



## Kingswood Academy 2019

### Evaluation Results

As part of each Tender project we deliver, we evaluate the changes in attitude that identify the impact of our work through surveys carried out before (pre) and after (post) with the participants, as well as a questionnaire after the performance from the audience.

Below is a set of results from this process from students at Kingswood Academy, including the prevailing attitudes of the young people surveyed, and the impact our work had on those young people's knowledge and understanding.

We ran the project over 2-days with 20 year 9 students. The rest of year 9 formed the audience, from which we received 143 questionnaires.

Some of the students also delivered an assembly to about 150 students and staff at Northcott School. This wasn't evaluated, but was really brilliant and in itself shows how much the participants learnt!

What follows is a summary of the questionnaires which the participants and the audience completed.

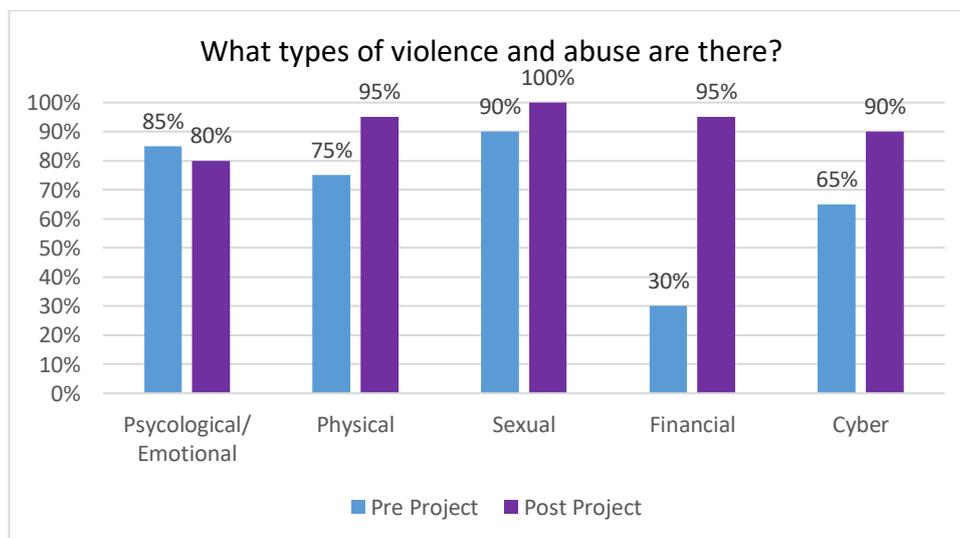
## Results from the young people who took part in the project:

The students we worked with this year were really engaged and creative. There was clearly a certain amount of nerves re: the drama, but some of the big characters were able to support the more nervous amongst them. We had some great conversations with them and this was reflected in the drama pieces they created.

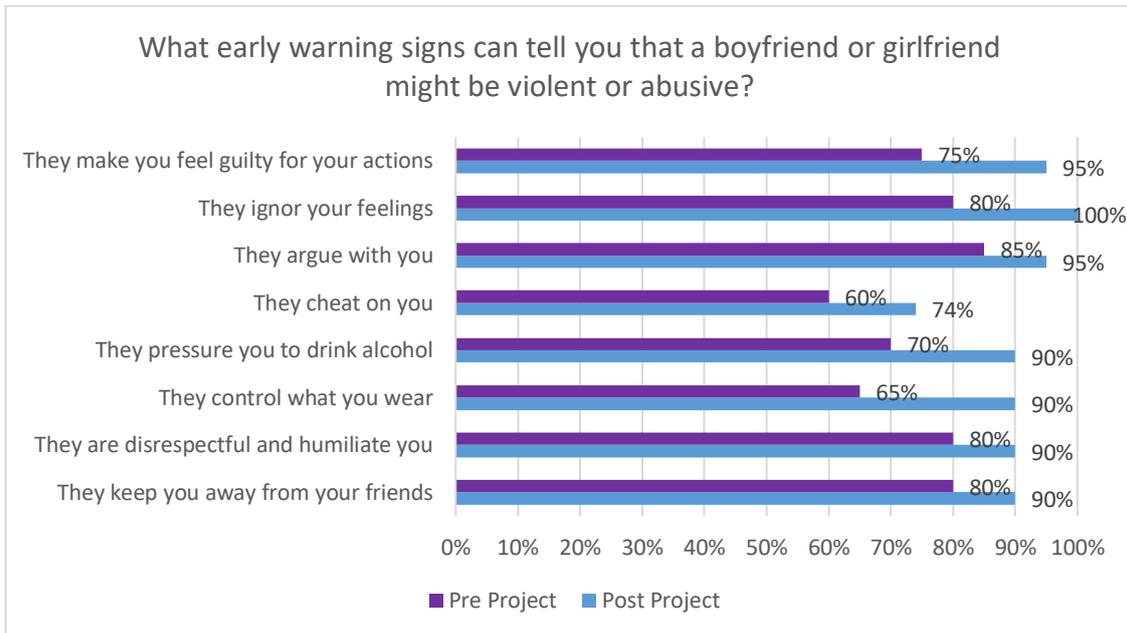
This evaluation compares what they said they knew and understood at the beginning of the project with what they said at the end. There are some great results, clearly showing an increase in their knowledge and understanding of the subject.

Post project:

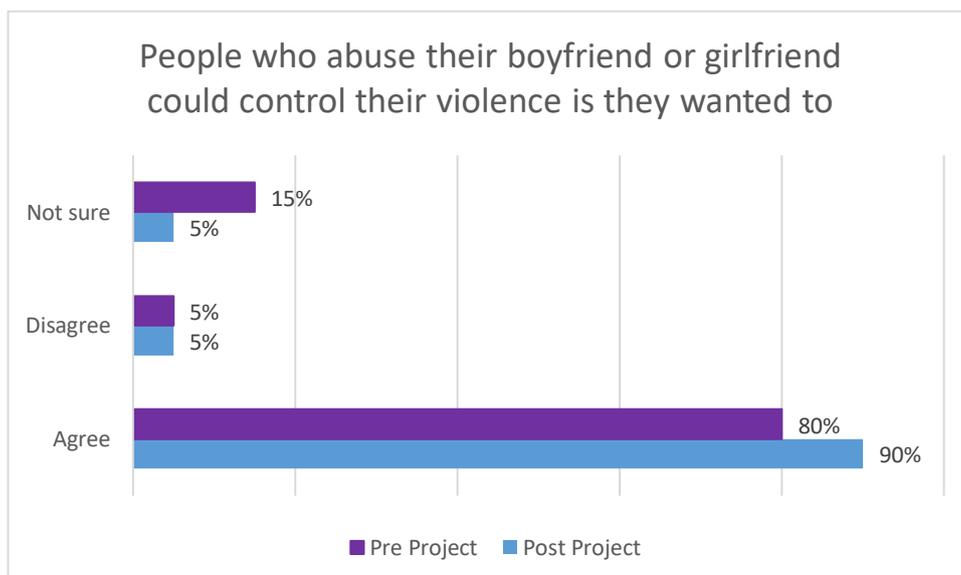
- **90%** could recognise that young people (16-24 year olds) experience the most relationship abuse.
- **75%** could correctly recall that 1 in 3 women will experience abuse at some point during their life.
- **100%** were also able to recall that on average 2 women will be killed each week by their partner or ex-partner.
- **95%** of students after the project were able to recognise that violence and abuse can happen in same sex relationships.
- **90%** of the students were correctly able to identify women as the most likely to experience abuse.
  - **5%** felt it was equally likely to happen to men or women – although women statistically suffer more abuse this recognises the student's understanding that anyone can become a victim or a perpetrator of domestic abuse.
- Participants, on the whole, were much more aware of the different types of abuse:



A subject we dedicate time to is recognising early warning signs of abuse. Students were much more able to understand and recognise early warning signs by the end of the project:



At the beginning of the project, many of the students were in agreement that perpetrators of abuse had a choice in being abusive. By the end we saw a rise in this understanding that abuse is a choice, made by the perpetrator, and that victims are not to blame for violence and abuse towards them:



Comments relating to this question in the pre-project questionnaire show that actually a lot of students already thought that abuse is a choice and it's up to the individual get support. However, there were some mixed feelings about this, especially around the subject of mental health. Post-project comments are much clearer, mostly stating that there is always a choice and never an excuse:

*"Some people may have a mental problem."*

*"May be mentally unstable and may not be able to control it."*

*"They could stop it so that they do not get into trouble or feel guilty."*

*"They have complete control over their actions so can choose what they do."*

*"It can be an impulse that possibly can be controlled."*

*"...you don't always be violent you could go for walks."*

**Kingswood Academy Year 9 students, pre-project questionnaires**

*"Abuse is a choice."*

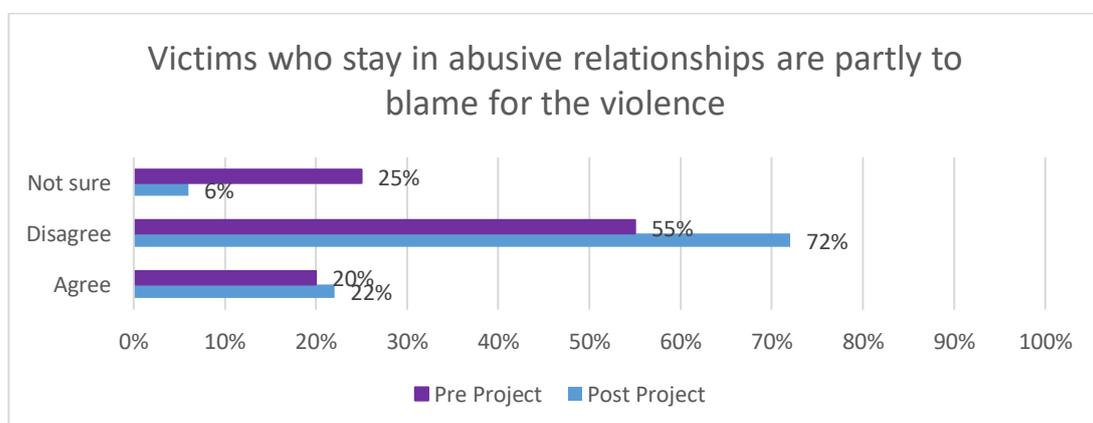
*"Never an excuse."*

*"They could go get help."*

*"It's their decision to change it."*

*"Everyone can control it."*

**Kingswood Academy Year 9 students, post-project questionnaires**



Students were also asked about the victim's role in violent and abusive relationships. Again, there were some who had a great understanding of this before the project:

*"Because they could walk away."*

*"Sometimes in these situations they threaten you."*

*"They could have done the same thing in the past or made things worse."*

*"They may not be financially secure to leave."*

*"Sometimes they don't have a choice because they're scared."*

*"Nobody deserves to be abused no matter what happens."*

**Kingswood Academy Year 9 students, pre-project questionnaires**

Post project, most students had come to the conclusion it wasn't the victim's fault. There was a small rise in those who agreed with the statement, but in examining the answers and the comments I would suggest that this is a misunderstanding of the question. For example, one student who agreed post-project commented; *"they get blamed"*, which I would suggest is a reference to victim blaming discussions which took place within the sessions. However, it is worth recognising that two days is a short period of time, even working intensively, and the ideas we have spoken about will continue to develop over a longer period of time. Most students could identify a lack of choice for a victim in a domestic abuse situation:

*"They might be frightened others may be harmed in the process."*

*"If they leave they threaten them."*

*"Because it is hard to leave due to barriers."*

*"Nobody is ever to blame, nobody deserves to be abused."*

**Kingswood Academy Year 9 students, post-project questionnaires**

After the project **83%** of students said that, apart from self-defence, violence is never okay in a relationship.

One of the outcomes that we hope to see from the project is that students have more information about what to do to help themselves and others if they were to recognise an abusive situation.

Post-project, **77%** of students said that they would feel able to help a friend who was experiencing an abusive relationship. Post-project students were able to name a number of services they could access to offer support to the victim, especially ChildLine and school.

*“Help them ring Childline.”*

*“Call ChildLine, tell family /teacher.”*

*“I know more about it so would be able to help.”*

**Kingswood Academy Year 9 students, post-project questionnaires**

We asked them how they felt being part of the Tender healthy relationships project had affected various aspect of their knowledge:

- a) **100%** said they had more understanding of what healthy and unhealthy relationships are.
- b) **94%** feel more confident in dealing with issues around violence and abuse.
- c) **92%** said they have more knowledge about where to seek support or advice for violence and abuse in relationships.

**87%** of students said they had enjoyed taking part in the project. We asked them which aspects they had enjoyed:

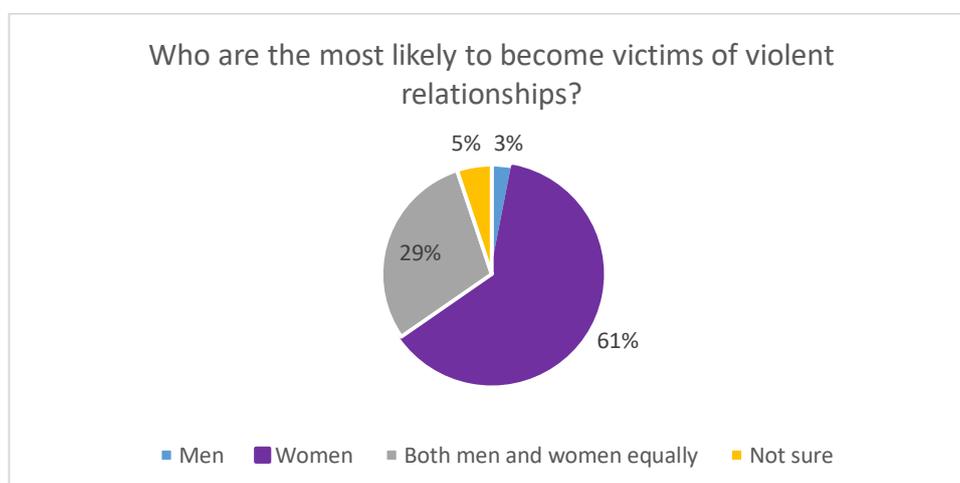
- **62%** said using drama
- **61%** said the sharing/performance
- **69%** said the discussions
- **69%** said being in the workshop and with the workshop leaders

## Responses from the young people in the audience:

Results from the audience questionnaires showed us that most of the audience were able to recognise that abuse doesn't just affect small number of people.



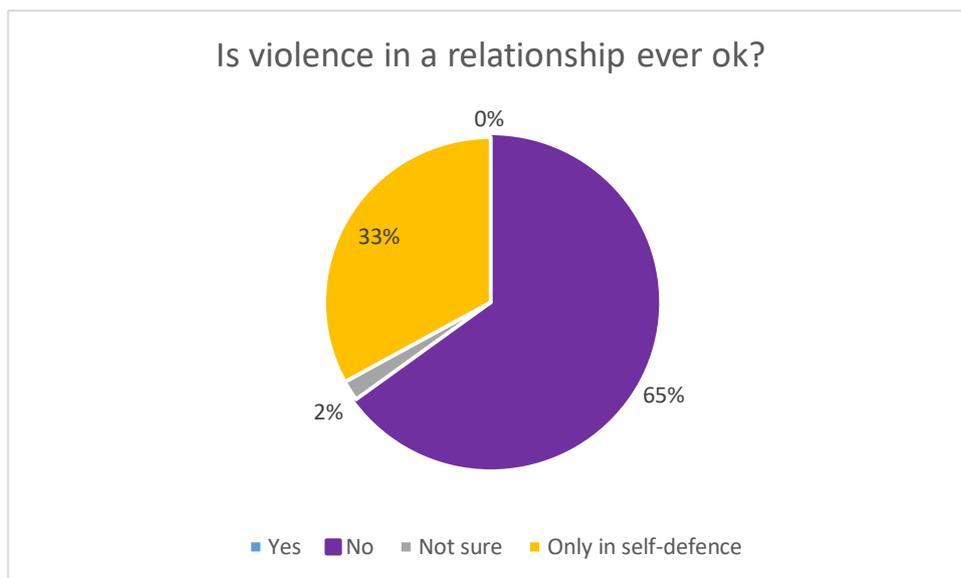
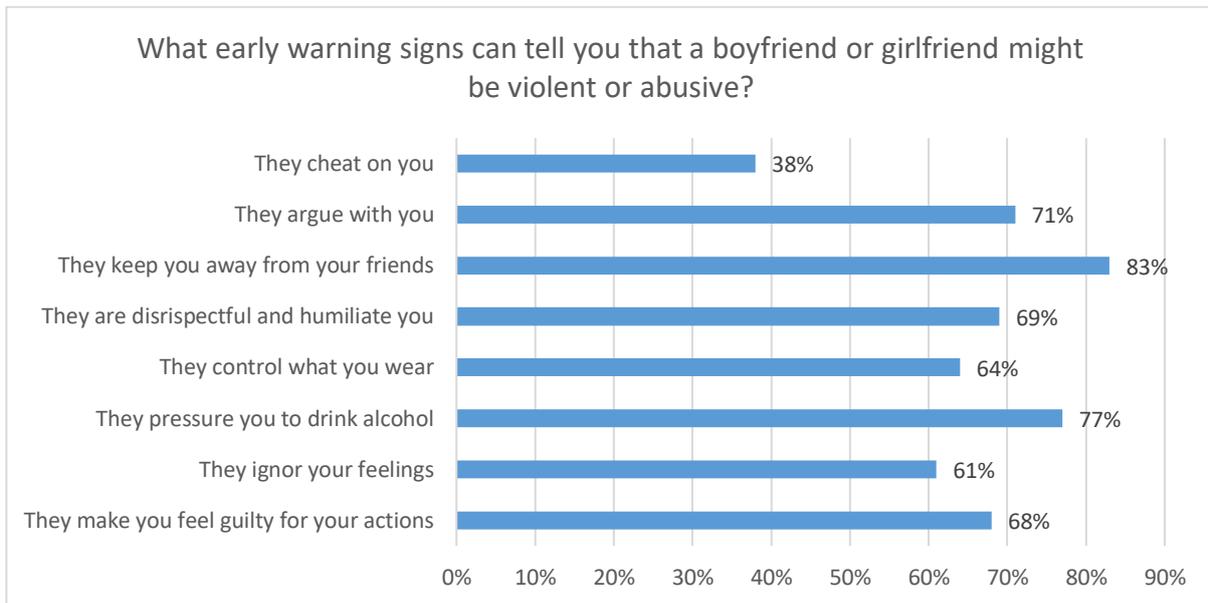
In terms of statistics, most students correctly identified women as the most likely to be a victim of an abusive relationship. The second largest answer was that both men and women could be victims, which recognises that abuse can happen to anyone, not just women.



**93%** of students could recall that 1 in 3 women will experience abuse at some point during their lifetime.

**93%** could correctly recall that on average 2 women will be killed each week by their partner or ex-partner.

Students were able to identify early warning signs of abuse:



After the performance **70%** of students felt they would be able to help a friend who was in an unhealthy or abusive relationship.

**89%** of students enjoyed watching the performance.

**83%** felt they had more understanding of what healthy and unhealthy relationships are.

**81%** felt more confident in dealing with issues around violence and abuse.

**82%** said they have more knowledge about where to seek support or advice for violence and abuse in relationships.

Overall, we had a great group to work with. As is to be expected nerves kicked in at the last minute, but they created some brilliant dramas both for the presentation and throughout the two-day course. For the presentation we had limited time to really engage with the audience, which was a shame. This is definitely something to learn from and give more time to next year.

The results of the questionnaires speak for themselves; we can see much improved knowledge and understanding from both the participant group and the audience. A very positive outcome!

### White Ribbon

An added bonus was that we were able to use ten students from the project to visit Northcott School for White Ribbon Day, where they recreated some of their drama pieces. The performers had clearly retained their knowledge and were able to redevelop scenes to share with 150 staff and students. Luke has since revisited the school and, though comments made to him, it's clear that the students got a lot from this experience. Although it was impractical to use the same questionnaires with the Northcott students, they have been able to continue conversations around this subject after the assembly.

We were also really pleased to be able to speak to the Year 9s again during White Ribbon Day. Hopefully this will mean we have really cemented the knowledge with this year group.

We had a great time with the students and the school. Thank you for hosting the project at Kingswood Academy - we hope to be back again in the next school year!