

Violence as a public health problem:



GLOBAL PROBLEM (1)



IMPACTS ON HEALTH AND WELLBEING (2)



GENERATES COSTS ON PUBLIC RESOURCES (2)



1.9 MILLION VIOLENT INCIDENTS IN ENGLAND AND WALES IN 2012/13 (3)



YOUTH VIOLENCE INVOLVES THOSE AGED 10-29 (1)

Risk factors for youth violence:



NEGATIVE EARLY LIFE EXPERIENCES (2)



PEER RELATIONSHIPS AND INVOLVEMENT IN GANGS (2)



MALE (2)



AREAS OF HIGH DEPRIVATION AND SOCIAL INEQUALITY (2)



ALCOHOL CONSUMPTION AND DRUG USE (2)



CULTURAL AND SOCIAL NORMS (2)



DISABILITY (2)



PERSONALITY DISORDER (2)

Evidence of effectiveness for specific violence prevention approaches:



SCHOOLS: Have been identified as a key setting for violence prevention programmes (4)

EXISTING EVIDENCE ON PREVENTION STRATEGIES:

- Improving social skills: strong evidence (4)
- Plays and films: insufficient evidence (4)
- Perspective taking activities: limited evidence (5)
- Approaches based in the UK: insufficient evidence (6)



UK

STAND AGAINST VIOLENCE: (SAV) 1 HR YOUTH VIOLENCE PREVENTION WORKSHOP

AIMS:

- Improve young people's knowledge and skills in dealing with violence (7)
- Help schools meet their PSHE outcomes (7)

CONTENT:

- Workshop is delivered by SAV staff and includes 3 key activities:
 - 11 minute film which tells the real-life story and impact of the murder of 17 year old Lloyd Fouracre
 - Group work (perspective taking activity)
 - Question and answer session

Q&A

Methods:

Evaluation implemented in schools across Bristol (n=3) and Somerset (n=3):



QUANTITATIVE DATA COLLECTION

ATTITUDE AND BEHAVIOUR QUESTIONNAIRES (n=386)

- Pre, post and follow-up questionnaires
- 24 questions asking pupils about their perceptions and experiences of violence
- Pupils aged 12-15 years (2 schools)
- Analysis: ANOVA, Mann-Whitney U test
- Responses were scored: the higher the mean score, the greater the pupils' knowledge and skills in conflict resolution

FEEDBACK QUESTIONNAIRES (n=204)

- Post-workshop questionnaire
- 9 questions asking about pupils' satisfaction with the workshop
- Pupils aged 12-15 years (3 schools)
- Analysis: Mann-Whitney U test, Kruskal Wallis test

INCIDENT REPORTS

- Requested from 5 schools



QUALITATIVE DATA COLLECTION

TEACHER INTERVIEWS (n=8)

- Questions asking teachers about their satisfaction with the workshop
- Thematic data analysis (2 researchers)

OBSERVATIONS (n=4)

- Pupils' engagement levels and the workshop's content were recorded

- QUESTION THEMES:
- Involvement in violence
 - Resolution strategies
 - Violence amongst peers
 - Street violence
 - Violence and alcohol

Findings:

ATTITUDE AND BEHAVIOUR QUESTIONNAIRES



Mean scores represent a significant improvement in pupils' attitudes and behaviour following the workshop

FEEDBACK QUESTIONNAIRES: FAVOURITE WORKSHOP ACTIVITY



The majority of pupils felt the workshop was useful (97%, n=197), it helped them to better understand the consequences of violence (88%, n=176) and that it gave them the confidence to react differently in violent situations (78%, n=145)

OBSERVATIONS:

- Pupils engaged well with the content and the SAV staff member had an important role in clarifying:
- the aim of the film;
 - the effects of alcohol on different people;
 - the differences in people's reactions to death

SCHOOL INCIDENT REPORTS

Obtained from 1 school: no violent incidents 6 weeks before or after the workshop

TEACHER INTERVIEWS: 7 KEY THEMES EMERGED

Organisation: Easy, very little impact on their teaching role

Content: "They [the pupils] coped with it very well and approached it very maturely"

Impact: "Punching someone could end a life and you have to live with it, I think those kids were affected by that"

Engagement: "The more boisterous lads in the class... even they really got on board with it all"

Potential problems: Teachers pre-warned their pupils and gave them the option to not attend if they thought it would be too upsetting

Changes in behaviour: Teachers thought it was about prevention rather than treatment

Access points: "It gives the students an access point if there is something they are worried about"

Conclusions:

FINDINGS INDICATE:

- The workshop improves young people's conflict resolution skills, however, further evidence is needed to determine the long-term impact of the workshop
- Both pupils and staff found the workshop informative and engaging

RECOMMENDATIONS:

- Provide more information to schools regarding the content
- Set up a formal aftercare process for further support
- Ensure all SAV staff receive the same formal training
- Inform schools that the workshop addresses 2 PSHE topics: violence and alcohol
- Formally collect and monitor data on pupils' attitudes, behaviour and satisfaction

NEXT STEPS TO CONSIDER:

- Applicability of the findings to other populations
- A longitudinal study
- A randomised control trial
- Involving the schools in the development of the evaluation to increase participation