



THE UNIVERSITY *of* EDINBURGH

Edinburgh Research Explorer

Consultation with children and young people with experience of domestic abuse on The Scottish Government National Domestic Abuse Delivery Group Draft Proposals (Main report)

Citation for published version:

Smith, C, Grimes, M, Morrison, F, Houghton, CA & Stafford, A 2008, *Consultation with children and young people with experience of domestic abuse on The Scottish Government National Domestic Abuse Delivery Group Draft Proposals (Main report)*. Scottish Government, Edinburgh.
<<http://www.scotland.gov.uk/Publications/2008/06/17121756/0>>

Link:

[Link to publication record in Edinburgh Research Explorer](#)

Document Version:

Publisher's PDF, also known as Version of record

Publisher Rights Statement:

Licensed under Open Government License

General rights

Copyright for the publications made accessible via the Edinburgh Research Explorer is retained by the author(s) and / or other copyright owners and it is a condition of accessing these publications that users recognise and abide by the legal requirements associated with these rights.

Take down policy

The University of Edinburgh has made every reasonable effort to ensure that Edinburgh Research Explorer content complies with UK legislation. If you believe that the public display of this file breaches copyright please contact openaccess@ed.ac.uk providing details, and we will remove access to the work immediately and investigate your claim.





Consultation with Children and Young
People with Experience of Domestic
Abuse on The Scottish Government
National Domestic Abuse Delivery
Group Draft Proposals

Main Report



**CONSULTATION WITH CHILDREN AND
YOUNG PEOPLE WITH EXPERIENCE
OF DOMESTIC ABUSE
ON
SCOTTISH GOVERNMENT NATIONAL
DOMESTIC ABUSE DELIVERY GROUP
DRAFT PROPOSALS**

MAIN REPORT

**The University of Edinburgh/NSPCC Centre
for UK-wide Learning in Child Protection
and
Scottish Women's Aid**

**Connie Smith
Marian Grimes
Fiona Morrison
Claire Houghton
Anne Stafford**

ACKNOWLEDGEMENTS

The research team is grateful to the many people who contributed to the making of this report.

We are particularly grateful to the children and young people who participated in the consultation events. Our thanks go to them for taking the time to give their views on the proposals.

We would also like to thank the four young people facilitators who voluntarily acted as experts and co-facilitators for the project and as role models.

We are indebted to the child support workers for encouraging the young people to participate in the consultation, the support they provided and dealing with the practicalities.

The views expressed in the report are those of the author(s) and do not necessarily reflect those of the Scottish Government or any other organisation(s) by which the author(s) is/are employed.

The Scottish Government is making this research report available on-line in order to provide access to its contents for those interested in the subject.

This web only full report is accompanied by the web only research findings "Consultation with Children and Young People with Experience of Domestic Abuse on Scottish Government National Domestic Abuse Delivery Group Draft Proposals".

Both documents are published by Education Analytical Services, Scottish Government, Victoria Quay, Edinburgh, EH6 6QQ. If you have any enquiries about these reports please contact the Dissemination Officer on 0131-244-0894; by e-mail on recs.admin@scotland.gsi.gov.uk or visit our website www.scotland.gov.uk/insight.

© Crown Copyright 2008

Limited extracts from the text may be produced provided the source is acknowledged. For more extensive reproduction, please write to, the Chief Researcher at Office of Chief Researcher, 4th Floor West Rear, St Andrew's House, Edinburgh EH1 3DG

CONTENTS

1.	BACKGROUND AND INTRODUCTION	6
	Purpose	6
	About the National Domestic Abuse Delivery Group.....	6
	Aims and Objectives of the Consultation	6
	The Project Team	7
2.	DESIGN AND STRUCTURE OF THE EVENTS.....	8
	Summary of the Research Design	8
	Participants	8
	Structure, Design and Methodology	9
	Research Methods	9
3.	ETHICAL ISSUES, INFORMATION AND GROUND RULES.....	11
	Care in Accessing Participants	11
	Information to Participants and Managing Expectations.....	11
	Ground Rules.....	12
	Consent and Confidentiality	12
	Support and Aftercare.....	13
	Child Protection.....	13
4.	FINDINGS.....	14
	NDADG Proposals and ‘Child-Friendly text’	14
	Sessions 1 and 2: Why adults should listen to us	14
	Session 3: Support I need	15
	Child Support Workers.....	16
	Conclusion.....	17
	Group Work and Sharing Experiences	17
	Conclusion.....	18
	The Internet, Email and Telephone	18
	Conclusion.....	20
	Session 4: Help From Others.....	21
	Teachers.....	21
	Conclusion.....	22
	Other professionals.....	23
	Conclusion.....	25
	Session 5: Keeping Children Safe	25
	Accommodation	26
	Courts	27
	Safe Contact with the Perpetrator	27
	Perpetrator Programmes	28
	Conclusion.....	28
	Session 6: Getting the message out	28
	Future Involvement	29
	Conclusion.....	29
5.	SUMMARY AND CONCLUSIONS.....	30
	Background.....	30
	Specific Findings and Conclusions.....	30
	Sessions 1 and 2 – (Proposals 1, 2, 3) - Why adults should listen to us.....	30
	Session 3 – (Proposals 13, 14, 16) – Support I Need	30
	Session 4 - (Proposals 4, 9, 10) - Help from others.....	31
	Session 5 – (Proposals 15, 8, 11, 7) - Keeping Children Safe.....	31
	Session 6 – Proposals 4 and 6) - Getting the message out.....	32
	Findings and Conclusions: Major Themes	32

APPENDIX 1: NATIONAL DOMESTIC ABUSE DELIVERY GROUP – DELIVERY PLAN PROPOSALS	33
APPENDIX 2: DESIGN OF SESSIONS	35
APPENDIX 3: CYP CONSULTATION EVENTS: BRIEFING FOR WORKERS	39
APPENDIX 4: INFORMATION LEAFLET FOR YOUNG PEOPLE.....	41

1. BACKGROUND AND INTRODUCTION

Purpose

1.1 This document reports findings from three events held to consult children and young people with experience of domestic abuse (CYPEDA) on the Scottish Government National Domestic Abuse Delivery Group Draft Proposals.

1.2 The purpose of the consultation was to ensure young people had a voice in shaping the proposals.

About the National Domestic Abuse Delivery Group

1.3 The [National Domestic Abuse Delivery Group](#) (NDADG) was established in 2006 under the then Scottish Executive and is continuing under the current Scottish Government. Its membership comprises Scottish Government officials and ‘various external organisations and agencies, all with expertise in addressing domestic abuse from the point of view of children and young people’. The two roles of the NDADG are:

- To develop and implement a three year National Strategic Delivery Plan to address the needs of children and young people affected by domestic abuse
- To oversee the Getting it Right for Every Child Domestic Abuse Pathfinder.

1.4 The NDADG includes four sub-groups, on:

- Participation
- Protection
- Provision
- Primary prevention through education.

1.5 Together the sub-groups produced 16 proposals. These were informed by: a mapping exercise; an international literature review; research on the views of children and young people who have used domestic abuse services; the knowledge and expertise of sub-group members. The Participation Sub-Group proposed that children and young people experiencing domestic abuse should be consulted on the 16 draft proposals, specifically to:

Design and conduct meaningful, effective engagement with CYPEDA on proposals themes/ activity areas, emerging from the NDADG with the aim of imbuing CYPEDA voices and views into the NDADG proposals with the implementation process for these (Scottish Government, undated).

Aims and Objectives of the Consultation

1.6 The aim of the engagement was to give children and young people who have experienced domestic abuse the opportunity to provide their views on the NDADG proposals, drawing on their own experiences, priorities and concerns. Specific objectives were to:

- Engage with children and young people with experience of domestic abuse aged between 8 and 16 years old from across Scotland
- Facilitate small groups using a variety of methods to enable the CYP to discuss the proposals
- Analyse and report on the results of the events.

The Project Team

1.7 The Scottish Government Children, Young People and Social Care Unit in the Education Analytical Services Division, commissioned this consultation from the University of Edinburgh/NSPCC Centre for UK-wide Learning in Child Protection (CLiCP) because of their prior experience in working the area of children and domestic abuse.

Table 1: Project Team

Staff from CLiCP	Dr Anne Stafford, Centre Director Connie Smith, Research & Policy Analyst Marian Grimes, Researcher
Staff from Scottish Women’s Aid	Fiona Morrison, Children’s Policy Worker
Children and Domestic Abuse Consultant	Claire Houghton

1.8 The project team also comprised four young people who contributed to the planning process and who acted as advisors and facilitators to the project; they also acted as facilitators at the events. These young people were chosen partly because of previous experience of advising on research about children and domestic abuse. They had also attended a meeting with Ministers about issues affecting CYPEDA; at this meeting they had proposed further involvement in relevant projects.

2. DESIGN AND STRUCTURE OF THE EVENTS

Summary of the Research Design

2.1 The research team:

- Designed and organised the 3 events
- Provided information about the consultations and obtained consents
- Prepared and supported the young people facilitators
- Facilitated the groups and ensured the views of the young people were recorded accurately
- Analysed the findings and produced a report.

2.2 The young people facilitators contributed to:

- Considering and amending the draft programme
- Introducing the consultation events, assisting in facilitating sessions and supporting children and young people
- Ensuring the information was accessible and ‘child-friendly’.

Participants

2.3 Consultation events were held in October 2007 in Glasgow, Edinburgh and Inverness. Children and young people with experience of domestic abuse were invited to participate via Women’s Aid Children’s Support workers. It was agreed that the minimum age for participants would be 8 years, with an upper age of 16. A total of 33 young people took part in the events: a mix of boys and girls; young people from urban and rural areas; and from a range of ethnic origins.

Table 2: Gender of participants

	Girls	Boys	Don’t know	Total
Glasgow	9	10	2	21
Edinburgh	5	4		9
Inverness	3			3
Total	17	14	2	33

Table 3: Numbers of participants by age

Ages of participants	8 -10	11 & 12	13 & 14	15 &16	Don’t know	Total
Glasgow	5	10	5	1		21
Edinburgh		4	3		2	9
Inverness	1	2				3
Total	6	16	8	1	2	33

Structure, Design and Methodology

2.4 The events involved a morning consulting young people on the proposals, lunch, followed by a fun activity in the afternoon, including a visit to the Glasgow Science Centre, Dynamic Earth or an outdoor activity in Inverness.

Consulting on Child Friendly Versions of Proposals

2.5 To ensure the consultation was meaningful, the activities¹ around the proposals were designed to be age appropriate. Proposals were rewritten to ensure they were accessible to young people. This was done in a number of ways including:

- Translating proposals into ‘child-friendly’ language
- Ensuring an emphasis on appropriate ways to engage with young people including the use of pictures, diagrams and graphics
- Small group activities
- Using other young people to facilitate groups.

2.6 The events comprised a series of facilitated exercises. Each exercise addressed one or more proposal around the following themes:

Table 4: Programme

Session 1	Welcome, introduction to the day and ground rules Theme 1 - Why adults should listen to us
Session 2	Ice breaker
Session 3	Theme 2 - Support I need
Session 4	Theme 3 - Help from others
Session 5	Theme 4 – Keeping children safe
Session 6	Theme 5 – Getting the message out
Session 7	Theme 6 - Why adults should listen to us

Research Methods

2.7 Welcome and introduction sessions were led by both an adult and a young facilitator. Sessions were facilitated in small groups. Where possible groups were with young people of similar ages; generally this worked well. Some young people expressed a preference for being in groups with others they already knew and these straddled ages. Sessions were built round a number of activities and exercises including:

- **Statement trees**:- participants were asked to prioritise statements (based on the NDADG proposals) written on ‘leaves’, and to place these on a large illustration of a ‘tree’. This enabled the relative importance of each ‘statement’ to be discussed, considered and recorded.
- **Visual prompts**:- examples of this included using illustrations of professionals (such as teachers, social workers, police), and asking young people to consider their

¹ Further details on the design of the specific exercises is contained in Annex 1 to this report

role and potential for providing support. Suggestions were written on illustrations of 'brains' for thoughts, and 'hands' for actions.

- **Vignettes:-** used to enable young people to discuss potentially difficult topics indirectly – in the third person, rather than about their own situation. For example, young people were asked to consider a scenario about 'Jo', a young person who had recently moved into a refuge. Issues of support, safety and access to parents were discussed in relation to 'Jo'.
- **Voting:-** young people were given the opportunity to vote on proposals and rank their relative importance.

Recording, Analysis and Reporting

2.8 In all sessions, the views of participants were recorded on notes or flipchart paper visible to the entire group. At each event there was a 'confidential box'. Young people were encouraged to put notes into the box of things they did not want to speak about in front of others. Information from the sessions and messages from the 'confidential box' form the basis of this report.

3. ETHICAL ISSUES, INFORMATION AND GROUND RULES

3.1 Consulting children always raises issues of power, safety and confidentiality. The researchers were mindful of these. These issues were of particular significance for this particular group of young people and this was considered at each stage. Central to the consultation was the imperative that CYPEDA would not be further damaged by the process of participating in the consultations. The following actions were taken to ensure this.

Care in Accessing Participants

3.2 Scottish Women's Aid approached member groups who asked Child Support Workers to identify and invite young people to take part in the consultation. For ethical reasons, it was felt to be inappropriate to invite young people who seemed particularly vulnerable.

3.3 Young people were provided with information about the events at this stage and Children Support Workers were asked to ensure they all knew they had a clear choice about whether or not to participate. Other organisations known to support CYPEDA were also contacted but were unable to provide access.

Information to Participants and Managing Expectations

3.4 Particular attention was paid to ensuring that the young people were given full, clear, honest information about the events, about what their participation would involve and about the purpose of the consultation. Information leaflets were provided and these were distributed prior to the events. Children's Support Workers were asked to use the information leaflets to discuss different aspects of the events with the CYP, including:

- Purpose
- Format
- Personnel involved
- How information would be used.

3.5 This was to enable young people to make informed decisions about whether or not to participate. A briefing was sent to all the relevant Child Support Workers with this and other information.²

3.6 At the start of each event information was provided about:

- The project team and their role
- The purpose of the event
- The 16 proposals
- The Scottish Government's commitment to consulting children experiencing domestic abuse

² Copy of the Briefing to Child Support Workers is attached at Annex 3

- The role of key individuals in the Scottish Government
- The report that would be produced for government as a result of the event
- The authors of the report
- A commitment that all information would be confidential (except where there were serious child protection concerns)
- Support available to young people during and after the event
- The ‘confidential box’ for participants to place information they did not want to speak about in front of other people.

Ground Rules

3.7 The following ground rules were set out for each event:

- Have fun
- Listen to others and they will listen to you
- Say what’s on your mind and don’t be afraid to do so
- Everyone has different opinions, no one is wrong
- Feel free to ask questions if you don’t understand
- If you are asked a question and you don’t want to answer – just say nothing or pass
- Don’t be afraid to take a break if you really need one
- Mistakes are perfectly normal – everyone makes them
- Try not to interrupt others
- Confidentiality – what is said in this room stays in this room except...
- If adults think someone is in danger the support worker will talk to the child about it and help decide what to do
- The adult assistants will write the report with what you say but they’ll know it is anonymous – won’t use names – no-one will know who said what
- Respect each other’s confidentiality
- You can use an alias
- Be safe with what you say
- If there is anything you don’t want to say in front of the others you can write down your views and put them in the box – but they will be included in the report.

Consent and Confidentiality

3.8 Consent forms were provided to the Children’s Support Workers who were asked to obtain written consent from young people prior to the events. Workers were also asked to discuss the events with mothers; and to give particular thought to talking to mothers about issues of confidentiality.

3.9 Children's Support Workers were for the most part not present during the main consultation exercises. However, young people were told workers could be present to help communicate anything they found difficult, if that would be helpful.

3.10 Issues of confidentiality and anonymity were also addressed during preparation and events. Young people were told that names would not be used in the report and that participants would not be identifiable.

Support and Aftercare

3.11 The project team were aware of the possibility that participation in the events may raise painful feelings and memories. Support was put in place for young people in the event that this should arise. A decision was made that Children's Support Worker seemed best placed to do this. They had an already established relationship with young people and had travelled with them to the event. The project team facilitating sessions was also available to provide support. At the end of the event contact numbers for support organisations were made available to participants. No participant became obviously distressed at the event.

Child Protection

3.12 The possibility of child protection concerns being raised at events was considered. Measures were put in place to deal with this. Where concerns were raised, the facilitator was responsible for discussing these with the Children's Support Worker; involving the young person in the process. Serious concerns were considered to be: where there was information about a serious threat to life, health and/or the safety of the young person; when a young person provided information about a serious threat to life, health and/or safety of another young person. In practice, no child protection concerns arose during the consultation process.

4. FINDINGS

NDADG Proposals and ‘Child-Friendly text’

4.1 At each event, the 16 proposals produced by the NDADG were set out with their child-friendly’ versions. Young people were shown both the ‘child-friendly’ version of the text alongside the wording of the original proposals. The ‘child friendly’ versions were used for the purposes of the consultations.

4.2 In this section, we set out both versions of the proposals consulted on in sessions, we describe the activities undertaken and report on the views of young people of the proposals

Sessions 1 and 2: Why adults should listen to us

4.3 The first session was used to provide explanations to young people about the events, the purpose of the day; and about why their views were important. The second session comprised some ice-breaker exercises to create an informal atmosphere where young people could feel relaxed.

Table 5: NDADG Proposals 1, 2 and 3

Proposal number	NDADG Proposals	‘Child-friendly’ text
1	Consolidate information on CYPEDA – a) literature review of research findings especially participation section; and b) evidence both written and oral of CYPEDA views on services. Identify any additional research needs which are necessary for the successful implementation of the other proposals plus other research gaps in this field - to be addressed through analytical programme of delivery plan.	The government is making plans to help people going through domestic abuse. The plans will be better if the government listens to children and young people who have experienced it
2	Engage CYPEDA in the development of delivery plan proposals (this comprises three elements: June 18 representation, Ministerial meeting in September and consultation exercise in October).	The government is making plans to help people going through domestic abuse The plans will be better if the government listens to children and young people who have experienced it Children are good at teaching adults stuff.
3	Longer-term involvement of CYPEDA in the implementation of the delivery plan and in ongoing policy and service design (this has three elements: establishing	The government is making plans to help people going through domestic abuse The plans will be better if the

Proposal number	NDADG Proposals	‘Child-friendly’ text
	structures to enable CYPEDA to feed back on the implementation, to contribute to wider DA policy and to be involved with service design, engaging CYP– this includes creating a piece of guidance for services on how to involve CYP).	government listens to children and young people who have experienced it

4.4 The consultation events themselves demonstrated the commitment of the Scottish Government to engage young people in the delivery plan proposals and ensure their voices were heard in shaping the proposals.

Session 3: Support I need

4.5 Session 3 was the first involving young people in substantive discussion of the proposals. This involved consulting on the proposals concerning funding, the use of group work as an effective intervention in their lives, and views of new technology as a way of improving communication with children experiencing domestic abuse.

Table 6: NDADG Proposals 13, 14 and 16

Proposal number	NDADG Proposals	‘Child-friendly’ text
13	Secure funding for crisis support beyond March 2008.	It would make things better if children experiencing domestic abuse had their own Children’s Support Worker
14	Set up group work intervention with children and young people affected by domestic abuse following the model developed in London, Ontario.	It would make things better if children could go to groups with others who have been through domestic abuse and get help in getting over it A group to help mums help children would be good too
16	Consider different forms of communication with CYPEDA, including child friendly website (not obviously badged up as domestic abuse or Scottish Women's Aid), advertised in established credible (cool) sites used by young people. Young people should be able to access by email their own support worker or a central worker who could give local worker contact details. Consider a helpline and text line linked to campaigns/adverts that show all children how to access help and get information (whether experiencing domestic abuse or for help for a friend). Let people know help is out there - non	It would make things better if children and young people could get support in different ways: <ul style="list-style-type: none"> • Websites • Emailing a support worker • Helpline • Textline

Proposal number	NDADG Proposals	‘Child-friendly’ text
	stigmatising, not identified and targeting different age groups.	

4.6 Participants were provided with short statements based on the proposals. Using a ‘statement tree’, they were asked to prioritise statements (‘leaves’) by placing them at various levels on a ‘tree’. In this way, the relative importance of each statement was considered and recorded. It was also used as the catalyst for a discussion on the statements.

Child Support Workers

The first part of Session 3 discussed the statement ‘Children’s Support Workers’.

Table 7: Children’s Support Workers

NDADG Proposals	‘Child-friendly’ statements
Secure funding for crisis support beyond March 2008	Child Support Workers

4.7 Young people participating in the consultation overwhelmingly valued their Children’s Support Worker (CSW). Across all the groups, this was consistently rated as very important. The reasons given included both the general role Children’s Support Workers played in their lives and the specific assistance they gave. Examples provided included:

- Being there when a young person needed them; even making time in a busy schedule if necessary
- Listening to and understanding the young person and their feelings
- Being nice, helpful and welcoming
- Being easy to talk to.

4.8 Children’s Support Workers were also valued because of the practical support they gave. Young people reported that worker’s kept them informed about what was happening and helped them to understand why decisions were are being made. They provided advice, and help about with how to keep safe.

4.9 Children’s Support Workers organised fun activities. Such activities were valued in their own right by the young people, but this also contributed to helping them forget their worries for a while. Children’s workers also had a role in helping young people get along together in Refuge. Young people also mentioned that workers could provide childcare in the absence of their mother. They helped young people develop confidence.

4.10 This is one of the proposals consulted on where there was a consensus of views, and no negative comments. These positive attitudes to Children’s Workers were reinforced in the ‘voting exercise’ and again in the statements posted in the ‘private box’:

- ‘Keep the children’s workers’
- ‘Have more activities with Women’s Aid so we don’t get bored and unhappy’

- ‘More Women’s Aid/more money to Women’s Aid’
- ‘Do more to help children and their mums’

Conclusion

4.11 Respondents valued and recognised the benefits of a support worker who was focused on them and their needs. Given the difficulties and complexities in their lives (often including, having to move home, change school, issues of fear and concerns about safety), Child Support Workers were seen as trusted and accessible and as a source of information and support.

Group Work and Sharing Experiences

4.12 The second part of Session 3 concerned consulting young people on their views of being able to talk in groups with other young people who may have had similar experiences.

Table 8: Group work Intervention

NDADG Proposals	‘Child-friendly’ statements
Set up group work intervention with children and young people affected by domestic abuse following the model developed in London, Ontario.	Talking to young people who have been through the same experience Special groups for young people who have experienced domestic abuse Groups for mums to help them know how to help their children Different kinds of help for different age groups

4.13 Young people viewed the opportunity to talk about their experiences in a group as generally helpful. However, concerns were also raised. The point was made that young people should have control over whether or not they spoke about themselves at all. Some thought young people might not want to talk and may become upset in a group. They also highlighted that because their experiences and feelings were so personal, young people might not want to talk about them with other people.

4.14 The practical benefits of groups were questioned. Some felt that groups might not be useful because a participant might already know everything others are going to say. Conversely, others thought that hearing others speak could be useful, even if an individual young person did not want to talk. Aside from organised groups, some felt it may be useful to be able to talk informally to someone else with similar experiences, e.g. through being in a refuge together. However, the potential benefits to young people of groups was given by a young person who described how sharing experiences with other CYPEDA had been key in relieving their stress and pain and had been a process of ‘repair’.

4.15 There were concerns about confidentiality in groups and about whether others could be trusted not to repeat what they had heard outside the group. Perhaps because of this, it was felt that there should also be opportunities for one to one support, in addition to group work.

4.16 In some of the consultation groups there had been little experience of group work, so not much comment was made. It was also mentioned that group discussions were too much ‘like work’ and that support should include more activities and breaks.

4.17 Participants felt that groups should be organised according to age group. Reasons for this included:

- Differing understanding of issues and knowledge according to age
- Younger children may not want to hear the experiences of older young people
- Being with people of similar age gives the opportunity to make friends
- Older children might be irritated by younger.

4.18 Young people viewed groups for mothers as positive. They were seen as a space for them to be able to talk about and improve understanding of their children, children’s behaviour and emotions. They could improve communication between mothers and children. The potential that groups for mothers could help mother’s support children better and improve relationships was acknowledged.

Conclusion

4.19 Group work was seen as potentially beneficial. Participants felt that young people experiencing domestic abuse are a diverse group and support should be tailored to them as individuals. Before involving young people with these experiences in group, it is important to ensure they are ready to discuss personal issues with others. Discussion of the pros and cons of participating in groups raised concerns about privacy, control of information, and the need for genuine informed consent.

The Internet, Email and Telephone

4.20 The third part of Session 3 discussed possibilities for using media such as the internet, email and telephone as effective methods of communicating with young people.

Table 9: Use of Technology to Communicate

NDADG Proposals	‘Child-friendly’ statement
Consider different forms of communication with CYPEDA, including child friendly website (not obviously badged up as domestic abuse or Scottish Women's Aid), advertised in established credible (cool) sites used by young people. Young people should be able to access by email their own support worker or a central worker who could give local worker contact details. Consider a helpline and text line linked to campaigns/adverts that show all children how to access help and get information (whether experiencing domestic abuse or for help for a friend). Let people know help is out there - non	A special website where young people could get information Links to special website and helpline from ‘cool’ websites Support by email A confidential telephone helpline A confidential text helpline Different kinds of help for different age groups

NDADG Proposals	'Child-friendly' statement
stigmatising, not identified and targeting different age groups.	

Websites

4.21 Views were mixed about the usefulness of websites as a means of communicating with young people. On the positive side, websites were seen as a potential way of enabling young people to access information when they needed it and without anyone knowing. In some cases participants suggested specific 'cool' websites that could be used e.g. Bebo not Facebook.

4.22 Others stated that great care needed to be taken about how such websites were handled. For example, care was needed to ensure information was relevant to the diverse experiences of CYPEDA. In addition information made available needed to be carefully controlled to avoid information overload or frightening off young people.

4.23 Concern was also expressed about young people being able to access information via the internet. Younger children may not be able to access information this way. Where they did not already use the internet, it was unlikely that a young person would know such websites existed.

4.24 Confidentiality was also a concern. This took many forms:

1. Some were unconvinced that young people would be able to look at a website privately without others (e.g. class mates), being able to see that it was a website about domestic abuse.
2. Secondly, there was concern that someone may be able to find out that such a website had been accessed (e.g. teacher, mother or even the perpetrator). Real fear was expressed about being discovered having accessed a website.
3. Thirdly, some had little faith in security of websites and believed they could be 'hacked into' by anyone. For these reasons some young people could not or would be unlikely to use web based information.

4.25 It should be noted that these were the views of a particular group of young people who had experienced domestic abuse. All were being supported by Women's Aid. Other young people with different experiences and at different stages in the process of dealing with domestic abuse may find websites more useful, for example for young people without support who may be seeking initial information.

Email

4.26 Support using email was viewed less favourably than face to face support from Children's Support Workers and support provided through groups.

4.27 As with the use of websites, there were concerns about practicalities, for example, how to access a computer confidentially, how to obtain and use email account, how people would know the service existed.

4.28 Again, lack of trust about maintaining confidentiality was echoed in relation to email. The absence of human contact was also viewed as problematic. Young people felt that if they did not know the person at the other end of the email, young people would not be able to trust them and they may not use the service. They felt it would be problematic to trust that the information they gave would be kept confidential.

Text Helpline

4.29 A preference for face to face communication was also raised in relation to texting. It was acknowledged that for some young people texting may be easier than talking; and for people with difficulties in communicating orally this could be a preferred method.

4.30 Young people suggested that the downside of texting was that ‘conversation’ could take a long time. Also, texting relies on: an ability to communicate using a specific method of typing; having access to a phone; having credit to use the phone; and then knowing what to write. Young people may not always have these available.

4.31 The need to ensure privacy and confidentiality was again raised as an issue. Consequently texting was less well supported as a method of communicating with young people, with ambivalence expressed about how well it would work for them.

Helpline

4.32 Similar issues were raised in relation to helplines. To use a helpline requires confidential access to a telephone. This is not always possible for young people. The importance of free phone numbers was felt to be a prerequisite for such a service to work.

4.33 Anxieties were expressed about a different person answering the helpline for each call and young people stressed the importance of being able to talk to the same person each time. As with email, respondents were suspicious of talking to a ‘stranger’ and were concerned that this meant confidentiality was not guaranteed. The importance of advertising the service to ensure young people knew the number was considered important.

4.34 The potential benefits of being able to talk to an individual with knowledge of domestic abuse, and of being able to obtain help without a parent’s knowledge were thought to be useful. However, it was also felt that if the young person could contact their support worker via the helpline many of these points would be addressed.

Conclusion

4.35 The young people saw benefits of new technology such as the internet, email and telephones, as a vehicle for support. However, they expressed concern that the information held about them and their lives needed to be kept confidential (from parents, friends and professionals). This meant some would find it difficult to trust these communication platforms. There were also practical difficulties for some in accessing a phone or computer and doing so in a confidential way. In general computers and phones were less favoured by young people than being able to access face to face communication.

Session 4: Help From Others

4.36 This section covers the findings from the second exercise ‘Help from Others’. The purpose of this session was to examine how public agencies and professionals could best support young people experiencing domestic abuse.

Table 10: NDADG Proposals 4, 9 and 10

Proposal number	NDADG Proposals	‘Child-friendly’ text
4	Create a toolkit for teachers and school staff to enable them to deal with disclosure of domestic abuse.	Teachers need to know how to do the right thing when you tell them about domestic abuse
9	Routine screening for domestic abuse for all attending a health service e.g. A&E, GP, acute care.	Doctors and nurses should ask questions about domestic abuse to encourage mums and children to tell them what is going on
10	Develop a risk assessment tool suitable for all services which assess the risk to the adult victim of the abuse and records the concerns for the child involved.	Adults in lots of different organisations can help to keep children safe where there is domestic abuse They need to know what makes children not safe and what danger signs to look for

4.37 In these exercises young people considered the proposals on the provision of public and other agencies could make to young people in this situation. Using visual prompts, participants were asked to suggest how professionals such as teachers, social workers, police and doctors could support children and young people experiencing domestic abuse.

Teachers

Table 11: Teachers

NDADG Proposal	‘Child-friendly’ statement
Create a toolkit for teachers and school staff to enable them to deal with disclosure of domestic abuse	Teachers need to know how to do the right thing when you tell them about domestic abuse What would a ‘bad’ teacher do and what would a good teacher do

4.38 This exercise involved asking participants to imagine a young person telling a teacher about domestic abuse. They were asked (1) what a bad teacher would do in these circumstances, and (2) what a good teacher would do and what the benefits of this might be.

4.39 Findings from this section suggested that young people’s prior experiences of teachers meant they did not generally view them as sympathetic. This had an impact on the extent to which participants would consider confiding in a teacher. For example, young people reported that they viewed ‘bad’ teachers as people who:

- shout at young people

- do not listen
- tell them to ‘sit down’
- patronise them.

4.40 With this as their perception of teachers, it was unsurprising that young people were unlikely to report that they would speak to teachers about difficult issues; indeed some were definite that they would not consider telling a teacher. Good teachers were perceived as being happy and nice, kind and do not shout or talk down to young people.

4.41 Again a strong theme emerged about trust. Young people were concerned about whether or not a teacher could or would keep information confidential. They suggested a number of ways in which confidentiality could be breached: through deliberate reporting to a head teacher or the police, inadvertently letting it slip to another teacher or fellow pupils, or a young person being overheard by other pupils. Participants repeatedly made the point that they wanted the teacher to ‘keep it a secret’ and to ensure that other staff and pupils did not obtain the information.

4.42 There were also contradictory views on possible actions a teacher could take. For some, a ‘bad’ teacher would call the young person’s mother or father without their consent. A good teacher might talk to the father and/or help the mother.

4.43 Potential for teachers to be constructive and help the young person was also reported. They might do this by:

- Being supportive
- Giving advice
- Trying to help
- Building confidence
- Being more understanding of the child if they knew what was happening
- Helping a child to tell someone else.

4.44 For others, a teacher was someone to whom they would not disclose domestic abuse. They would prefer to talk to someone else they could trust. The reasons for this were:

- It was not their business
- They did not want the fuss the teacher would create
- Teachers should not know personal circumstances, even where the situation was affecting school work
- They would not understand the situation or the young person’s feelings and could give incorrect information.

Conclusion

4.45 In considering the kind of help a teacher might offer a young person experiencing domestic abuse, views of young people participating in the consultations were mixed.

Responses suggest that young people’s own prior experiences of teachers was key to whether or not a young person viewed a teacher as a potential source of support or not; or as someone to whom they might disclose an experience of domestic abuse. Some did see teachers as a potential source of advice and help, but only if they were a particularly ‘good’ teacher. Others reported that they would not talk to a teacher because teachers were not perceived as sympathetic or dependable. Again, there were concerns about trust and lack of confidentiality, and this could prevent disclosure.

Other professionals

4.46 This session examined the views of young people about how other professionals such as doctors, nurses, social workers and police officers might be able to help young people experiencing domestic abuse.

Table 12: Other Professionals

NDADG Proposals	‘Child-friendly’ statements
Routine screening for domestic abuse for all attending a health service e.g. A&E, GP, acute care.	Doctors and nurses should ask questions about domestic abuse to encourage mums and children to tell them what is going on
Ensure a consistent, holistic approach to domestic abuse across all service areas, with appropriate guidance and training.	It would make things better if everyone in all organisations were trained to know how to help mums and children where there is domestic abuse Children are good at teaching adults stuff
Develop a risk assessment tool suitable for all services which assess the risk to the adult victim of the abuse and records the concerns for the child involved.	Adults in lots of different organisations can help to keep children safe where there is domestic abuse They need to know what makes children not safe and what danger signs to look for.

4.47 Participants were shown individual pictures of a social worker, police, doctor and nurse. They were then asked to suggest other people who young people in this situation might find helpful. Participants were asked to consider what kind of things these professionals needed to know and to do to best help young people experiencing domestic abuse.

Doctors

4.48 Young people had mixed views about doctors. Some doctors were perceived to be ‘nice’, others however, would not make the effort to speak to patients; it depended on the individual doctor.

4.49 Young people also had mixed views about the extent to which doctors should try to obtain information from people about domestic abuse. Some young people thought doctors did not need to know about a domestic abuse situation. For others, it was important that a doctor knew about the situation in order to understand what was wrong with a mother or child. Indeed some of the participants talked about a child experiencing domestic abuse as being ‘hurt’.

Social workers

4.50 Views of social workers were that they could be a support to young people. Social workers were potentially kind and nice, and able to offer reassurance. They were perceived to be people who could and should know about domestic abuse; about know how a child feels and would have an understanding of what was happening to them. They would let a child have their say, and would listen to them and understand. Social workers could offer practical help to young people by arranging access to support programmes, by cheering up a child and by organising activities to take their mind off things.

4.51 However, warnings were also sounded. For a sample of participants, social workers were associated with taking children away from their parents. Because of this some young people did not want to be associated with social workers.

Police

4.52 Young people's prior experience of police officers affected the extent to which they thought they could relate to them. Negative views stemmed from experiences of the police as more concerned with confronting young people who were 'doing nothing wrong'. In these cases, it was unlikely that they would easily talk to a police officer about their experience of domestic abuse. In some instances the perceived role of the police was to deal with crime and not 'personal issues'.

4.53 Some participants thought the police could provide practical intervention and, if they were called to an incident, they could talk to the man and calm him down, or, arrest the man and calm the mother down. Some participants seemed to see this in the context of a child being hurt. In these circumstances they felt the police should question the child as to what had happened.

4.54 It was suggested that it would be useful for police to talk to the children and tell them what was happening. Others believed police should concentrate on the adults, not the children.

4.55 A specific point was made about how younger children might be frightened of the police. Some felt that a police liaison officer who could ensure that young people were dealt with by the same officer, and not have to repeat their information to a number of different people, was important. In relation to police there were also concerns about confidentiality and privacy. An example was given of police being called to an incident, arriving with sirens on, parking, leaving the 'panda car' outside the house and calling attention to the situation. This could result in neighbours knowing who the person was, what the issue was and talking about it to others. Young people did not want this.

Other People

4.56 Aside from professionals, some young people felt there may be other adults or perhaps a friend who could be trusted to talk to about their experiences. Again, it would be important that the information was not passed on without explicit agreement.

Conclusion

4.57 With regard to support from other professionals such as doctors, nurses, social workers and police, there was little sense that young people considered them to be people they would be able to trust, relate to and talk to about their experiences. Overall, they seemed ambivalent about approaching professionals. While the potential help they could give was recognised, there was concern about how their information would be handled and this might not be in a way the young person would want. Their prior experiences of professionals was key to understanding their current perceptions of and attitudes to different professionals; and also to their decisions about whether or not they were people who could help. Disclosing domestic abuse to a professional risked information being passed on out with their control; something about which young people were extremely wary.

Session 5: Keeping Children Safe

4.58 In this session the aim was to discuss the proposals on safety, court processes and legal measures concerning access and perpetrator programmes. These were the most difficult of the proposals to consult on. This was partly because of their very personal nature and partly because young people's views of these matters would be dependent on them having direct experience of them. Because of this, not all participants were involved in these discussions.

Table 13: NDADG Proposals 15, 8, 11 and 7

Proposal number	NDADG Proposals	'Child-friendly' text
15	Improve the accommodation options for children and young people affected by domestic abuse, including appropriate refuges, provisions to remain in own home and the choice of safe social housing.	It would be better if mums and children could stay safely in their own home and violent men leave It would be better if all refuges were like the new model children have recommended
8	Domestic abuse courts: ensure that best practice from the Glasgow pilot court are replicated; develop a toolkit on domestic abuse for sheriffs, criminal justice boards and court practitioners.	It would be good if courts dealt with domestic abuse better It's a good idea to have special domestic abuse courts
11	Improve contact arrangements between young people and perpetrating parents by a) conducting research and b) reviewing contact centres.	There is a new law to make sure children are safe when they keep in touch with fathers who have been violent and someone should check the new law is working
4.7	Accredited (and funded) programmes for men who abuse, both court-mandated and non court mandated with integrated services for women and children.	It would be better if there were more programmes to help men change their behaviour and stop being violent

4.59 This session used a vignette about Jo and his/her experience of domestic abuse. This was used to discuss issues of accommodation, the courts, parental contact and perpetrator

programmes. Participants considered the extent to which they agreed or disagreed with the statements and explored why this was the case.

Accommodation

Table 14: Accommodation

NDADG Proposal	'Child-friendly' statements
Improve the accommodation options for children and young people affected by domestic abuse, including appropriate refuges, provisions to remain in own home and the choice of safe social housing.	It would be better if mums and children could stay safely in their own homes and the violent men had to leave It would be better if all refuges were like the new model that children had recommended Different kinds of help for different age groups

Staying at Home

4.60 There was some agreement that young people should be able to stay with their mother in their own home when domestic abuse had occurred; and that the perpetrator should move out. In some cases young people saw this as preferable to them having to move house. It meant young people could keep existing friends, stay at the same school. They did not have to 'start again'. Conversely, other young people mentioned that moving could serve as a break and as an escape from painful memories.

4.61 Some of the young people clearly found it difficult to conceive that the safety of a mother and her children could be ensured in circumstances where they remained at home. Moving was seen as necessary to prevent further attacks from the perpetrator or from people he knew, and to avoid them being found. This was the case even where a custodial sentence had been served.

Refuge Accommodation

4.62 There was agreement from young people about the positives of the newer model of refuge accommodation. These refuges were seen as places of safety, where there were things to do, with people available to support their mother and her children. Some young people did not think it was good to share accommodation with other families, others thought there was not enough to do in the refuge.

4.63 Young people's priorities for refuges included the need for privacy, having space, less noise and being close to others with similar experiences. There was a request for refuges for teenage mothers. One potential difficulty with having designated space for specific age groups was that it might prevent siblings playing together.

Courts

Table 15: Court Processes

NDADG Proposal	'Child-friendly' statements
Domestic abuse courts: ensure that best practice from the Glasgow pilot court are replicated; develop a toolkit on domestic abuse for sheriffs, criminal justice boards and court practitioners.	It would be good if courts dealt with domestic abuse better

4.64 There were diverse views about the effectiveness of court processes. This was related in part to young people's prior knowledge and direct experience of court. Some felt that it would be positive if a court could deal more rapidly with cases, with 'less palaver' and in a way where people felt safer. Some questioned whether improved court processes could actually stop the domestic abuse. If not, it was thought that courts would be of little help.

4.65 For some young people, discussion of court raised complicated issues for them. Some reported that they had felt confused about what had happened at court; that they did not know who to believe when parents were saying different things in court. They seemed to have had little information or understanding about what was going on. Some young people expressed the view that it was important that those in court understood the situation families were in and that young people should have the opportunity to give their views.

4.66 Attendance at court could be frightening. One participant expressed feeling afraid of being left alone in a room; but they felt more secure due to the presence of an armed police officer. One suggestion was for a special room for children, where a support worker could be present.

Safe Contact with the Perpetrator

Table 16: Contact

NDADG Proposal	'Child-friendly' statement
Improve contact arrangements between young people and perpetrating parents by a) conducting research and b) reviewing contact centres.	There is new law to make sure that children are safe when they keep in touch with dads who have been violent. Someone should check the new law is working okay

4.67 Discussion about contact with the perpetrator also seemed to raise complex issues for young people. Views on this again seemed to depend on young people's prior experience and knowledge of domestic abuse. For some young people, it was obvious that there was a danger in a perpetrator having access to a child and they felt that having a law that kept young people safe was positive. Others, however, interpreted the law as meaning they might not be able to see their father and they expressed not wanting to disappoint him, or to let him or their mother down. Young people suggested that there should be a check to make sure the law was working; otherwise there was no point in having such a law.

Perpetrator Programmes

Table 17: Programmes

NDADG Proposal	'Child-friendly' statements
Accredited (and funded) programmes for men who abuse, both court-mandated and non court mandated with integrated services for women and children	It would be better in there were more programmes to change men's behaviour and help stop them being violent. Mums and children would need support at the same time as the men.

4.68 Generally there was support from participants for perpetrator programmes. Young people felt that men should have help available to learn to 'control their anger'. It was suggested that this should be predicated on the offender wanting help. Some expressed concern that forcing perpetrators into programmes might inflame the situation. They felt that programmes would need to be judged on their results. It was clear some young people were sceptical about this.

Conclusion

4.69 Proposals on safety, courts and legal measures regarding access and perpetrator programmes were the most difficult of the proposals to consult on. This was partly because of their personal nature and partly because young people's views seemed dependent on having had direct experience of them. Young people felt positively about new style refuges, about there being genuinely safe options for being able to stay at home with mothers following domestic abuse, of courts dealing speedily and well with domestic abuse, of the possibility of having safe contact with perpetrators and of perpetrator programmes. However, some scepticism was expressed about how these would work; their support for them would be dependent on them being demonstrated to work in practice.

Session 6: Getting the message out

4.70 This session explored with participants the idea that all children should know that Domestic Abuse is not acceptable and should be prevented. They were asked to consider the proposals about the importance of people being involved in the future development of the delivery plan.

Table 18: NDADG Proposals 5 and 6

Proposal number	NDADG Proposals	'Child-friendly' text
5	A national public education campaign targeting and engaging children and young people.	It's important to help all Scotland's children and young people know that domestic abuse is not OK and how to get help.
6	Ensure consistency and sustainability of primary prevention education across Scotland through resource mapping, best practice	These are reasons why it is important: <ul style="list-style-type: none"> to help stop domestic abuse happening in the future;

Proposal number	NDADG Proposals	'Child-friendly' text
	networks and dedicated resource workers	<ul style="list-style-type: none"> • in case they go through it themselves; • in case they want to be a good friend to someone who is going through it

Future Involvement

4.71 Young people felt that it was important they were involved in the future development of the delivery plan for a number of reasons. Adults do not always understand and are not always good at listening. It was also acknowledged that in other instances adults did seem aware of young people's vulnerability. It was also felt important to recognise that sometimes young people could not contribute because they sometimes felt confused and might not want to talk. Where young people were given the opportunity to contribute it was felt that they could do so usefully. Asked about the statement 'children are good at teaching adults stuff' young people agreed with it because young people:

- Have opinions
- Know things
- Sometimes understand other young people's feelings better than adults.

Conclusion

4.72 With regard to why young people should be consulted on the future development of delivery plans, participants felt it was important because, adults do not understand and are not always good at listening. Where young people are given the opportunity to contribute they could do so usefully.

5. SUMMARY AND CONCLUSIONS

Background

5.1 Three consultation events were held with children and young people with experience of domestic abuse (CYPEDA) on the Scottish Government National Domestic Abuse Delivery Group Draft Proposals. The purpose of the consultation events was to provide a voice to young people in the shaping of the proposals.

5.2 Thirty three children and young people aged between 8 and 16, took part in the events: a mix of boys and girls; young people from urban and rural areas; and from a range of ethnic origins.

5.3 The events were organised around the 16 proposals produced by the Scottish Government National Domestic Abuse Delivery Group (NDADG).

5.4 The original proposals were translated in advance into a set of ‘child-friendly’ proposals each based on the original. The events comprised a series of facilitated exercises organised around one or more of the proposals, and around the broad themes of : (1) ‘Why adults should listen to us; (2) Support I Need; (3) Help from others; (4) Keeping children safe; (5) Getting the message out, and (6) Why adults should listen to us.

5.5 Strong themes emerged from the consultation events. These provided practical, valuable input for the work of the NDADG and were taken into account in drafting the final proposals.

Specific Findings and Conclusions

Sessions 1 and 2 – (Proposals 1, 2, 3) - Why adults should listen to us

5.6 Across the consultations, young people expressed the view that much could be achieved by listening to children and young people. The consultation events themselves demonstrated the commitment of the Scottish Government to ensuring the voices of young people experiencing domestic abuse were heard and taken into account in the shaping of the proposals. The participation of young people at the events demonstrated their willingness and ability to make a meaningful contribution. Young people felt that by being listened to, adults could better understand the situation they were in and their feelings about it.

Session 3 – (Proposals 13, 14, 16) – Support I Need

5.7 **Children’s Support Workers:** Respondents valued and recognised the benefits of a Children’s Support Worker focused on them and their needs. Given the difficulties and complexities in their lives (often including, having to move home, change school, issues of fear and concerns about safety), Child Support Workers were seen as trusted and accessible; as a source of information and support.

5.8 **Group work opportunities:** Overall, opportunities to talk in groups with other young people who may have had similar experiences were seen as potentially beneficial. Notes of caution were also raised. Young people highlighted that young people experiencing domestic abuse are a diverse group. Support should be tailored to them individually. Participants suggested that before setting up groups, care should be taken to ensure young people are ready to discuss personal issues with others. Guarantees of confidentiality, control over the management of personal information and the need for informed consent were important considerations. The need to be able to access one to one support in addition to groups was also raised.

5.9 **New technology as a way of communicating with young people:** Young people appreciated the benefits of new technology as a vehicle for providing support and as an effective means of communicating with young people in this situation. Concern about confidentiality meant that some young people reported they would find it difficult to trust these communication platforms. Practical difficulties were raised about how to access a phone or computer in a confidential way. In general new technology and phones were less favoured as a means of support than face to face communication.

Session 4 - (Proposals 4, 9, 10) - Help from others

5.10 **Teachers:** Young people's views of the kind of help a teacher might offer to someone experiencing domestic abuse were mixed. Responses suggested that young people's prior experiences of teachers was key to whether or not they viewed teachers as a potential source of support or as someone to whom they might disclose domestic abuse. Some did see teachers as a potential source of advice and help, but only if they were a particularly 'good' teacher. Others reported that they would not talk to a teacher because teachers were not perceived as sympathetic or dependable. Again, there were concerns about trust and confidentiality, and this could prevent disclosure.

5.11 **Other Professionals:** With regard to support from other professionals such as doctors, nurses, social workers and police; young people seemed ambivalent about trusting, approaching and talking to them about their experiences. While the potential help they could give was recognised, there was concern about how information would be handled and this might not be in a way the young person would want. Their prior experiences of professionals was key to understanding current perceptions and attitudes to decisions about whether or not they were seen as people who could help. Disclosing domestic abuse to a professional risked information being passed on out with their control; something about which young people were extremely wary.

Session 5 – (Proposals 15, 8, 11, 7) - Keeping Children Safe

5.12 **Proposals on safety, court procedures, legal measures regarding access, and perpetrator programmes** were the most difficult proposals to consult on. This was partly because of their personal nature and partly because young people's views seemed dependent on having had direct experience of them.

5.13 **New refuge accommodation:** Young people identified that sharing space in refuges with other families could be difficult; they felt positively about new style refuges. The benefits

that refuges afforded included being near other young people with similar experiences. However, this needed to be combined with the need for privacy.

5.14 Staying at home: The benefits of there being a genuinely safe option where the perpetrator would move and young people and mothers were able to stay at home and in their local area was recognised as important. However, young people could not conceive of ways in which this could happen safely. Caution was expressed and young people's support for this would be dependent on this being demonstrated to work in practice.

5.15 Programmes for men who abuse: Participants felt that perpetrators should be offered help to change their behaviour. However, programmes needed to be judged on the extent to which they were successful in practice.

5.16 Court procedures: For some young people, discussion of court issues raised complicated issues. Some reported they had felt confused about what was going on at court. A faster, more informed court process would be welcome.

5.17 Contact arrangements: Contact was a complicated, emotional issue for some of the young people who were consulted. Contact with perpetrators needed to be safe for young people and their mothers. Proposed developments would be judged on the extent to which they were successful.

Session 6 – Proposals 4 and 6) - Getting the message out

5.18 Involving young people in future development of the delivery plan: with regard to proposals about consulting young people on the future development of the delivery plan, young people felt this was important because adults do not understand and are not always good at listening. Where young people are given the opportunity to contribute, participants felt they could do so usefully. There was a strong desire among the young people to be listened to.

5.19 Findings and Conclusions: Major Themes

- There was support in principle from young people for all of the proposals
- Young people gave careful consideration to the proposals and to how they might operate in practice; they expressed some caution about supporting them unreservedly until it was demonstrated they would work in practice
- In relation to all of the proposals young people had concerns about confidentiality and privacy, about the ability to control the flow of personal information, and there were concerns about trust
- Participants expressed the importance of the proposals contributing to young people being and feeling safe.

APPENDIX 1: NATIONAL DOMESTIC ABUSE DELIVERY GROUP – DELIVERY PLAN PROPOSALS

Participation

1. Consolidate information on CYPEDA – a) literature review of research findings especially participation section; and b) evidence both written and oral of CYPEDA views on services. Identify any additional research needs which are necessary for the successful implementation of the other proposals plus other research gaps in this field - to be addressed through analytical programme of delivery plan.
2. Engage CYPEDA in the development of delivery plan proposals (this comprises three elements: June 18 representation, Ministerial meeting in September and consultation exercise in October).
3. Longer-term involvement of CYPEDA in the implementation of the delivery plan and in ongoing policy and service design (this has three elements: establishing structures to enable CYPEDA to feed back on the implementation, to contribute to wider DA policy and to be involved with service design, engaging yp– this includes creating a piece of guidance for services on how to involve CYP).

Primary prevention through education

4. Create a toolkit for teachers and school staff to enable them to deal with disclosure of domestic abuse.
5. A national public education campaign targeting and engaging children and young people.
6. Ensure consistency and sustainability of primary prevention education across Scotland through resource mapping, best practice networks and dedicated resource workers.

Protection

7. Accredited (and funded) programmes for men who abuse, both court-mandated and non court mandated with integrated services for women and children.
8. Domestic abuse courts: ensure that best practice from the Glasgow pilot court are replicated; develop a toolkit on domestic abuse for sheriffs, criminal justice boards and court practitioners
9. Routine screening for domestic abuse for all attending a health service e.g. A&E, GP, acute care
10. Develop a risk assessment tool suitable for all services which assesses the risk to the adult victim of the abuse and records the concerns for the child involved.
11. Improve contact arrangements between young people and perpetrating parents by a) conducting research and b) reviewing contact centres.

Provision

12. Ensure a consistent, holistic approach to domestic abuse across all service areas, with appropriate guidance and training.
13. Secure funding for crisis support beyond March 2008.
14. Set up group work intervention with children and young people affected by domestic abuse following the model developed in London, Ontario.

15. Improve the accommodation options for children and young people affected by domestic abuse, including appropriate refuges, provision to remain in own home and the choice of safe social housing.
16. Consider different forms of communication with CYPEDA, including child-friendly website (not obviously badged up as domestic abuse or Scottish women's aid), advertised in established credible (cool) sites used by young people. Young people should be able to access by email their own support; worker or a central worker who could give local worker contact details; consider a helpline and text line linked to campaigns/adverts that show all children how to access help and get information (whether experiencing domestic abuse or for help for a friend). Let people know help is out there - non stigmatising, not identified and targeting different age groups.

APPENDIX 2:- DESIGN OF SESSIONS

Session 1 - Introductions and Why the Government should listen to us

The welcome and introductions sessions were led by a young and adult facilitator. These included;

- Purpose of the day
- Introducing facilitators and roles
- Role of the participants
- Brief information on the NDADG, plan and 16 proposals
- Introduction to Scottish Government and its role
- Plan for consultation exercise
- Groundrules

In explaining the reason for the consultation and purpose of the day the first three proposals from the NDADG (outlined below) were raised.

1. Consolidate information on CYPEDA – a) literature review of research findings especially participation section; and b) evidence both written and oral of CYPEDA views on services. Identify any additional research needs which are necessary for the successful implementation of the other proposals plus other research gaps in this field - to be addressed through analytical programme of delivery plan.
2. Engage CYPEDA in the development of delivery plan proposals (this comprises three elements: June 18 representation, Ministerial meeting in September and consultation exercise in October).
3. Longer-term involvement of CYPEDA in the implementation of the delivery plan and in ongoing policy and service design (this has three elements: establishing structures to enable CYPEDA to feed back on the implementation, to contribute to wider DA policy and to be involved with service design, engaging yp– this includes creating a piece of guidance for services on how to involve CYP).

It was recognised that these actual consultation events represented some of the work in relation to these proposals and in other cases the work was in progress or already achieved (e.g. meeting of Ministers). Reasons for consulting with CYPEDA were considered during the remaining sessions in the day.

Session 2 - Ice breaker

Prior to the actual consultation commencing an ‘ice-breaker’ game was used to build an informal atmosphere and help the young people relax.

Session 3 - Support I need

The first engagement exercise in which the young people participated was on the theme ‘Support I need’. The aim of this was to obtain views related to the following proposals (the numbering refers to that from the original proposal list from the Scottish Government):

13. Secure funding for crisis support beyond March 2008.

14. Set up group work intervention with children and young people affected by domestic abuse following the model developed in London, Ontario.
16. Consider different forms of communication with CYPEDA, including child friendly website (not obviously badged up as domestic abuse or Scottish women's aid), advertised in established credible (cool) sites used by young people. Young people should be able to access by email their own support worker or a central worker who could give local worker contact details. Consider a helpline and text line linked to campaigns/adverts that show all children how to access help and get information (whether experiencing domestic abuse or for help for a friend). Let people know help is out there - non stigmatising, not identified and targeting different age groups.

The exercise involved statement trees whereby participants were asked to prioritise statements ('leaves') by placing them at various levels on an illustration of a 'tree'. In this way the relative importance of each statement was considered and recorded. It was also used as the catalyst for a discussion on the statements.

The written statements were developed from the NDADG proposals in child friendly language to find out how important the CYP thought types of support and why. The written statements discussed included;

- Children's support workers
- Talking to young people who have been through the same experience
- Special groups for young people who have experienced domestic abuse
- Groups for mums to help them know how to help their children
- A special website where young people could get information
- Support by email
- A confidential telephone helpline
- A confidential text helpline
- Links to special website and helpline from 'cool' websites
- Different kinds of help for different age groups

Session 4 - Help from others

The next set of exercises aimed to find out what agencies could do to help CYP affected by domestic abuse. The specific proposals concerned were:

4. Create a toolkit for teachers and school staff to enable them to deal with disclosure of domestic abuse.
9. Routine screening for domestic abuse for all attending a health service e.g. A&E, GP, acute care
10. Develop a risk assessment tool suitable for all services which assess the risk to the adult victim of the abuse and records the concerns for the child involved.

In the first part of the exercise CYP were invited to think about the support teachers could give CYPEDA. A picture of a teacher was created. On one side participants said what they thought a 'bad' teacher would do if a young people talked about experience of domestic abuse. On there other side was a 'best' teacher and their thoughts and actions similarly explored.

For the remainder of this exercise the participants introduced other professionals, including the police, social workers and health professionals. Using visual prompts, they were asked to suggest what these professionals need to know and what they can do to help CYPEDA. The suggestions were written on 'brains' for thoughts and 'hands' for action and placed on a picture of the relevant professional.

Session 5 - Keeping Children Safe

Under this theme the following proposals were consulted on;

15. Improve the accommodation options for children and young people affected by domestic abuse, including appropriate refuges, provisions to remain in own home and the choice of safe social housing
8. Domestic abuse courts: ensure that best practice from the Glasgow pilot court are replicated; develop a toolkit on domestic abuse for sheriffs, criminal justice boards and court practitioners
11. Improve contact arrangements between young people and perpetrating parents by a) conducting research and b) reviewing contact centres
7. Accredited (and funded) programmes for men who abuse, both court-mandated and non court mandated with integrated services for women and children

These are clearly difficult issues for consideration with the young people, both technically and emotionally. This exercise was conducted around a vignette, specifically so it could be discussed in the third person, rather than in anyway encroaching on a young person's personal experience.

The story was constructed about a young person, Jo. In the story, there is a domestic abuse incident, the police come, Jo and his mother move to a Refuge, and there is a court process. Then concerns about contact with the perpetrator and programmes aimed at addressing an abuser's violence were raised. At key points in the story the young people were asked the extent to which they agreed or disagreed or didn't know what could be done to ensure Jo's safety. These statements included:

- It would be better if mums and children could stay safely in their own home and violent men leave
- It would be better if all refuges were like the new model children have recommended
- It would be good if courts dealt with domestic abuse better
- It's a good idea to have special domestic abuse courts
- There is a new law to make sure children are safe when they keep in touch with fathers who have been violent and someone should check the new law is working

- It would be better if there were more programmes to help men change their behaviour and stop being violent.
- Children are good at teaching adults stuff.

Session 6 - Getting the message out

The final sessions aimed to explore the idea of helping all children to know that DA is not acceptable and to prevent it from occurring. This touched on existing materials and public education campaigns. It was aimed at the following proposals.

5. A national public education campaign targeting and engaging children and young people.
6. Ensure consistency and sustainability of primary prevention education across Scotland through resource mapping, best practice networks and dedicated resource workers.

In practice there was a shortage of time and the CYP's eagerness to finish and commence the afternoon's activities meant that there was little opportunity for much work on this. However they were given the opportunity to vote on the proposals as outlined below.

Session 7 - Round up and Voting on proposals

The proposals, under their young people friendly terminology were hung on the walls of the venues used. As a final exercise the young people were given sticky dots and asked to vote for the proposals, using the dots in any way they wished.

APPENDIX 3: CYP CONSULTATION EVENTS: BRIEFING FOR WORKERS

1. Introduction

Scottish Women's Aid with the University of Edinburgh Centre for Learning in Child Protection (CLiCP) and Claire Houghton (consultant) are carrying out a series of consultation events with children and young people (CYP) about the priorities set out in the National Domestic Abuse Delivery Plans. This briefing aims to give workers more information about the consultation events and the role that they can have during the process.

2. Before the consultation events

Preparation with children and young people

Support workers are in an excellent position to identify CYP who may want to participate in the events. When identifying CYP, workers are able to use their knowledge of CYP's circumstances to decide if participation in this project would be appropriate.

Once CYP have been identified as potential participants, support workers can talk to them about the consultation events to see if they want to take part. Using the information leaflets about the project, support workers can discuss the events with CYP explaining the purpose and helping them to decide if they want to take part. Workers can reassure CYP that during the events, they have the right to not answer questions or take part in exercises they do not want to and can change their mind about taking part at any point. Using the consent form, workers can ensure that CYP understand what participation in the project involves.

Preparation with mothers / primary care givers

Support workers can discuss the consultation event with the CYP's mother to ensure that she is aware of the project and what CYP's participation will involve. Workers may wish to give particular consideration to talking with her about issues of confidentiality. Although during the events the facilitators will discuss and explore confidentiality with participants and any information shared by CYP will be anonymised, the events will involve CYP from various WA groups and other support services (for example Assist and Shelter). Talking with mothers about confidentiality may help to alleviate any concerns mothers may have about their children participating in these events.

There may of course be situations where it is not possible for workers to talk with mothers about the project, for instance if the mother does not have a relationship with the service. In these situations workers should talk with CYP about their particular circumstances and the potential impacts their participation in this project could have on their lives.

If CYP, mothers or workers have any specific questions about the events, please contact Fiona on 0131 226 4678.

On the day Practicalities

Workers will be responsible for accompanying CYP to the events and staying for the duration of the events. During the consultation events workers will be asked to be 'on hand' in case any issues arise for CYP, however you/they will not be asked to be directly involved in the consultation events unless their presence is requested by a child or young person. The consultation events will be facilitated by young people previously involved in SWA campaigns and research (Listen Louder and the forthcoming Moving House research), Fiona Morrison (SWA), Marian Grimes (CLiCP) and Claire Houghton (Consultant).

Whilst the consultation event is running, Connie Smith (CLiCP) hopes to talk with support workers about the *Evaluation of the Women's Aid Children's Services Fund*.

After the consultation events, workers and CYP will come together for lunch. After lunch CYP and workers can then take part in the activity planned for the afternoon (e.g. trip round Dynamic Earth, Science Centre, Fairburn Activity Centre).

Please note that all expenses incurred by CYP and workers on the day of the event will be reimbursed by University of Edinburgh Centre for Learning in Child Protection (CLiCP) (see attached expenses form).

Support for CYP

It is important that when any consultation with CYP is undertaken support is available to CYP after the event. Having support workers 'on hand' during the event means that CYP have immediate access to support should they need it. At the end of the consultation event, facilitators will signpost CYP to sources of support. This will of course be centred on the support that is provided by their support worker and other adults they trust.

During the consultation event should any child protection concerns arise, the facilitator that is made aware of these will encourage the CYP to talk with their worker or an adult that they trust. If these concerns are a serious threat to life, health and/or safety of another young person, the facilitator will be responsible for relaying these concerns to the support worker, where possible involving the CYP in the process.

After the event

The report written about the findings of consultation events will be compiled by CLiCP. Copies of the report will be circulated to workers, who can pass these on to the CYP who were involved with the event.

Fiona Morrison

Children's Policy

APPENDIX 4: INFORMATION LEAFLET FOR YOUNG PEOPLE

Why We Want to Know This

We are going to write a report about what you think about the plans which we will give to the Scottish Government.

It means they will be able to look at the action plans from your point of view.

We will not use anyone's name in the report. None of the information will be able to identify you.

Would you like to take part?

Will you come along to one of these events?

Consultation Events & Research Team:
Dr Anne Stafford, University of Edinburgh
Marian Grimes, University of Edinburgh
Connie Smith, University of Edinburgh

The University of Edinburgh/MSPCC Centre for UK-wide Learning in Child Protection (CLICP)
The University of Edinburgh
Moray House School of Education
Paterson's Loan
Hollywood Road
Edinburgh EH8 8AG
Telephone: 0131 651 6551
Fax: 0131 651 6088
Website: www.ed.ac.uk/ucwlp



CLICP
Centre for UK-wide Learning in Child Protection

The University of Edinburgh/MSPCC Centre for UK-wide Learning in Child Protection

**Scottish Government
Action Plans for Children
and Young People
And Domestic Abuse**



**Have Your
Say!**

Consultation Events

**Organised by the University of Edinburgh and
supported by Scottish Women's Aid**

Your View Point Matters



The Scottish Government has come up with 14 **ACTION PLANS** that will help children and young people experiencing domestic abuse.

We need groups of young people, aged between 8 and 16 years old, who have experienced domestic abuse to work with us and give us their views about the action plans.

We would like you to take part in one of these groups so you can **talk to us**, give us **your views** about these plans and tell us if they would have helped you. We want to know:

1. **What you think about the plans**
2. **What advice you can give to improve the plans**
3. **What ideas you have about how to make them work**
4. **What you think is missing from these plans**
5. **What you think is the most important plan**

The Events

We are holding some events for groups of young people across Scotland in places like Dynamic Earth in Edinburgh and the Science Centre in Glasgow.

In the morning, we will find ways of looking at these plans which could include **talking**, **voting** and **drawing** your ideas and views.

Whatever works for you.



At the end of the morning that's it.

It's time to chill out.

You can eat some lunch and look around the place we are in.

This will be our thank you for all your help.

**Scottish Government Action Plans for
Children and Young People and
Domestic Abuse
Consultation Events**

Consent Form

Consent to Use information Given at a Consultation Event

1. I have been given information about what this consultation event is about.
2. It has been explained to me how the information I give will be used.
3. I am prepared to talk to the people at the event about my experiences.
4. I am/I am not happy to have the interview recorded.
5. I understand that I can withdraw my consent at any time by contacting the event organisers.

Signed Date

This gives us your permission to start the Consultation Event.

But: if there are questions you do not want to answer, or if you are feeling upset and do not want to continue to talk to us, you can stop participating in the event at any time.

Anne Stafford (Event organiser)
Marian Grimes (Event organiser)
Connie Smith (Event organiser)
Contact Telephone number: 0131 651 6378

**Scottish Government Action Plans for
Children and Young People and
Domestic Abuse
Consultation Events**

Consent Form

Consent to Use information Given at a Consultation Event

1. I have been given information about what this consultation event is about.
2. It has been explained to me how the information I give will be used.
3. I am prepared to talk to the participants at the event about my experiences.
4. I am/I am not happy to have the interview recorded.
5. I understand that I can withdraw my consent at any time by contacting the event organisers.

Signed Date

This gives us your permission to start the Consultation Event.

But: if there are questions you do not want to answer, or if you are feeling upset and do not want to continue to talk to us, you can stop participating in the event at any time.

Anne Stafford (Event organiser)
Marian Grimes (Event organiser)
Connie Smith (Event organiser)
Contact Telephone number: 0131 651 6378

ISSN 0950 2254
ISBN 978-0-7559-7133-6
web only publication

www.scotland.gov.uk/socialresearch

RR Donnelley B56610 06-08

