's Aid will continue to identify and work with partners to increase awareness and implementation of the WEA and the *Good Practice Guide*.

We will also continue to work to ensure that access to good quality accurate resources around online safety and digital life are available and accessible for everyone. This includes young people, parents and education staff.

Promising practice of universal prevention programmes available in Wales.

There are a number of universal primary prevention programmes being rolled out across Wales, to suit a range of ages with varying objectives. Below are some programmes that are currently being delivered for children and young people.

²⁸ <https://www.nspcc.org.uk/globalassets/documents/annual-reports/not-alone-anymore-childline-annual-review-2016-17.pdf>

Welsh Women's Aid: Safety Trust and Respect (S.T.A.R.) Young People Programme (11-13 and 14-25)

Welsh Women's Aid children and young people team have developed two prevention programmes: one for 11-13 year olds, and the other for 14-25 year olds. These take the form of an 8 week course, but designed as 8 individual sessions, which can be delivered as a course or stand-alone sessions depending on need. The topics include: respectful relationships, domestic abuse, gender stereotypes, and consent. Sex, phones and the internet (11-13); sexting, pornography (14-25); sexual exploitation, perception (14-25); and resilience (11-13). S.T.A.R. programmes are available to professionals along with training and support, who are working with children and young people.

<http://www.welshwomensaid.org.uk/what-we-do/children-and-young-people/>

Hafan Cymru – Spectrum Project

As part of the drive by the Welsh Government to tackle VAWDASV, Hafan Cymru's Spectrum Project has been funded to raise awareness of domestic abuse and associated issues in all secondary and primary schools in Wales.

The sessions are delivered by qualified teachers, and are available bilingually in Welsh and English. The sessions are cross curricular and are designed to promote discussion and not disclosure all session conclude with how to get further information and support.

The Project also delivers training for all school staff and for parents on:

- Raising awareness of domestic abuse
- Understanding the effects of domestic abuse on a child
- A whole school approach to tackling VAWDASV.

The project can also undertake a consultation/audit to assist schools with meeting the new requirements of the Estyn Framework regarding Healthy Relationships Education.

<http://spectrumproject.co.uk/>

Calan DVS – Relationships Shouldn't Hurt

Calan DVS are a South Wales based specialist domestic abuse support organisation formed on 1st July 2012. In 2014 Calan DVS was awarded a five year contract by the Big Lottery Fund Wales to develop and deliver coordinated and holistic early intervention and support services for children and young people exposed to domestic violence and abuse. This innovative project; called BRAVE EIP (Building Resilience against Abuse, Violence and Exploitation) has been delivered across Neath Port Talbot and Powys.

Relationships shouldn't hurt is a 'Peer Education' Theatre Production, developed in Powys.

The production has a primary objective of using theatre as a medium of educating young people about the different types of domestic abuse and how to recognise the signs of healthy and unhealthy relationships. The script is deliberately acted out by a young cast to allow them to discover the subject for themselves and then deliver the scenes in a way that their audience can familiarise with.

For more information please visit: <http://www.braveeip.org.uk/>

Resolve it: Crucial Crew

Crucial crew has been across Wales for many years with varying levels of success. A wide variety of organisations are invited to attend daily events, often based within a particular school or community to participate in a carousel day of safety messages. Agencies typically include Women's Aid, Fire Service, St. John's Ambulance, Network Rail.

Crucial Crew relies largely on schools willing to participate and agencies having capacity to be involved. Due to the long standing reputation of these events, school generally like to take part and a wide range of safety messages are delivered to an entire year group in one day. Sessions are aimed at year 6 or 7 and sessions last between 10 and 25 minutes, depending on the number of agencies involved.

<https://www.resolveitcic.co.uk/crucial-crews/>

Welsh Government 'This is Me' Campaign

The THIS IS ME campaign has been developed in partnership with our expert stakeholders and survivors who are part of our Violence Against Women, Domestic Abuse and Sexual Violence Communications Group. These include representatives from: **Welsh Women's Aid, Bawso, Safer Wales, Survivors Trust (Sexual Violence Sector), Welsh Local Government Association, Cardiff University, Police and Her Majesty's Prison and Probation Service**

What is the issue?

Outdated notions still exist of how we should all act and what behaviours and achievements we should expect as a result, putting pressure on people to conform to society's 'norms'.

Our gender can have an impact on how safe we feel, where we feel we can go, what job we feel we can apply for and other people's expectations of us.

The THIS IS ME campaign recognises that we are all so much more than just our gender.

The campaign recognises that we must acknowledge the link between gender and violence against women, domestic abuse and sexual violence.

It acknowledges that the pressure to conform and gender inequality present in our society can be a cause and consequence of violence against women, domestic abuse and sexual violence.

Everyone in Wales deserves to live fear free of gender stereotypes –to be whoever they want to be and reach their full potential.

<http://livefearfree.gov.wales/campaigns/this-is-me?lang=en>

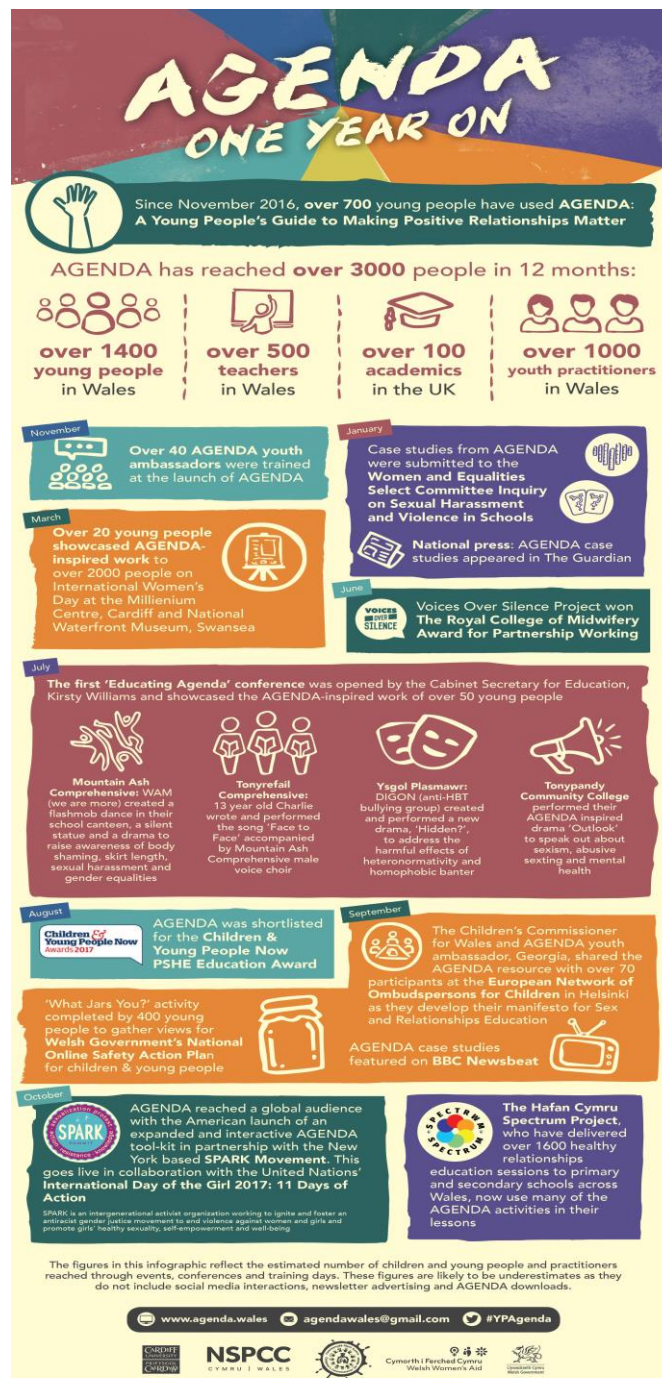
Agenda Toolkit

Agenda is a resource toolkit has been created by Welsh Women’s Aid, Cardiff University, NSPCC Cymru and the Children’s Commissioner for Wales in collaboration with young people for young people.

‘An online to with equality and diversity, children’s rights and social justice at the heart’

Agenda is Wales’s first national guidance for young people and how they can safely and creatively make positive relationships matter.

<http://agenda.wales/>



Welsh Women's Aid will continue to work to improve the safety of children who have experienced domestic abuse and other forms of violence against women by working with survivors and their children to get their voices heard. If you have any comments or questions about this briefing, please don't hesitate to get in touch with:

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