

# DELIVERING VIOLENCE REDUCTION LEARNING IN SCHOOLS



APPROPRIATENESS OF ACTIVITY/RESOURCE	✓
a) Does the activity either support wider school pastoral, community issues or PSHE learning outcomes for this academic year?	
b) Is there duplication in the activity offered by various organisations?	
c) Are young people being consulted around the type of activities they would most value and what is their knowledge base about any subject to be introduced?	
d) Is the activity universal or targeted?	
e) Where is the evidence base which demonstrates that this activity is beneficial?	
PRE-CONSIDERATIONS	✓
f) If external people are facilitating the work, are they appropriately qualified, trauma-informed and safeguard trained?	
g) Have potential trainers clearly set out their key messages, motivations and how they will minimise any trauma prior, during and after delivery?	
h) Is there a risk assessment available which identifies the safety measures in place to support any difficulties which may emerge?	
i) Are trainers familiar with the school/setting and Local Authority's safeguarding procedures and referral pathways?	
j) Is there a need to inform parents/carers of the activities to be provided?	
k) Have all school and support staff, including those not in attendance of the session, been made aware of the subject matter and point of contact should any issues arise e.g. through whole school briefings or digital updates?	

Tackling the root causes of violence in Merseyside

THE ACTIVITY	
	✓
l) Has all pre-activity planning taken place?	
m) Have ground rules been agreed with young people; e.g.	
• Everyone has the right to be heard and respected.	
• Using language that won't offend, stereotype or upset anyone.	
• Using correct terms, and if not known, to ask.	
• Comment on what was said, not the person who said it	
• Avoid sharing own, or friend's personal experiences but instead use hypothetical or fictitious examples to discuss key ideas.	
• No-one to be put on the spot and having the right to pass.	
• Not to judge or make assumptions about anyone.	
n) Are measures in place to ensure already identified vulnerable young people are supported to minimise any potential trauma?	
o) Has additional consideration and support been given to differentiating and personalising the messages for those with special educational needs or disabilities?	
p) Are school staff alert to signs indicating young people are being impacted by the activity and require additional support?	

POST-EVENT	
q) Does the activity signpost appropriate additional support beyond the session?	<input checked="" type="checkbox"/>
r) Have school staff been alerted to any longer-term signs or indicators which may suggest young people require further support?	<input type="checkbox"/>
s) If a visiting organisation is offering supplementary online content, are materials compliant with the Age Appropriate Design Code?	<input type="checkbox"/>
t) How will the school measure the impact of the evaluation, test learning objectives and assess any progress made?	<input type="checkbox"/>

**Please provide any further information below:**