NAPCAN

PREVENT CHILD ABUSE & NEGLECT

Trauma-informed stand-alone Respectful Relationships Education modules for out-of-school settings:

A vital complement to the whole-school approach

Acknowledgements
This paper is dedicated to all children and young people affected by trauma, and the practitioners at NAPCAN and elsewhere who work with them to help them realise their awe-inspiring resilience.

Acknowledgement of Country
NAPCAN acknowledges Aboriginal and Torres Strait Islander people as the first people of this land on which we work and live. We acknowledge your past and present suffering, we value your cultural wisdom, and we will listen to and learn from your voices. We pay our respects to Aboriginal and Torres Strait Islander people, both past and present.

Author bio
Emily Speers Mears is a social policy expert with extensive experience in education, child protection, gendered violence, disability, peacebuilding and humanitarian relief. From 2017-2018 she was manager of White Ribbon's Respectful Relationships Education program.

PO Box K241, Haymarket NSW 2010
www.napcan.org.au
Phone 02 8073 3300

NAPCAN
PREVENT CHILD ABUSE & NEGLECT

Table of Contents

Introduction **4**

Background **5**

What is gender-based violence? 5

What is primary prevention? 6

What is Respectful Relationships Education? 7

What the evidence for Respectful Relationships Education tells us 9

Respectful Relationships Education in Australia 12

NAPCAN's delivery of Respectful Relationships Education 12

Methodology 14

Why trauma-informed, stand-alone Respectful Relationships Education modules are needed **15**

School-based delivery of Respectful Relationships Education does not reach all children 15

Is working with at-risk young people primary or secondary prevention? 17

Mainstream Respectful Relationships Education content and mode of delivery may not be appropriate 18

Considering intergenerational trauma in Respectful Relationships Education 20

NAPCAN's approach **21**

Practice recommendations **24**

Practice recommendation 1: Engage with young people where they are already, through training frontline workers to deliver RRE 24

Practice recommendation 2: Take advantage of 'learning moments' 25

Practice recommendation 3: Ensure modules are trauma-informed in content and delivery 26

Practice recommendation 4: Connect to other RRE prevention efforts 28

Practice recommendation 5: Work with communities to adapt content to context 29

Conclusions and moving forward **31**

Moving forward 31

References **33**

Introduction

This paper draws on NAPCAN's long-standing experience in the field of primary prevention to contribute to the practice base on how to deliver Respectful Relationships Education (RRE) to all children and young people.[1] RRE aims to stop gender-based violence before it occurs, by changing the attitudes, norms and behaviours that support this violence.

However, young people who are most at risk of becoming victims/survivors or perpetrators of gender-based violence are least likely to be reached by mainstream RRE. This is because they are often not exposed to RRE that is delivered in a school setting and over a sustained time period, either because they do not regularly attend school, or because mainstream RRE content is not appropriate for their learning needs due to their own experiences of trauma, including intergenerational trauma. To address this gap, in 2017-18, NAPCAN worked with youth service providers in the Northern Territory (NT) to develop and deliver trauma-informed stand-alone RRE modules in out-of-school settings, that could help at-risk young people develop healthy relationships as well as complement wider community primary prevention efforts.

This paper explains why trauma-informed, stand-alone RRE works as a vital complement to a whole-school approach, and presents practice recommendations based on the evidence and NAPCAN's own experience. As one of the earlier studies of this issue put it, 'We need to find creative ways to reach these vulnerable young people [who may be involved with or at risk of intimate partner violence], many of whom may only be tenuously connected, if at all, to mainstream institutions such as schools or employers.'[2] With this paper, NAPCAN provides practice recommendations for doing so.

1 For the purposes of this paper as for most of NAPCAN's programs, 'young people' refers to children aged 16-18, i.e. of school age. However, some of NAPCAN's programs may be useful for young people up to the age of 25, with appropriate modifications.
2 Ann Rosewater (2003), *Promoting Prevention, Targeting Teens*

Background

In 2019 Australia released the Fourth Action Plan of the National Plan to Reduce Violence against Women and their Children 2010-2022. It affirmed as a first priority that 'primary prevention is key', and also emphasised the importance of initiatives that promote healthy and safe relationships and build gender equitable values for children and young people.[3]

What is gender-based violence?

Gender-based violence is the term for violence that is directed against a person on the basis of their gender or sexual orientation. This violence can be physical, sexual, emotional, cultural/spiritual and financial. It can occur both within and outside of relationships.

Gender-based violence affects both women and men, but it disproportionately affects women and girls: one in six women have experienced physical and/or sexual violence by a current or former partner since the age of 15, compared to one in 19 men. In 2014–15, on average, almost eight women were hospitalised each day after being assaulted by their spouse or partner (AIHW 2017b), compared to two men.[4]

This violence is driven and enabled by underlying norms of:

- the condoning of violence against women;
- men's control of decision-making and limits to women's independence, in public life and relationships;
- rigid gender roles and stereotyped constructions of masculinity and femininity; and
- male peer relations that emphasise aggression and disrespect towards women.[5]

This violence is worse for Aboriginal and Torres Strait Islander people than non-Indigenous Australians: Indigenous Australians experience two times the rate of partner homicides, up to 32 times the rate of hospitalisations, and up to seven times the rate of child abuse and neglect.[6] The term 'family violence' is preferred by Aboriginal and Torres Strait Islander people, because it captures 'the range of violence that takes place in Indigenous communities including the physical, emotional, sexual, social, spiritual, cultural, psychological and economic abuses that may be perpetuated within a family. The term also recognises the broader impacts of violence; on extended families, kinship networks and community relationships'.[7] At the same time, women are disproportionately affected by this

3 The Royal Commission into Institutionalised Responses to Child Sexual Abuse also recommends that child abuse prevention education be mandatory at both preschools and schools and linked with 'related areas such as respectful relationships education and sexuality education' as part of a national strategy to prevent child abuse (Recommendation 6.2).
4 https://www.aihw.gov.au/reports/domestic-violence/family-domestic-sexual-violence-in-australia-2018/contents/summary
5 Our Watch, Australia's National Research Organisation for Women's Safety (ANROWS) and VicHealth (2015)
6 https://www.aihw.gov.au/reports/domestic-violence/family-domestic-sexual-violence-in-australia-2018/contents/summary
7 Kylie Cripps and Megan Davis (2012), *Communities working to reduce Indigenous Family Violence*, cited in SNAICC, National Family Violence Prevention Legal Services and NATSILS (2017), *Strong Families, Safe Kids*

violence, which has a gendered dimension.[8] This violence is not a part of Aboriginal or Torres Strait Islander traditional cultures, but is the result of decades of intergenerational trauma.

What is primary prevention?

Primary prevention means 'stopping violence before it occurs'.[9] It is an approach to preventing gender-based violence at a societal level, targeting the norms that support and enable such violence. Primary prevention can be carried out across all of the spheres where people work, live, study and come together.[10] Primary prevention activities could include public awareness-raising campaigns, school-based education programs, community education and social marketing campaigns, programs to reform policy and behaviour in workplaces, and – at a state and national level – development of policy frameworks and standards for preventing violence against women and promoting gender equality.[11]

For Aboriginal and Torres Strait Islander people, primary prevention also requires using holistic healing strategies, and strengthening connection to culture, language, knowledge and identity,[12] thus breaking the cycle of violence through restoring 'strength, dignity and self-determination for Aboriginal and Torres Strait Islander families and communities – especially women and children.'[13] This is because prevention of gendered violence requires acknowledging the three intersecting drivers of violence against Aboriginal and Torres Strait Islander women: ongoing impacts of colonisation for Aboriginal and Torres Strait Islander people, families and communities; ongoing impacts of colonisation for non-Indigenous people and society; and gendered factors.[14] The Fourth Action Plan explicitly acknowledges the need to approach prevention of violence against Aboriginal and Torres Strait Islander women through this lens.[15]

The prevention framework is adapted from the field of public health, and identifies three levels at which violence prevention can occur. Primary prevention occurs at the population-level and aims to stop problems before they occur by addressing the underlying drivers of violence; secondary prevention targets groups that are at risk of perpetrating or experiencing violence; and tertiary interventions focus on both preventing the recurrence of violence after the fact through programs with perpetrators, and redressing the violence,

8 Our Watch also maintains a gendered focus on violence against women, within the context of family violence, because perpetrators of violence against Aboriginal and Torres Strait Islander women can come from outside the family sphere. Our Watch (2018), *Changing the Picture, Background Paper*
9 Commonwealth of Australia (Department of Social Services) (2019), *Fourth Action Plan – National Plan to Reduce Violence against Women and their Children 2010-2022*
10 'A primary prevention approach needs to be society-wide, using multiple approaches across multiple environments or settings, reaching a variety of age groups, demographics and communities.' Our Watch, ANROWS and VicHealth (2015), *Change the Story*
11 List of strategies adapted from Harvey, Garcia-Moreno and Butchart (2007), *Primary prevention of intimate-partner violence and sexual violence: Background paper*
12 Commonwealth of Australia (2019), *Fourth Action Plan*
13 SNAICC, National Family Violence Prevention Legal Services and NATSILS (2017), *Strong Families, Safe Kids*
14 Our Watch (2018), *Changing the Picture*
15 Our Watch (2018), *Changing the Picture*

through supports to victims and survivors.[16] Primary prevention can be both universal and targeted to particular social groups; the latter is referred to as 'targeted universalism'.[17] This framework is also applied in the prevention of youth violence and child abuse.[18]

There is evidence to show that primary prevention efforts undertaken since the start of the National Action Plans have started to have an effect. The latest National Community Attitudes towards Violence against Women Survey (NCAS) shows a gradual improvement in knowledge of, and attitudes towards, violence against women and gender equality across Australia society.[19] However, there is more work to be done, and particularly with young people (aged 16-24), who lag behind their seniors (aged 25-64) in terms of their knowledge and attitudes. Young men in particular are still likely to 'have a lower level of understanding of violence against women, a lower level of support for gender equality, and a higher level of attitudinal support for violence against women' than young women.[20] And while there is a gradual improvement in knowledge and attitudes towards gendered violence, the statistics above show that women, men and children in Australia continue to be directly affected by gendered violence.

This paper is written to contribute to building the practice base at a moment of opportunity to realise even greater positive outcomes in primary prevention and Respectful Relationships Education.

What is Respectful Relationships Education?

Respectful Relationships Education is a key means of delivering primary prevention programs to children and young people, to ensure that young people can enjoy relationships that are free from violence and abuse and to achieve generational change at a societal level in the attitudes, norms and behaviours that support or condone gender-based violence.

Respectful Relationships Education refers to a spectrum of activities, typically delivered in a school setting.[21] At one end of the spectrum, RRE constitutes a set of lessons delivered in schools on the topic of healthy relationships and gender equality, for example the way in which respectful relationships is incorporated into the Health and Physical Education component of the Australian Curriculum (F-10), and mandated as a topic in the curricula of

16 For a summary of the framework see for example British Columbia Centre of Excellence for Women's Health (2013), *Review of Interventions to Identify, Prevent, Reduce and Respond to Domestic Violence*.
17 NAPCAN (2019), *Play your Part in Prevention: NAPCAN's Framework for creating a safe and friendly Australia*
18 Inara Walden and Liz Wall (2014), *Reflecting on primary prevention of violence against women*; NAPCAN (2019), *Play your Part in Prevention: NAPCAN's Framework for creating a safe and friendly Australia*; Todd I. Herrenkohl, Rebecca T. Leeb and Daryl Higgins (2016), *The Public Health Model of Child Maltreatment Prevention*. Smallbone writes that 'The significance of the public health model is that it provides a conceptual framework within which it is possible to envisage a wide range of potential preventive interventions, including the compelling possibility that youth SVA [sexual violence and abuse] might be prevented before it would otherwise occur.' Smallbone and Rayment-McHugh (2013), *Preventing Youth Sexual Violence and Abuse*
19 ANROWS (2019), *Young Australians' attitudes to violence against women and gender equality*
20 ANROWS (2019), *Young Australians' attitudes to violence against women and gender equality*
21 RRE is also delivered in sporting clubs, youth groups and other community settings.

some states.[22] At the other end of the spectrum, RRE comprises a school- or community-wide movement to address the gendered drivers of violence as they manifest in the school, providing students with 'multiple exposure to key messages across the curriculum and in different areas of the school and community'.[23] This is known as a whole-school approach and would include RRE lessons among a much wider range of activities identified through the process of reviewing the whole of the school through a gender lens. This includes looking at staffing policies and practice; school culture and ethos; curriculum, teaching and learning; support for students and staff affected by gender-based violence; professional development for teaching and non-teaching staff; and connections with the wider school community.[24] It could result in changes across all of these domains, as well as awareness-raising within the school and wider school community. RRE's intended aim is prevention of gender-based violence, but it does not focus on particular types of violence, e.g. sexual violence.

While there is general agreement that best practice RRE takes a whole-school approach and focuses on addressing the drivers of gendered violence,[25] in reality there is wide variation in how RRE is implemented. Schools will often start with a less transformative version of RRE, based on school and community 'readiness' or preparedness levels.[26] For example, they might teach students about Respectful Relationships as part of Health and Physical Education, or organise an awareness-raising campaign in the lead-up to White Ribbon Day. School and community receptiveness to discussions around gender-based violence and a process of behaviour change and context – also referred to as 'readiness' – will also determine the appropriate end outcome: some schools may prefer to focus on addressing dating violence amongst teenagers or ending a culture of bullying and violence more broadly,[27] while others focus on addressing gender inequality.[28]

The term Respectful Relationships Education emerged in the 2000s[29] to describe programs that adapted existing dating-violence, gender-based violence and child abuse prevention

22 Anecdotal evidence suggests that teachers have different levels of awareness regarding RRE's incorporation into the curriculum, which affects classroom learnings in this area.
23 Gleeson et al (2015), *Respectful Relationships Education in Schools: Evidence Paper*
24 http://theconversation.com/lets-make-it-mandatory-to-teach-respectful-relationships-in-every-australian-school-117659 The evidence base for a whole-school approach to RRE is built upon evaluations of RRE programs that sit across the spectrum. Flood, Fergus and Heenan (2009), *Respectful Relationships Education*
25 Gleeson et al (2015), *Respectful Relationships Education in Schools: Evidence Paper*; the evidence base is discussed further below.
26 A recent evaluation of White Ribbon's Respectful Relationships Education program found that 'There is a great deal of variation in how schools can choose to implement [the program]', including 'whether the school utilises a whole-school approach that is spread throughout the year rather than being focused on one or two key days or events'. Simoes dos Santos et al (2019), *Evaluation of 'Breaking the Silence' Schools Program*
27 Struthers, Parmentier and Tilbury (2019), *Young people as agents of change*
28 A mapping survey that identified 98 UK domestic abuse prevention programs for children and young people found that 'Every programme reported addressed more than one form of violence; the most common combination was domestic abuse in adult relationships with domestic abuse in young people's relationships (n = 42), with the latter combined with child abuse being the second most frequently reported combination (n = 22) along with child abuse and peer violence (bullying).' Stanley et al (2015) *Preventing domestic abuse for children and young people (PEACH)*
29 Gleeson et al (2015), *Respectful Relationships Education in Schools: Evidence Paper*

programs in schools[30] to focus specifically on primary prevention of gender-based violence, in light of a growing national support for such programs in Australia following the First National Action Plan. The terms 'sex and relationships education', 'gender-based violence prevention education' and 'healthy relationships education' are also used in other contexts, including in the health sector, where RRE is delivered as part of sexual health promotion activities.[31]

What the evidence for Respectful Relationships Education tells us

A patchy yet growing evidence base supports the further development and roll-out of RRE programs for primary prevention.[32] While there are issues with the quality of the evidence base,[33] particularly the paucity of high quality program trials and evaluations from across a range of contexts, there is general agreement in the literature that RRE can achieve changes in knowledge and attitudes amongst children and young people, as well as some evidence to support changes in behaviour.[34]

Numerous reviews, trials and evaluations of RRE programs have found that critical supporting factors for effective RRE programs include:[35]

- Coherence: programs need to be based on a theoretical framework that incorporates clearly articulated educational principles. A theoretical framework helps clarify desired end outcomes, guide program delivery, and enable program progress to be monitored and evaluated.

30 Ollis (2011), *A 'Respectful Relationships' Approach*. A literature review and stakeholder consultation on child protection and respectful relationships education and best practice in school settings found that child protection education and RRE 'shared some commonalities, but had different key emphases'; it concluded that they could be viewed as 'different points along a personal safety continuum'. Smyth and Katz (2016), *Child Protection and Respectful Relationships Education and Best Practice in School Settings – Literature Review and Stakeholder Consultation*

31 See for example P. Duley, J. R. Botfield, T. Ritter, J. Wicks and A. Brassil (2017), 'The Strong Family Program: an innovative model to engage Aboriginal and Torres Strait Islander youth and Elders with reproductive and sexual health community education,' *Health Promotion Journal of Australia*, 2017, 28, 132–138. From 2020 Relationships Education, Relationships and Sex Education will be a mandatory part of the curriculum in the UK. https://www.gov.uk/government/publications/relationships-education-relationships-and-sex-education-rse-and-health-education

32 See inter alia Community Preventive Services Taskforce (2018), *Violence Prevention*; Crooks et al (2019), 'Preventing Gender-Based Violence Among Adolescents and Young Adults'; Stanley et al (2015), *Preventing domestic abuse for children and young people (PEACH)*. Gleeson et al (2015), *Respectful Relationships Education in Schools: Evidence Paper*; Flood, Fergus and Heenan (2009), *Respectful Relationships Education:.*; Whitaker et al (2006), *A critical review of interventions for the primary prevention of perpetration of partner violence*; De La Rue et al (2014), *School-Based Interventions to Reduce Dating and Sexual Violence*

33 Dickson and Willis (2017), *Primary Prevention of Sexual Violence in Aotearoa New Zealand*

34 Stanley et al (2016) and Crooks et al (2019). A recent evaluation of an RRE program implemented by White Ribbon found that 'Schools have experienced and have self-reported changes in culture after the implementation of [the RRE intervention]. The early signs of attitudinal and behavioural longer term cultural change are in place.' Simoes dos Santos et al (2019). *Evaluation of 'Breaking the Silence' Schools Program*

35 This section is based on Crooks et al 2019; Community Preventive Services Taskforce (2018), Violence Prevention; Stanley et al (2015); de La Rue et al (2004), Whittaker et al. Gleeson et al (2015); Flood, Fergus and Heenan (2009), Simoes dos Santos,(2019); Carmody et al (2009) *Framing best practice: National Standards for the primary prevention of sexual assault through education*; Hemphill and Smith (2010), *Preventing youth violence*

- Comprehensiveness: programs need to take a whole-school approach including community engagement, school-wide universal prevention strategies, youth leader- ship training. This is because of the importance of developing prevention strategies that target the different domains of a young person's environment,[36] so that they are consistently exposed to messages that promote respectful relationships and question rigid gender norms. These domains include the school but also the wider community, family, and peers.[37]
- Content: children need to learn how to identify gender-based violence, but they also need to be equipped with healthy relationships skills. Content should also aim to change attitudes that support the gendered drivers of violence. Content should be 'scaffolded' or 'spiralled', so that young people are taught age-appropriate messages that are then repeated and explored in greater depth throughout their school experience.[38]
- Participatory approach to design and delivery: Young people should be involved in the design and delivery of programs, which should also be interactive. This increases the program's authenticity and increases participant learning, both of which contribute to achieving impact.
- Dosage: Interventions should include multiple sessions to be effective: single awareness-raising or discussion sessions are not sufficient.[39] At the same time, RRE programs also need a long-term vision, i.e. ensuring a commitment to change over a sustained time period.
- Adaptation to context: programs need to take into account local needs and issues, including but not limited to being sensitive to cultural considerations and drawing on strengths of culture to deliver positive messages.
- Preparation and 'readiness':
    - Programs need to be well designed, prepared for and delivered if they are to avoid the backlash which can sometimes accompany attempts to raise awareness of gender-based violence and shift rigid gender norms.[40] Boys and girls, and their teachers, parents and carers, can feel threatened by having their gender identities questioned if this is not done in a sensitive way. In

36 This is true of child sexual abuse prevention as well as primary prevention of gendered violence; 'Current child sexual abuse prevention frameworks suggest that strategies must not only target children, but must work on multiple elements of children's social systems to prevent abuse from occurring in the first place, namely at the level of the family, community, and society (Smallbone 2008).' Walsh K et al (2015), *School-based education programmes for the prevention of child sexual abuse*

37 The inclusion of multi-component prevention strategies that address critical domains (e.g. family, peers, school, community) known to influence the development and perpetuation of youth violent and antisocial behaviour is a key characteristic of effective multi-component school-based violence prevention programs. Hemphill and Smith (2010), *Preventing youth violence*

38 Stanley et al (2015) found that while the majority of RRE programs are delivered in secondary school, there is some evidence to support delivery of RRE to younger people, due to findings about the age at which children develop violence-supportive attitudes and behaviours.

39 Dickson and Willis (2017), *Primary Prevention of Sexual Violence in Aotearoa New Zealand*: However, Stanley et al suggested that length itself is not as important as tailoring to context: 'Paradoxically, where length and/or intensity of programme were formally tested, shorter/less resource- intensive programmes were generally equally or more likely to show benefits. Where less or more uptake was assessed within a programme, however, those with greater exposure did better. These diverse findings might suggest that the important issue is to tailor the programme to the situation, rather than it being a simple matter of length/intensity overall.' Stanley et al (2015)

40 Our Watch et al (2015), *Change the story*

addition, male students, teachers and parents can feel defensive if messages focus on men as the primary perpetrators of gender-based violence, rather than on positive messages around healthy relationships or the fact that most men do not commit gender-based violence. This careful program design and preparation – which may require adaptations to suit the local context – is often referred to as 'readiness'.

- 'Readiness' can also refer to the related issue of schools' and parents/carers' receptiveness to discussions around gender-based violence and a process of behaviour change in their school and the wider community. Some schools and communities may be more 'ready' than others.
- And 'readiness' is also used in relation to preparation at school and system-level for supportively managing disclosures from students and staff, which often increase as a result of awareness-raising around gender-based violence. This includes establishing appropriate referral connections to local support services, but also being across mandatory reporting requirements and training staff in how to respond sensitively to disclosures.

Questions remain around the following areas of program design and delivery:

- The extent to which teachers should be required to deliver RRE content and drive the implementation of a whole-school approach. Teachers are key agents of change and as part of a whole-school approach, they need to reflect on whether they reinforce rigid gender norms in their own teaching practice.[41] Some teachers - such as Health and Physical Education teachers, or classroom teachers in primary schools - are required to teach RRE curricula and should be provided with the appropriate professional learning to do so. However, schools have often struggled when rolling out RRE messages across the curriculum or when they do not have available HPE or wellbeing teachers.[42] As such, there is a value in bringing in external expertise to support teachers who may not have experience talking about sex, relationships and abuse – and whom their students may not trust to have these sensitive conversations with them.[43] Some teachers may also not be in a position to be able to deliver this content due to their own personal situation or experience of gender-based violence. At the same time there are concerns around the sustainability/expense of bringing in outside facilitators. Stanley et al (2016) posit the whole-school approach as a possible solution to this issue, because it enables the school to connect to community services in the area, whose staff can then be brought in to provide specialist support on an ongoing basis.
- Whether girls and boys should be taught RRE lessons separately. Given that RRE aims to shift rigid gender norms, teaching boys and girls separately can arguably enable more open conversations and also lessen the risk of backlash,[44] and in some cases

41 Struthers, Parmentier and Tilbury (2019), *Young people as agents of change*
42 Ollis (2011), *A 'Respectful Relationships' Approach*
43 For a summary discussion of the role of teachers in delivering sexuality and relationships education, see Bruce Johnson, Lyn Harrison, Deb Ollis, Jane Flentje, Peter Arnold, & Clare Bartholomaeus (2016), *'It is not all about sex': Young people's views about sexuality and relationships education*, Report of Stage 1 of the Engaging Young People in Sexuality Education Research Project. Adelaide: University of South Australia
44 See Salazar and Cook (2006) for a discussion of this. Laura F. Salazar and Sarah L. Cook (2006), 'Preliminary Findings of an Outcome Evaluation of an Intimate Partner Violence Prevention Program for

can be more culturally appropriate. The answer to this depends on the school and cultural context, as well as careful planning of RRE implementation.

There is also a need for improvements in the quality of monitoring and evaluation of RRE programs. Given the patchy nature of the evidence base, many reviews argue that more work is needed to rigorously monitor and evaluate programs. However, rather than a narrow focus on improving the number of Randomised Control Trials, which have their own methodological and cost limitations, Crooks et al (2019) suggest that a more flexible approach to evaluation that incorporates qualitative and participatory methods is merited, to ensure that existing good practice is captured and built upon.

Respectful Relationships Education in Australia

RRE is a growing field in Australia, and a diverse range of actors are now involved in the delivery of Respectful Relationships Education in Australian schools, as well as in other community settings.[45] Alongside incorporating RRE into their curriculum, a number of Australian states have started to promote implementation of RRE across their schools. Notably, in 2016 the Victorian government began a state-wide Respectful Relationships initiative to develop a full set of teaching and learning materials and fund lead and partner schools across its school regions to implement RRE;[46] in 2017 the Tasmanian Department of Education launched its own Respectful Relationships program and set of resources.[47] The Queensland and Western Australian governments have also developed or are developing RRE initiatives.[48] NAPCAN is one of a number of NGOs that works with schools and communities to deliver Respectful Relationships Education.

NAPCAN's delivery of Respectful Relationships Education

NAPCAN started delivering RRE in 2007 through the Love Bites program, which trains people from the community – including youth workers, police, social workers – to facilitate meaningful conversations with children and young people around respectful relationships. Love Bites provides tools and skill development to prospective facilitators from a wide network of service providers, so that they can deliver RRE to young people. These facilitators then go into schools and other settings in their local community to deliver 1 or 2-day or term-based multisession RRE workshops with young people aged 15-17 years, using detailed resource packs provided by and regularly updated by NAPCAN. More than 8,000 facilitators have been trained across all Australian states and territories since 2003, of whom approximately 4,500 are currently active.

Adjudicated, African American Adolescent Males', *Youth Violence and Juvenile Justice*, Vol. 4 No. 4, October 2006 368-385. Stanley et al (2015) report that one study found better outcomes in attitudes for girls if they were taught in mixed-gender groups and for boys if they were in single-sex groups. Positive outcomes were also reported for a gender segregation approach taken by the Strong Family program in NSW, which was done on the basis of a traditional delineation between men's business and women's business in Aboriginal culture. Duley et al (2017), *The Strong Family Program*

45 See for example Louth, Mackay & Goodwin-Smith (2018), *Developing the power to say no more to violence against women*; Simoes dos Santos et al (2019), *Evaluation of 'Breaking the Silence' Schools Program*

46 https://www.education.vic.gov.au/about/programs/Pages/respectfulrelationships.aspx

47 https://respectfulrelationships.education.tas.gov.au

48 https://education.qld.gov.au/curriculum/school-curriculum/respectful-relationships; https://www.communities.wa.gov.au/projects/wa-respectful-relationships-teaching-support-program/

Love Bites supports schools' delivery of the RRE component of the Australian Curriculum and relevant state curricula. The Love Bites workshops cover:

- identifying violence and abuse, including what red flags to look out for in relationships
- understanding what constitutes a respectful relationship
- understanding emotions and communicating effectively
- consent and boundaries
- challenging gender and cultural stereotypes
- helping others and getting help
- legal perspectives.

The workshops culminate in a Love Bites creative session, usually an artwork or music campaign, run in the school and the local community. Having a trained facilitator who is not a teacher work with the children creates the opportunity for a different kind of discussion. NAPCAN has also developed an age-appropriate version of Love Bites for children aged 11-14, Love Bites Junior.

As well as going into schools and other structured organisational settings, Love Bites builds facilitators' skills to take advantage of 'learning moments' with young people to have conversations around respectful relationships on a more informal basis. Love Bites messages/key themes and dialogue can be used in a variety of non-school settings, including youth detention centres, PCYC Youth Groups, teenage 'mums and bubs' groups and youth residential care facilities.

NAPCAN regularly adapts the content and materials based on feedback from children and young people, as well as feedback from facilitators. As such, youth voices are reflected across Love Bites and Love Bites Junior. Recent changes include the addition of more material to reflect LGBTIQ and culturally and linguistically diverse perspectives, and a partnership with South-Western Sydney's Domestic and Family Violence Project to produce a version of the Love Bites program that is localised for the area's range of culturally and linguistically diverse audiences. This includes the use of alternative video resources, development of context-specific scenarios, and renaming of the program where the term 'Love Bites' is unsuitable and/or doesn't translate linguistically or culturally. NAPCAN also works with Aboriginal and Torres Strait Islander communities to localise Love Bites for delivery in their communities, both inside and outside of a school setting.

NAPCAN has found that it is also important for primary prevention activities to be trauma-aware if they are to be effective for children and young people who have experienced trauma, especially given that the topics covered through Love Bites and the materials used deal with gender-based violence and can be confronting. NAPCAN's adaptations to Love Bites to provide stand-alone trauma-informed RRE modules for out-of-school settings are described further below.

NAPCAN's community-based approach to RRE is uniquely effective at engaging communities in the change process – as demonstrated by the high ongoing demand for the Love Bites program from communities across Australia, with over 1,000 facilitators trained per year.

While Love Bites can – and regularly does – support a whole-school approach, NAPCAN's approach differs to the best practice approach to RRE put forward by Our Watch in its 2015 evidence paper, in that:

- It is community-led and -initiated, not school- or education department-led: although schools can be important sites for learning, it recognises that young people also learn outside of schools, and indeed may be more receptive to some messages when they are delivered outside of a school setting.
- The main 'messengers' are community workers, rather than teachers, and this is valued by young people who find it easier to have conversations about respectful relationships with the former than with their teachers. Young people tell NAPCAN that they do not otherwise get to have the important conversations that the Love Bites workshops provides them.
- Love Bites also provides facilitators with the ability to take advantage of 'learning moments' outside of schools to have conversations with young people.
- Love Bites enables a facilitated conversation between young people and professionals that supports young people to unpack issues related to healthy relationships in a skilful process that supports embedded learning techniques.

The NAPCAN approach is thus an effective way of introducing/connecting young people to local services and building relationships between community services and young people.

NAPCAN is now developing a wider community approach to RRE that includes delivering community forums, and working with culturally and linguistically diverse communities to localise Love Bites material to their specific contexts. Since 2010, NAPCAN has delivered community workshops/forums in Top End and Central Desert regions of the NT, Sydney's Inner West and Norfolk Island. At these workshops, community members and service organisations come together to discuss concerns and to hear about the role they can play in preventing violence within their own communities. Participants include police, youth services, council staff, religious leaders, migrant services, legal educators, general community members and sporting organisations. Workshops cover what constitutes relationship violence, what drivers are behind it, actions to prevent it, the facts of relationship violence, how to connect people to support services, and safety planning, where required. NAPCAN works with the community to discuss particular needs and format for the workshops.

Methodology

The challenges of reaching at-risk young people with mainstream RRE that this paper discusses and the practice recommendations that this paper provides are based on:

- NAPCAN's own experience of providing RRE to marginalised young people, particularly through a program in the Northern Territory that was evaluated in 2018.
- A review of over 50 academic articles and grey literature reports on RRE, sex and relationships education, dating violence prevention, and child abuse prevention, including with marginalised young people, at-risk young people, and in Indigenous settings.
- A summary of the trauma-informed literature that supported development of the stand-alone modules.

Why trauma-informed, stand-alone Respectful Relationships Education modules are needed

In the course of NAPCAN's 13 years' work in RRE across Australia, the need to complement a mainstream approach to RRE with additional strategies for reaching more marginalised children has become apparent. This is because the young people most vulnerable to gender-based violence 'are overlooked in these programs'.[49] Those prevention programs that do target at-risk young people have been found to achieve knowledge, attitudinal and behaviour changes,[50] but in order to be appropriate they require substantial adaptation of the mainstream RRE approach.[51]

There are two main reasons additional strategies are needed for reaching at-risk young people, and these reasons are closely linked:

1. School-based delivery of RRE does not reach all children.
2. Mainstream RRE content and mode of delivery may not be appropriate for children who are affected by trauma.

School-based delivery of Respectful Relationships Education does not reach all children

The majority of RRE programs are delivered to young people in school.[52] Schools are a logical choice for primary prevention work with young people, given that most young people spend a considerable amount of time in school. But school-based programs will not reach all children. Some children are not in school, or do not attend school regularly.[53]

49 Stanley et al (2015) and Crooks et al (2019). This includes risk groups 'identified on the basis of multiple factors such as race, class, ability, sexual orientation, and family background (e.g., children living with violence and/or parental substance abuse).' Rosewater (2003), Whitaker et al (2006). A systematic review identified five studies that had been targeted at at-risk youth, compared to 30 targeting mainstream populations. Further, a 2018 Systematic review of 28 studies identified 'Three studies [that] reported mixed results for youth who were considered to be at high-risk for violence because they were in the foster care system or had experienced violence as a perpetrator or victim'. Community Preventive Services Taskforce (2018), *Violence Prevention*

50 British Columbia Centre of Excellence for Women's Health (2013), *Review of Interventions to Identify, Prevent, Reduce and Respond to Domestic Violence*. Crooks et al (2019) highlight two North American programs that have some evidence of effectiveness in changing behaviour: a community-based group intervention designed for young people involved with the child protection system (Youth Relationships Program), and a school-based program that includes community engagement, universal prevention activities and a targeted support group program for at-risk young people (Expect Respect).

51 Petering, Wenzel, and Winetrobe (2014), *Systematic Review of Current Intimate Partner Violence Prevention Programs and Applicability to Homeless Youth*

52 One systematic review in 2013 of programs to prevent relationships and dating violence in young people identified three studies that took place in out-of-school settings, compared to 35 in educational settings (high schools and universities). Fellmeth et al (2013), *Educational and skills-based interventions for preventing relationship and dating violence in adolescents and young adults*

53 As one review noted: 'One of the biggest challenges when considering adapting an IPV program for homeless youth is that the majority of programs reviewed were implemented in school settings, but many

There are no conclusive figures on how many young people are not engaged in schooling in Australia. However, there may be upwards of 50,000 school-aged children in Australia who are 'detached' from education - children who are no longer enrolled in formal education of any type.[54]

The rates of children who are experiencing vulnerability across other indicators further illustrates the scale of children who are not likely to be reached by mainstream RRE. If they have not 'detached' from schooling, their circumstances make it difficult for them to attend school regularly:

- 980 young people were in detention on an average night in Australia in June 2018, of whom 84% were aged 10-17.[55]
- 47,915 children were in out-of-home care across Australia in June 2017.[56]
- Over 7,300 children are reported as homeless;[57] but 44,000 children are homeless on any given night;[58] while 34,000 children were in homelessness services due to domestic violence in 2017.[59] It is not possible to establish whether the 34,000 children in homelessness services due to domestic violence are a subset of the 44,000 children who are homeless on any given night.
- In 2015, 8,203 teenagers (i.e. under the age of 20) in Australia gave birth to 8,268 babies. 26.2% of these mothers were 17 or younger. Teenage mothers were more likely to live in the lowest socioeconomic status (SES) areas and in more remote areas than mothers aged 20-24 (the comparison group).[60]

These children are some of the most vulnerable and the most likely to be directly affected by gendered violence, either as victims/survivors or perpetrators, or both. As one of the early RRE papers notes, 'Schools-focused strategies miss those children and young people who are not engaged in schooling and who may be most at risk of violence.'[61] Specific at-risk groups include young people in out-of-home care and juvenile justice centres; children who are homeless or experiencing severe poverty; children who are subject to multiple

homeless youth are not enrolled in school.' Petering, Wenzel, and Winetrobe (2014), *Systematic Review of Current Intimate Partner Violence Prevention Programs and Applicability to Homeless Youth*

54 Jim Watterston and Megan O'Connell (2019), *Those who disappear: The Australian education problem nobody wants to talk about*, Melbourne Graduate School of Education

55 The other 16% were 18 or older. Australian Institute of Health and Welfare (2018), *Youth detention population in Australia: 2018*, Bulletin 145

56 Australian Institute of Family Studies, Children in Care, CFA Resource Sheet – September 2018, https://aifs.gov.au/cfca/publications/children-care

57 https://www.aihw.gov.au/reports/children-youth/childrens-headline-indicators/contents/shelter-childrens-headline-indicators/indicator-19-homelessness

58 https://www.missionaustralia.com.au/news-blog/news-media/why-are-so-many-australian-children-homeless

59 Australian Institute of Health and Welfare (2018), *Family, domestic and sexual violence in Australia 2018*, https://www.aihw.gov.au/reports/domestic-violence/family-domestic-sexual-violence-in-australia-2018/contents/summary

60 https://www.aihw.gov.au/reports/mothers-babies/teenage-mothers-in-australia-2015/contents/table-of-contents

61 Flood, Fergus and Heenan (2009), *Respectful Relationships Education.* This is noted in other more recent reports as well, including Stanley et al (2015): 'While schools provide a natural choice of setting for programme delivery, young people outside mainstream schools should not be omitted, as this group is likely to include young people at high risk who may require additional services.'

suspensions from school; and young parents.[62]

These young people are starting to embark upon their own intimate relationships. Importantly, they are motivated to learn about healthy relationships,[63] and they need support from trusted adults to learn how to navigate these relationships safely; develop relationship skills; and challenge gender constructions.[64]

Is working with at-risk young people primary or secondary prevention?

Young people who are at risk of either being victims/survivors of or perpetrating gendered violence (or both) represent a target population with which to do prevention work. As such, prevention activities with them could be categorised as secondary prevention rather than primary prevention, which is 'universal' in its coverage. Indeed, some researchers have argued that primary prevention will not work with at risk youth, because of the likelihood that they have already been victimised (Petering, Wenzel, and Winetrobe, 2014). Others have defined these programs as 'selective prevention' programs (Crooks et al, 2019), or suggested that programs that target at-risk youth could be deemed both secondary and primary prevention (Salazar and Cook, 2006 and Wolfe et al, 2003). In fact, categories are not mutually exclusive (Walden and Wall, 2014). Prevention approaches sit along a continuum from primary support through to tertiary intervention (NAPCAN 2019). The trauma-informed RRE modules showcased in this paper sit on the cusp between primary and secondary prevention. They constitute 'targeted universalism', which focuses on the needs of a particular group within a community or region (NAPCAN 2019). They may be used with individual young people in one-on-one therapeutic sessions that target individual behaviour change, or they may be used in group sessions that focus more on changing knowledge and attitudes. Either way, because these messages and materials are consistent with those used in schools (whether using Love Bites or other RRE materials), they contribute to the wider primary prevention approach. If the messages that are delivered to at-risk young people are the same as those delivered their peers, this reinforces the wider messaging at the societal level. It also ensures that these young people are not left out of the discussions and important learnings that take place around RRE; instead, their workers are supported to have these conversations with them, using alternative formats. These adaptations thus directly complement messages children get in school when they do go, and in the wider community, thereby reinforcing the effect of

62 List adapted from Rosewater (2003), *Promoting Prevention*. Rosewater also includes young adolescents as an at risk group, but this covers a large number of children who are in school and reached by whole-school primary prevention programs. See also Stanley et al (2015).

63 Wolfe et al (2003) note that 'as teens seek to develop intimate relationships, motivation to learn about healthy relationships and positive conflict resolution alternatives is also strong, although such interest may be compromised unless teens are provided with a balanced perspective that includes them as partners in healthy decision making (Dryfoos, 1993).' Wolfe et al (2003), *Dating violence prevention with at-risk youth*

64 This is particularly true of children who have experienced complex trauma and may not have a stable relationship with an adult/parent/carer in their home life.

primary prevention activities across the board.
Our Watch has argued that primary prevention 'inevitably reaches those who are already experiencing or perpetrating violence (or who are at increased risk of doing so),' and that primary prevention therefore enhances early intervention and response activity 'by helping reduce recurrent perpetration of violence.' (Our Watch 2014) However, this paper shows that:

- mainstream RRE does not reach many at-risk young people, and that
- RRE that is tailored to at-risk young people would reinforce the effects of mainstream RRE.

Mainstream Respectful Relationships Education content and mode of delivery may not be appropriate

The number of children who may have been exposed to, and traumatised by, violence in Australia is tragically high:

- 1 in 6 women (1.5 million) and 1 in 9 men (992,000) report having been physically and/or sexually abused before the age of 15
- Nearly 2.1 million women and men witnessed violence towards their mother by a partner, and nearly 820,000 witnessed violence towards their father, before the age of 15.[65]

Mainstream RRE content that is suitable for a general audience may not be appropriate or relevant for these young people.[66] This is in part because the content of some RRE programs includes discussion of red flags in relationships that, while age-appropriate, may be too sensitive to broach directly with survivors of violence and abuse. For example, many Love Bites facilitators introduce mainstream RRE sessions for secondary students with a video about Angela Barker, who was beaten so badly by her former partner that she suffered severe brain damage.[67] This video may be too confronting for many young people who have experienced trauma themselves. In addition, awareness-raising around violence and abuse, regardless of how sensitively it is undertaken, may trigger painful memories of the trauma itself, or shame about past experiences of violence.[68]

Some at-risk children do attend school regularly, but will deliberately miss RRE sessions (and potentially ignore wider RRE messages when they are exposed to them) because the issues covered, particularly around identifying violence and abuse, may trigger past or current trauma. NAPCAN has heard anecdotally of instances where at-risk young people who do

65 Australian Institute of Health and Welfare (2018), *Family, domestic and sexual violence in Australia, 2018*, https://www.aihw.gov.au/reports/domestic-violence/family-domestic-sexual-violence-in-australia-2018/contents/summary
66 'Most interventions were aimed at general audiences rather than targeted at individuals at high risk of experiencing or committing relationship violence.' Fellmeth et al (2013), Educational and skills-based interventions. Petering, Wenzel, and Winetrobe (2014), *Systematic Review of Current Intimate Partner Violence Prevention Programs and Applicability to Homeless Youth*
67 https://www.australianoftheyear.org.au/alumni/connect/angela-barker/
68 For a discussion of the 'shame switch' see Judith Howard (2013*), Distressed or Deliberately Defiant?*, p. 50

attend school, chose not to participate in mainstream Love Bites and other RRE programs for this reason. While NAPCAN advises that these students can still access RRE through therapeutic support, such as school wellbeing or counselling staff, schools do not always have the capacity for this. At other times, at-risk students who are in need of RRE have often been removed from class for behavioural reasons and are often sitting in the front office, are on in-school detentions, or do not participate in large group sessions due to their trauma background.[69]

Other studies have also found that young people who had real-life experiences of domestic abuse experienced 'discomfort and disengagement' when they participated in abuse prevention interventions at their schools.[70] Children who have witnessed violence against their father are likely to disengage if the RRE messaging focuses particularly on men's violence against women. Some schools/teachers also report struggling to provide appropriate supports for young people who have experienced complex trauma and, for this reason, doubt the appropriateness of the school setting.[71] While a well designed and implemented whole-school approach should take this into consideration and adapt content as required, it can be very challenging for busy schools to develop such bespoke approaches and content for their entire student population.

The content and delivery of mainstream RRE modules may also be inappropriate for at-risk young people if they have been severely affected by childhood trauma, as this will have had negative consequences for their learning age. For example, the content may require too high levels of literacy, numeracy, or concentration.[72] The teaching resource *Calmer Classrooms* provides the following description of how trauma affects child development:

> 'Chronic abuse and/or neglect in childhood affect the mind, the developing brain, the body, spirit and relationships with others. […] the attachment difficulties associated with this and subsequent trauma interfere with the child's capacity to regulate emotions and reactions. Among other things, such *affect dysregulation* leads to problems with controlling anger and impulses, and maintaining attention and connection.'

NAPCAN's NT evaluation found that 'classroom-based activities are not appropriate for this cohort [high risk young people in out of school settings], for whom short, individualised activities and conversational approaches to facilitation are required.' As one Love Bites facilitator in the NT put it: 'The initial Love Bites was designed for high schools, a very

69 This background may mean that it is difficult for them to emotionally self-regulate in a large group setting.

70 Stanley et al (2015), reviewing Alexander et al and Fox et al

71 For example, one interviewee in the NT evaluation said that '*I don't think that we're very good at [providing RRE that is trauma-informed]. … I know there are people here using that language. But … I don't think it's being done very well at the moment, actually. I don't think people understand it well enough to be able to respond appropriately in those situations. I think teachers have quite a specific focus and when they're adding this type of information into their classrooms I don't think that they necessarily understand that it's going to cause these reactions. Then the reactions it causes I don't think they know how to manage very well either.'*

72 Traumatic stress can affect children's cognitive ability, as well as their ability to 'make space for learning'. See *inter alia* Laurel Downey (2007), *Calmer Classrooms: A guide to working with traumatised children*,; the work of Bruce D. Perry, Australian Childhood Foundation (2018), *Making Space for Learning: Trauma-Informed Practice*

contemporary model high school […]. That's not [my organisation] at all. We work in 20 minute sound bites.'

The Victorian Department of Education's Respectful Relationships Education Teaching and Learning Resource kit has a dedicated but short section on trauma and support, which is appropriate for mainstream contexts. However, it does not go into teaching or whole-school strategies for ensuring that children affected by trauma are able to participate in RRE.[73] Even were these resources to be expanded and adapted to make this possible, stand-alone modules will inevitably still be needed, as mainstream RRE will continue to be too challenging for some children and young people at risk of relationship violence.

Considering intergenerational trauma in Respectful Relationships Education

Primary prevention with Aboriginal and Torres Strait Islander communities requires taking into consideration the effects of intergenerational trauma. In the case of school-based delivery of mainstream RRE, this requires being aware of the complex role that educational institutions have played in contributing to intergenerational trauma.

In some Aboriginal and Torres Strait Islander communities that are severely affected by intergenerational trauma, the school itself may not be an appropriate setting for RRE. This is because the effectiveness of school-based delivery of RRE relies on a positive relationship between the school and the community; it assumes an unwritten social contract in place about how the community and the school work together. But for some communities, schools are part of a mainstream system associated with the history of trauma and the atrocities committed against Aboriginal communities in the course of Australia's colonial past (The Healing Foundation and White Ribbon Australia, 2017). In the context of education this included forcibly removing children from their families/kin and placing them in mission schools (and other places), as well as intentional denial and erasure of Aboriginal identity and ongoing institutionalised racism across the entire education system (Bodkin-Andrews and Carlson, 2016; Beresford, 2012a and 2012b).

Even where there is goodwill, communities and schools can struggle to work together successfully due to the miscommunication and confusion about expectations. For example, SHINE SA's consultations on delivering RRE in remote Indigenous communities in the Kimberleys, found that: 'Community agency staff, who also were parents of children at their schools, several times expressed a wish for more community involvement in schools. […] In contrast, schools reported that it was difficult to get community and parents involved in the school except when they offered transport, food or other enticements.' (SHINE SA, 2014).

73 Victoria Department of Education and Training (2017), *Respectful Relationships: A Resource Kit for Victorian Schools*, p. 26

In addition, mainstream RRE places a heavy expectation on teachers to drive behaviour change in their schools and the wider community (Our Watch, 2015). This assumes that teachers have established relations with the community and that they are working in a supportive environment, both within the school and with the wider community. However, teachers in schools in some Aboriginal and Torres Strait Islander communities may not have pre-established community relations and they are not always the most appropriate people to be having these conversations with youth. They may lack familiarity with the local culture, if the teacher is not from the area and has not been given the tools to learn about and understand the local culture. This can particularly affect teachers' ability to harness the strengths of the local culture in talking about difficult issues including family violence (SHINE SA, 2014). High turnover of teaching staff in some remote areas further contributes to these challenges. On the other hand, community teachers can be very well placed to lead RRE programs, as long as this work is built into their role.

This is not to say that it is not possible to deliver effective, appreciated and community-supported RRE programs in schools in Aboriginal and Torres Strait Islander communities. It is rather to flag that practitioners need to start from a recognition of the complexities inherent in doing so, as well as the particular strengths within Aboriginal and Torres Strait Islander communities. This is particularly the case given that 'Aboriginal and Torres Strait Islander families and communities have successfully provided love and care for their children, growing them up strong and safe in their cultural traditions for thousands of years.' (SNAICC et al, 2017) These cultural strengths of Aboriginal and Torres Strait Islander child-rearing practices must be built on in preventing family violence.

NAPCAN's approach

To address the challenges described above, in 2017-2018 NAPCAN worked with Territory Families to develop and deliver a series of adaptations to NAPCAN's successful mainstream RRE program, Love Bites. These are stand-alone trauma-informed RRE modules that can be delivered in a range of out-of-school settings, as a complement to mainstream RRE. NAPCAN has been working with practitioners to apply them in the field and to incorporate cultural and social localisations. Regular feedback from young people and the community around relationships within the context of an ever-changing social media environment has also allowed for regular updates to program content and activities.

The mainstream Love Bites program allows for RRE delivery that is scaffolded and reaffirming of all the messages learnt throughout the program, and linked to wider social and emotional learning and physical and health education curriculums. However, there are times when it is not possible to deliver in such a structured and school-based format. Where scaffolding of activities cannot occur, the stand-alone modules provide activities for short conversations that are trauma-informed. The stand-alone modules provide a platform for

workers to have conversations with these young people and engage them in valuable 'learning moments'.

The development of the stand-alone modules was undertaken by NAPCAN staff in collaboration with key staff members from community agencies, including Centralian Senior College and Alice Outcomes, Central Australian Women's Legal Service (CAWLS), YWCA Youth Diversion and Youth Justice and other Flexible Learning Schools across the NT. These agencies trialled the modules with young people they worked with. The content was adapted from the Love Bites materials, to suit the needs and contexts of the participating agencies and the young people they serve. Topics chosen for the stand-alone modules were: healthy and unhealthy relationships, social media, jealousy, bystanders, sexting, consent, victim blaming and gender stereotypes.

The aims of the modules are:

- To provide a platform for youth who wouldn't otherwise have appropriate conversations about relationships
- To increase access to respectful relationships sessions
- To give young people access to information about healthy relationships at times when they need it
- To enable adults who are already engaged with young people to be confident and equipped in engaging them in 'learning moments'
- To provide a safe, trauma-informed environment to discuss relationships
- To introduce young people to local service providers and support
- To provide activities more suitable for one-on-one and small group settings

The modules can be used in three different ways:

1. For one-on-one therapeutic settings
2. In group sessions
3. By institutions that are implementing a whole-institution approach with at-risk young people

Agency staff are encouraged to use the modules in the way they see fit, whether in one-on-one or group sessions, and according to their own time frames, using the content they feel is most relevant for the young people they work with. NAPCAN also provides additional support to facilitators for:

- Localisation to their setting, including support for relevant modifications or access to additional culturally diverse resources Linking in with other facilitators in their area who can assist in co-facilitation
- Mentoring, advice or discussions about the modules or other Love Bites formats
- Working through challenges they have experienced during delivery of the modules
- Training for their colleagues in the Love Bites Program (and in use of the modules) and other support in delivery of the modules.

Achieving behaviour change
Youth workers in NT who have used the Love Bites trauma-informed material identified specific instances where the material had helped young people to reflect on their behaviour:

- Two young men reflected on the disrespectful way they had treated their girlfriends and approached the worker who had delivered the Love Bites session for further advice and assistance to change their behaviour.
- One youth worker was able to use the Love Bites sessions to initiate changes in the behaviour of a young man who had patterns of bullying and intimidation towards his peers.

The modules have now been delivered to more than 50 young people by approximately 15 staff from different organisations including police, community legal education officers, Youth Outreach and Re-Engagement Officers (YOREOs), and youth workers.

The theory of change behind the modules is as follows:

Through talking to a trusted adult who has the skills to enable an open and safe conversation about relationships, a young person will come to identify healthy and unhealthy dynamics (whether as a perpetrator or victim, or both) in their own relationships and the relationships they have seen and grown up around. They can then understand how they can strengthen the healthy dynamics and change the unhealthy ones, with a resulting effect on the incidence of perpetration and/or victimisation. In turn, if the messages delivered to these young people are the same as those delivered to their peers, this reinforces the wider messaging at a societal level, thereby reinforcing the preventive effect of mainstream RRE.

These modules have been designed and developed to work in one-on-one 'learning moments' in informal settings. However, they can also be used as part of an institution-wide and sector-wide approach. In the NT, Don Dale Youth Detention Centre and two Flexible Learning Centres (formerly known as school re-engagement centres) in Darwin and Palmerston, are using the trauma-informed, stand-alone modules to deliver RRE.[74] NAPCAN trains Youth Justice staff including Clinicians from Specialist Assessment and Treatment Services (SATS), YOREOs and Youth Justice Officers (YJOs) to deliver Love Bites stand-alone modules to young people who are in Don Dale. YOREOs work with young people at risk of entering or re-entering the justice system, and can follow up with the young person when they are released from detention, as they will likely be offering young person continued support small group sessions are also delivered within the Flexible Learning Centres, which have young people on youth diversion or who have students who have spent time in Don Dale. The counsellor leads the delivery of these sessions, with support from the youth support workers and teachers/teaching assistants. The YWCA Youth Diversion program also utilises the modules, further exposing young people to RRE messaging. Other youth workers in the non-government sector bolster this message in their conversations with these same youth and the peers around them, whether it be in their one-on-one conversations, therapeutic sessions, or small group programs.

74 The Canadian RRE program Fourth R is also being used in correctional settings in Canada. An evaluation is underway of this program that attempts to address the ethical and logistical challenges of outcomes evaluation in such a setting. Crooks et al (2019), *Preventing Gender-Based Violence Among Adolescents and Young Adults*

Practice recommendations

NAPCAN has identified the following practice recommendations for providing RRE to at-risk children and young people in out-of-school settings.

1. Engage with young people where they are already, through training frontline workers to deliver RRE
2. Take advantage of 'learning moments'
3. Ensure modules are trauma-informed in content and delivery
4. Connect to other RRE prevention efforts
5. Work with communities to adapt content to context

These recommendations have been developed on the basis of NAPCAN's own experience and a review of the literature. Their guiding principle is that they support a **youth-led approach** to RRE. That is, the young person is always in control and determines the pace at which they learn. This principle is especially important for young people who have experienced trauma.

The five practice recommendations are explained in more detail below.

Practice recommendation 1: Engage with young people where they are already, through training frontline workers to deliver RRE

Providing training on delivering RRE to community-based professionals (youth workers or other service providers) who are already working with at-risk young people is one of the best ways of enabling these young people to learn about healthy relationships and challenging gender norms. Indeed, young people are already asking – or inviting youth workers/service providers into discussions – about the topics of relationships, disrespectful behaviours, consent or sexual assault, and the attitudes and beliefs around these topics.[75]

Community-based professionals who work with these young people have reached out to NAPCAN to request material that can help them to broach RRE discussions with the young people, who seek guidance from them. They are keen to be better equipped to have conversations with young people about these topics.[76] This includes knowing all the facts around these issues, feeling confident enough to know how to respond, and to even having some activities or resources that they can use to highlight information around these issues.

75 This also raises the wider question of whether youth workers should receive RRE training as part of their foundational training. This was also found in the UK, where one study found that relationships and sex were common topics raised by at least a third of young people with their workers. 'While 54 per cent said they talked about "everything and anything" with the workers, 33 per cent focused on specific issues such as sex, drugs, relationships and difficulties at school.' Crimmens et al (2004), *Reaching socially excluded young people*.

76 Youth support service providers surveyed as part of the independent evaluation of Love Bites in the NT all identified RRE as a need. Dobia (2019), *NAPCAN Respectful Relationships Program, Northern Territory 2017-18*

Participants trained in the Love Bites NT program value the range of strategies for engaging young people and facilitating conversations; as well as the combined training emphasis on content and facilitation skills:

- 'It's given us tools so that all of our staff can be involved in working with young people in this space, where before we just had the more experienced and savvy staff managing these conversations.'
- 'Some of our younger staff wouldn't dare bring up a relationships conversation… but you show them the Love Bites package and all of a sudden they're bursting to give it a go because they feel safe within it.'[77]

Building the capacity of young people's existing youth workers (and other service providers they have relationships with) to hold these conversations helps to ensure that 'social education' is delivered 'at the behest of, and largely in a form determined by, young people on their own territory.'[78] It also supports building positive relationships between the young person and the community-based professional, a key characteristic of effective violence prevention programming for young people,[79] as well as recovery from trauma[80] (see further below).

And finally, taking such an approach also enables RRE to be integrated with other services. Service integration has been identified as a key principle of working with at-risk young people,[81] who can find it especially challenging to deal with the different approaches of different support services in different locations. Given that 'many of the problems experienced by young people are inter-related and mutually reinforcing', it is important that workers avoid focusing on a single issue or problem at the expense of understanding and addressing the young person's situation as a whole.[82] For example, a young person's concerns about unhealthy relationships may be bound up with concerns about homelessness and substance abuse.

Practice recommendation 2: Take advantage of 'learning moments'

Delivery in out-of-school settings requires adaptation of content and delivery of materials. The content and delivery of RRE for at-risk young people needs to be organised in a modular format, so that community-based professionals can take advantage of 'learning moments'

77 Dobia (2019), *NAPCAN Respectful Relationships Program, Northern Territory 2017-18*
78 Crimmens et al (2004), *Reaching socially excluded young people*. Whitaker et al in their systematic review also conclude that 'offering programs outside of schools, including in family settings, may access a broader range of adolescents and reach out to them in a different way'
79 Effective [multi-component school-based violence prevention] programs need to be planned and implemented incorporating the following characteristics: programs provide exposure to adults and peers in a way that promotes strong relationships and supports positive outcomes. Hemphill and Smith (2010), *Preventing youth violence: What does and doesn't work and why?*
80 Ludy-Dobson and Perry (2010), *The Role of Healthy Relational Interactions in Buffering the Impact of Childhood Trauma*
81 For example, one study found that 'IPV programming for homeless youth will probably be most successful when integrated with other services for homeless youth.' Petering, Wenzel, and Winetrobe, *Systematic Review of Current Intimate Partner Violence Prevention Programs and Applicability to Homeless Youth*
82 Crimmens et al (2004), *Reaching socially excluded young people: A national study of street-based youth work*

when a young person initiates or seeks out a conversation. This is important given that at-risk young people may not attend school or local services regularly, or be able to commit to long sessions. As opposed to mainstream Love Bites, which can be scaffolded into a term-based program, youth workers might find themselves delivering sessions in a group situation where different young people attend every week. In this type of setting, staff may have the modules ready in a pack and depending on what topic the young people want to cover, they can select a session that is engaging and interactive.

The modules can also be used in a one-on-one therapeutic setting. For example, a counsellor with one of NAPCAN's partner services in the NT uses Module 1: Relationships to engage young people in learning about relationship boundaries and what actions and behaviours would form part of each type of relationship. Community-based services are also delivering one-on-one RRE modules with correctional youths in Canada based on the Fourth R program.[83] The value of using adapted RRE modules in this context is that they can link from individual behaviour to a wider discussion and analysis of the root causes of gender-based violence at a societal level, rather than just focusing on individual-level behaviours.[84]

The evidence base shows that RRE programs have to be of sufficient dosage if they are to have an impact, and NAPCAN's NT evaluation reiterated the importance of 'a good amount of face-to-face time and multiple workshops'.[85] A modular format means that RRE material can be presented cumulatively to at-risk young people, whilst being realistic about the available opportunities for engaging with them on these issues. This illustrates the extent to which trauma-informed stand-alone modules complement mainstream RRE. Ways in which stand-alone modules can link into wider community prevention efforts are described further below.

Practice recommendation 3: Ensure modules are trauma-informed in content and delivery

RRE material for at-risk young people needs to be trauma-informed in content and delivery. A trauma-informed approach to education starts from an understanding of the negative impacts of trauma on a child's development, which can hinder the child's capacity to relate and attach to others, and to emotionally self-regulate. Traumatised children are in a constant state of tension and arousal,[86] which can make it very difficult for them to 'make space for' learning.[87] This is potentially especially true when they are being exposed to the inherently sensitive topics that are part of RRE, if these haven't been carefully tailored for them.

83 An evaluation of this program is planned but results are not yet available. Crooks et al (2019), *Preventing Gender-Based Violence Among Adolescents and Young Adults*
84 This supports the recommendation of Crooks et al 2019 that 'when working with marginalized groups, violence prevention efforts must move away from interventions solely focused on individual-level capacity and skills, and toward analysis of and social action around oppression and structural violence, root causes of [gender-based violence].'
85 Dobia (2019), *NAPCAN Respectful Relationships Program, Northern Territory 2017-18*
86 Perry (2014), *Helping Traumatized Children: A Brief Overview for Caregivers*
87 ACF (2018), *Making Space for Learning*

Children and young people who have been affected by trauma need adults in their lives 'to be understanding of and responsive to their unique needs.'[88] While support needs to be tailored to the individual child,[89] NAPCAN has developed some basic principles that can guide delivery of RRE with these children. In doing so we draw upon an extensive body of research on childhood trauma and trauma-informed practice in the classroom:[90]

- Content should be less in-depth and/or less explicit than in mainstream RRE programs, so as to avoid re-triggering or re-traumatisation.
- Sessions should be short. Children affected by traumatic stress may have shorter attention spans, and need breaks to help them emotionally self-regulate.
- Young people need some control over the way the modules are run, and facilitators need to operate in a partnership with young people. This can help them to 'feel safer, comfortable, and able to feel, think and act in a more 'mature' fashion'.[91]
- Young people will need to be familiar with and trust the adult who is delivering the module, and vice versa. As such, the facilitator will need to set up an environment of trust and connection. This demonstrates the value of a trusted youth worker delivering the RRE module.[92]
- The facilitator needs to approach the session as a two-way learning process, which can facilitate both the feeling of being in control and the sense of familiarity and trust.
- Some young people will require individual delivery, while for others a small group or a large group setting will be more appropriate. It depends on the individual.
- In group sessions, participants will need to know each other. If this isn't the case, facilitators should run a prior group session, that is focused more on group building. They should also allow time for an ice-breaker game prior to doing the module.
- Facilitators should enable grounding, regulating, and connection threads throughout the program. This can include activities, games, tactile experiences and providing space for processing in a safe place through break times. Creative materials that can assist young people to self-regulate when needed such as textas and paper, and appropriate objects that would help the child feel comfortable and at ease, should be available.[93] Facilitators should also consider attaching a creative session to the module, for example using art, music, painting, photography, or drama.
- Facilitators will need to have information available on local services that can assist young people who have experienced or perpetrated abuse. Some young people may have been on both sides.

[88] ACF (2018), *Making Space for Learning*
[89] 'The most effective strategy a teacher has [for creating connection and defusing conflict] is a clear understanding of the child, their history and the reasons behind their behaviour.' Downey (2007), *Calmer Classrooms*
[90] This includes work by Bruce D. Perry and the Child Trauma Academy, Dan Siegal, Dan Hughes, Russ Harris, Berry Street, the Trauma Institute, the Calmer Classrooms guide, The Australian Childhood Foundation (ACF), the Healing Foundation and Helen Cahill's Social and Emotional Learning Curriculum
[91] Bruce D. Perry (2014), *Helping Traumatized Children: A Brief Overview for Caregivers*
[92] Ludy-Dobson and Perry (2010), *The Role of Healthy Relational Interactions in Buffering the Impact of Childhood Trauma*
[93] ACF (2018), *Making Space for Learning*

- Structure and consistency are important for children and young people affected by traumatic stress. Facilitators can help create stability for young people by delivering modules at regular times or as part of an existing program.

The independent evaluation of NAPCAN's RRE Program in the NT found that NAPCAN's 'trauma-informed RRE provided practitioners with valuable tools for intervening in the cycle of trauma, abuse and offending'. Workers on this program have given positive feedback about the program, which enables them to initiate conversations around relationships in a sensitive way and help young people to reflect on their own behaviour. Young people who have participated in the program gave a 'thumbs up' to all the sessions (the way in which they are invited to provide feedback).

Practice recommendation 4: Connect to other RRE prevention efforts

Modules that can be delivered to at-risk young people in 'learning moments' are best thought of as targeting a specific domain of the young person's environment, rather than fulfilling the 'comprehensive' requirement of a best practice approach to RRE. This being the case, ensuring these stand-alone modules are connected to or situated within a wider institutional or community approach, wherever possible, can support their impact.

This can take a number of different manifestations, including area-based saturation across a particular sector such as youth justice, or working with local communities to deliver RRE. As described above, NAPCAN is currently trialling area-wide saturation across the youth justice sector in the NT.

In Central NT, NAPCAN worked with Elders and community members in remote Aboriginal communities to localise the #friends program (based on the Year 7 Love Bites Junior #friends program) for their community setting. #friends is focused on establishing and maintaining respectful relationships on social media platforms. The adaptation provides Elders and community leaders with a range of activities, film clips, group discussions and resources to run sessions with young people in their community. Sessions have been delivered by #friends participants in a range of settings including at youth centres, on camps and during community events.

The World Bank's review of community-based approaches to intimate partner violence (IPV) prevention found that programs that achieve the most success in preventing IPV involve multiple stakeholders, and ensure coordination across different sectors in an integrated manner.[94]

[94] World Bank (2016), *Community-Based Approaches to Intimate Partner Violence: A review of evidence and steps to adaptation*, The Global Women's Institute, The George Washington University and the World Bank Group

Practice recommendation 5: Work with communities to adapt content to context

Adapting content to context to reflect local culture and beliefs, and to draw on local strengths is a basic principle of good practice across all RRE programming. It is perhaps especially important when working with at-risk young people, as well as in communities affected by intergenerational trauma.

NAPCAN does not deliver programs directly to young people but instead trains and supports the people who do so. This means that NAPCAN places a significant focus on working with these frontline workers to help them to localise content and programs for their context, as well as ensuring that resources and modules are easy to adapt. For example, NAPCAN has found that the Change the Story videos developed by Our Watch, while well-suited to metropolitan settings, are not relatable to the Northern Territory context. As a result, NAPCAN is developing its own videos for training purposes in the NT. In addition, when delivering Love Bites in the youth justice sector in the NT, where a high proportion of inmates are Aboriginal young people, Aboriginal facilitators deliver the sessions wherever possible and the main resources they use are ones that have been created by and for Aboriginal and Torres Strait Islander peoples.[95]

NAPCAN also works with Aboriginal and Torres Strait Islander communities to develop safety plans to keep children safe. In this work NAPCAN uses a community empowerment approach that is also premised on adaptation to context, and the two programs inform each other.

RRE literature across the board emphasises the importance of adaptation to context (see the section above on 'what the evidence tells us'). The importance of adapting RRE programs to the context in which they are delivered has been found in numerous programs working with Aboriginal communities across Australia, and can be a necessary means of ensuring community empowerment.[96] An evaluation of a sports-based Respectful Relationships Program in the NT found that adaptation to context was essential.[97] SHine SA found that RRE resources being developed for the APY lands needed to be entirely different to that developed for other Aboriginal schools/communities, and required acknowledging women's and men's business, as well as deep understanding of concepts of 'shame'.[98] Similarly, in New South Wales, the Strong Family Program worked with Aboriginal stakeholders and community members to develop a successful program in which Elders educated Aboriginal youth on RRE and reproductive and sexual health education. This included separating participants by gender rather than age, in line with traditional concepts of 'men and boys'' business and 'women and girls'' business. Participants especially

[95] The main resources NAPCAN uses are the Deadly Online resources developed by the e-Safety Commissioner, which explore cyberbullying, digital reputation and respect for others, through short videos and posters. https://www.esafety.gov.au/educators/classroom-resources/be-deadly-online

[96] Olsen and Lovett (2016) found community empowerment to be a consistent theme across Indigenous viewpoints of what is needed to address family violence

[97] Louth, Mackay & Goodwin-Smith (2018), *Developing the power to say no more to violence against women*

[98] Walker, Patel, and Luz (2012), *'Yarning On' Initiative:*

appreciated the fact that Elders were used as educators and that the program took place outside of school.[99]

The importance of adaptation to context for Indigenous communities is not specific to Australia. In Canada a distinctive indigenous prevention program has been developed that draws upon a successful mainstream primary prevention program named Fourth R, but 'is distinct from the original Fourth R in its focus on cultural identity, use of culturally relevant teaching methods, inclusion of community members (i.e., elders), and focus on mentorship and youth voice'.[100]

The adaptability of the Love Bites stand-alone modules is demonstrated by the NT evaluation finding that community-based staff were able to 'incorporate those aspects of RRE they felt were relevant to the populations they served.'[101] The positive feedback from participants in the youth justice sector in the NT also speaks to this.

In working with, and adapting, RRE material for Aboriginal and Torres Strait Islander communities, it is essential to take into account intergenerational trauma and communities' preferred approach to healing from intergenerational trauma. NAPCAN's expertise is in primary prevention, not healing approaches. NAPCAN does not presume to know what the preferred approach to healing is, and recognises that approaches can differ from one group to the next. However, NAPCAN does encourage facilitators to add in time/therapeutic support for healing and processing, and asks people to understand the context and seek advice and be mindful of this.[102]

The need to understand the social and cultural dimensions of trauma in Aboriginal and Torres Strait Islander communities came out strongly from NAPCAN's Love Bites evaluation in the NT, as 'a critical consideration for the adaptation and implementation of RRE in the NT'.[103] This understanding is also important for the RRE implementers' own organisational learning and the wider reconciliation process, which needs to take place across Australian society if the roots of intergenerational trauma are to be addressed.[104]

[99] Duley et al (2017), "The Strong Family Program".
[100] Crooks et al (2019), "Preventing Gender-Based Violence Among Adolescents and Young Adults". Ideally, such approaches require working with communities to define end program (and evaluation) outcomes, including a willingness to focus on 'relational well-being, community healing, and consciousness raising around the ongoing impacts of colonization.' Notably this entailed not specifying a reduction in gender-based violence as an end outcome, but instead focusing on gains in protective factors, because of the partners' preference that the research be strengths-focused. This requires significant dedicated resourcing.
[101] Dobia (2019), *NAPCAN Respectful Relationships Program, Northern Territory 2017-18*.
[102] This is in line with the NT government's Aboriginal Cultural Security Frameworkhttps://territoryfamilies.nt.gov.au/publications-and-policies/aboriginal-cultural-security-framework
[103] Dobia (2019), *NAPCAN Respectful Relationships Program, Northern Territory 2017-18*.
[104] The Healing Foundation and White Ribbon Australia (2017), *Towards an Aboriginal and Torres Strait Islander violence prevention framework for men and boys*; Our Watch (2018), *Changing the Picture, Background Paper*

Conclusions and moving forward

"A lot of our young people they can't really define what a respectful relationship looks like … It's really helpful for them to address in general what a healthy relationship is and what a respectful relationship looks like because a lot of the young people that we work with unfortunately have not had much experience of good and healthy relationships. It's just an expectation of this is how things should be and you think if people had had some of that knowledge and different way of thinking about things, respectful … It's about helping reframe people's thinking." Love Bites Facilitator

RRE is a powerful, effective tool to support the primary prevention of gendered violence; however, there is still a long way to go in reaching all communities in an appropriate way.

In particular, there is a conclusive need for alternative approaches for delivering RRE to young people who have been exposed to trauma, including intergenerational trauma, and/or are not connected to the school system.

NAPCAN has begun to develop trauma-informed approaches to meet this gap and complement mainstream school-based delivery of RRE.

The aim of this paper is to share NAPCAN's knowledge and experience in this area and promote discussion, in order to develop this field of prevention.

For this purpose, the paper puts forward a set of Practice Recommendations for providing RRE to at-risk children and young people in out-of-school settings. The guiding principle of the Practice Recommendations is to support a youth-led approach, whereby the young person is always in control and determines the pace at which they learn. Listed again below, these practice recommendations are a starting point for how best to address the needs of young people who have experienced trauma.

1. Engage with young people where they are already, through training frontline workers
2. Take advantage of 'learning moments'
3. Ensure modules are trauma-informed in content and delivery
4. Connect to other RRE prevention efforts
5. Work with communities to adapt content to context

Moving forward

As Australia works towards preventing gender-based violence, NAPCAN recommends that the following points continue to be taken into consideration:

- The ongoing importance of investing in primary prevention as part of addressing domestic and family violence, and protecting children.

- The clear need for RRE in Australia and its value as a tool for sustained change.

- RRE needs to be delivered keeping in mind the high levels of intergenerational trauma within communities throughout Australia, and the complex and specific needs of young people with a trauma history.

"In general, every client has a trauma history. So does their mum, their grandmother, their father etc. It is clear that our clients have been affected by the stolen generation, affected by sexual abuse, domestic violence, child protection and now the youth justice setting. I wouldn't think there is anybody in our community who has not been impacted by trauma."
Love Bites Facilitator

- RRE programs should be viewed as more than just young people learning new concepts, or educators delivering content; they contribute to professional development (creating a prevention workforce), provide a respectful relationships philosophy to a school/youth service, connect young people to community support, link organisations to one another, and promote consistent understanding and language across the community.

- The value of building on strengths of existing programs such as Love Bites is that:
    - They are community-led and -initiated
    - The main 'messengers' are community workers, who are trusted facilitators with the ability to take advantage of 'learning moments' to have conversations with young people in any setting
    - The facilitated conversations between young people and professionals make for a more meaningful learning exchange than mere delivery of information.

- The demand for Love Bites and the trauma-informed modules demonstrates how useful schools, the prevention sector and communities find RRE; it also demonstrates the momentum that comes from NAPCAN's existing networks of trained facilitators.

- For the primary prevention sector to develop there is a need for ongoing funding to ensure the sustainability of programs (including for delivery, coordination, and ongoing review/evaluation).

References

ANROWS (2019), *Young Australians' attitudes to violence against women and gender equality: Findings from the 2017 National Community Attitudes towards Violence against Women Survey (NCAS)*

Australian Childhood Foundation (2018), *Making Space for Learning: Trauma-Informed Practice in Schools*, version 4

Quentin Beresford (2012), 'The context of Aboriginal education' In Quentin Beresford, Gary Partington, and Graeme Gower (Eds), *Reform and Resistance in Aboriginal Education*, Revised ed. Crawley, W.A.: UWA Publishing, 2012

Quentin Beresford (2012), 'Separate and unequal: An outline of Aboriginal education 1900-1996'. In Quentin Beresford, Gary Partington, and Graeme Gower (Eds), *Reform and Resistance in Aboriginal Education*, Revised ed. Crawley, W.A.: UWA Publishing, 2012

Gawaian Bodkin-Andrews and Bronwyn Carlson (2016), 'The legacy of racism and Indigenous Australian identity within education,' *Race, Ethnicity and Education*, Vol. 19 Issue 4

Carmody, M, Evans, S, Krogh, C, Flood, M, Heenan M, Ovenden, G (2009) *Framing best practice: National Standards for the primary prevention of sexual assault through education, National Sexual Assault Prevention Education Project for NASASV*; University of Western Sydney

British Columbia Centre of Excellence for Women's Health (2013), *Review of Interventions to Identify, Prevent, Reduce and Respond to Domestic Violence*

Commonwealth of Australia (Department of Social Services) (2019), *Fourth Action Plan – National Plan to Reduce Violence against Women and their Children 2010-2022*

Community Preventive Services Taskforce (2018), *Violence Prevention: Primary Prevention Interventions to Reduce Perpetration of Intimate Partner Violence and Sexual Violence Among Youth*. Community Preventive Services Task Force Finding and Rationale Statement Ratified April 2018

David Crimmens, Fiona Factor, Tony Jeffs, John Pitts, Carole Pugh, Jean Spence & Penelope Turner (2004), *Reaching socially excluded young people: A national study of street-based youth work*. Published for the Joseph Rowntree Foundation by The National Youth Agency

Kylie Cripps and Megan Davis (2012), *Communities working to reduce Indigenous Family Violence*, Indigenous Justice Clearinghouse

Claire V. Crooks, Peter Jaffe, Caely Dunlop, Amanda Kerry, and Deinera Exner-Cortens (2019), 'Preventing Gender-Based Violence Among Adolescents and Young Adults: Lessons From 25 Years of Program Development and Evaluation', *Violence Against Women*2019, Vol. 25(1) 29–55

Caroline Crothers, Silke Meyer, Robyne Le Brocque, Leith Morris, Rebecca Coates, Michele Haynes (2012), *Respectful Relationships Evaluation – Rounds 1 and 2 Recommendations*, Prepared for the Department of Families, Housing Community Services and Indigenous Affairs (FaHCSIA), Institute for Social Science Research, ISSR Final Report No. P11007.

Lisa De La Rue, Joshua R. Polanin, Dorothy L. Espelage, Terri D. Pigott (2014), *School-Based Interventions to Reduce Dating and Sexual Violence: A Systematic Review*, Campbell Systematic Reviews, 2014:7

Sandra Dickson and Gwenda M. Willis (2017), 'Primary Prevention of Sexual Violence in Aotearoa New Zealand: A Survey of Prevention Activities', *Sexual Abuse: A Journal of Research and Treatment*2017, Vol. 29(2) 128–147

Brenda Dobia (2019), *NAPCAN Respectful Relationships Program, Northern Territory 2017-18: Final evaluation report*

Laurel Downey (2007), *Calmer Classrooms: A guide to working with traumatised children*, Child Safety Commissioner, Victoria

P. Duley, J. R. Botfield, T. Ritter, J. Wicks and A. Brassil (2017), 'The Strong Family Program: an innovative model to engage Aboriginal and Torres Strait Islander youth and Elders with reproductive and sexual health community education,' *Health Promotion Journal of Australia*, 2017, 28, 132–138

Fellmeth GLT, Heffernan C, Nurse J, Habibula S, Sethi D. (2013),
Educational and skills-based interventions for preventing relationship and dating violence in adolescents and young adults. *Cochrane Database of Systematic Reviews* 2013, Issue 6. Art. No.: CD004534
Michael Flood, Lara Fergus and Melanie Heenan (2009), *Respectful Relationships Education: Violence prevention and respectful relationships education in Victorian secondary schools*, Victoria Department of Education and Early Childhood Development.
Cara Gleeson, Sarah Kearney, Loksee Leung and Joanna Brislane (2015), *Respectful Relationships Education in Schools: Evidence Paper*, Our Watch
A Harvey, C Garcia-Moreno and A Butchart (2007), *Primary prevention of intimate-partner violence and sexual violence: Background paper for WHO expert meeting May 2–3, 2007*
Sheryl A. Hemphill and Rachel Smith (2010), *Preventing youth violence: What does and doesn't work and why? An overview of the evidence on approaches and programs*, Centre for Adolescent Health, Department of Paediatrics, University of Melbourne October 2010, ARACY
The Healing Foundation and White Ribbon Australia (2017), *Towards an Aboriginal and Torres Strait Islander violence prevention framework for men and boys*
Todd I. Herrenkohl, Rebecca T. Leeb and Daryl Higgins (2016), 'The Public Health Model of Child Maltreatment Prevention', *Trauma Violence Abuse*, 17:4.
Judith Howard (2013*), Distressed or Deliberately Defiant?*
Jonathon Louth, Tanya Mackay & Ian Goodwin-Smith (2018), *Developing the power to say no more to violence against women: An investigation into family and domestic violence primary prevention programs in South Australia and the Northern Territory*, Catholic Care NT, Centacare, Power Community Ltd and Flinders
Christine R. Ludy-Dobson and Bruce D. Perry (2010), 'The Role of Healthy Relational Interactions in Buffering the Impact of Childhood Trauma,' in Eliana Fil (ed.) *Working with Children to Heal Interpersonal Trauma: The Power of Play*, The Guilford Press.
National Association for Prevention of Child Abuse and Neglect (NAPCAN) (2019), *Play your Part in Prevention: NAPCAN's Framework for creating a child safe and friendly Australia*
Anna Olsen, Ray Lovett (2016), *Existing knowledge, practice and responses to violence against women in Australian Indigenous communities: State of knowledge paper*, ANROWS
Our Watch, Australia's National Research Organisation for Women's Safety (ANROWS) and VicHealth (2015) *Change the story*: *A shared framework for the primary prevention of violence against women and their children in Australia*, Our Watch, Melbourne
Our Watch (2018), *Changing the Picture, Background Paper: Understanding violence against Aboriginal and Torres Strait Islander women and their children*, Our Watch: Melbourne
Bruce D. Perry (2014), *Helping Traumatized Children: A Brief Overview for Caregivers*, Child Trauma Academy
Robin Petering, Suzanne Wenzel, and Hailey Winetrobe (2014), 'Systematic Review of Current Intimate Partner Violence Prevention Programs and Applicability to Homeless Youth,' Journal of the Society for Social Work and Research 5, no. 1 (Spring 2014): 107-135
Ann Rosewater (2003), *Promoting Prevention, Targeting Teens: An Emerging Agenda to Reduce Domestic Violence*, Family Violence Prevention Fund
Laura F. Salazar and Sarah L. Cook (2006), 'Preliminary Findings of an Outcome Evaluation of an Intimate Partner Violence Prevention Program for Adjudicated, African American Adolescent Males', *Youth Violence and Juvenile Justice*, Vol. 4 No. 4, October 2006 368-385
SHINE SA (2014), *Respectful Relationships: Report on consultations towards delivering RRE in the Kimberleys, Western Australia*
Stephen Smallbone and Susan Rayment-McHugh (2013), 'Preventing Youth Sexual Violence and Abuse: Problems and Solutions in the Australian Context', *Australian Psychologist* 48 (2013) 3–13

Ciara Smyth and Ilan Katz (2016), *Child Protection and Respectful Relationships Education and Best Practice in School Settings – Literature Review and Stakeholder Consultation*, UNSW Social Policy Research Centre.

SNAICC, National Family Violence Prevention Legal Services and NATSILS (2017), *Strong Families, Safe Kids: Family Violence response and prevention for Aboriginal and Torres Strait Islander children and families*

Stanley N, Ellis J, Farrelly N, Hollinghurst S, Bailey S, Downe S (2015) *Preventing domestic abuse for children and young people (PEACH): a mixed knowledge scoping review*, Public Health Res 2015;3(7)

Karen Struthers, Natalie Parmentier and Claire Tilbury (2019), *Young people as agents of change in preventing violence against women*, ANROWS

Victoria Department of Education and Training (2017), *Respectful Relationships: A Resource Kit for Victorian Schools*

Inara Walden and Liz Wall (2014), *Reflecting on primary prevention of violence against women: The public health approach*, Australian Centre for the Study of Sexual Assault (ACSSA) Issues No. 19

Ruth Walker, Katherine Patel, and Zoe Luz (2012), *'Yarning On' Initiative: STAGE ONE FINAL EVALUATION REPORT, "CONTEXTS AND PARTNERSHIPS"*. SHINE SA, Flinders University, SACHRU and Government of South Australia SA Health

Walsh K, Zwi K, Woolfenden S, Shlonsky A. (2015), School-based education programmes for the prevention of child sexual abuse. *Cochrane Database of Systematic Reviews* 2015, Issue 4. Art. No.: CD004380

David A. Wolfe, Christine Wekerle, Katreena Scott, and Anna-Lee Straatman (2003), *Dating violence prevention with at-risk youth: A controlled outcome evaluation*. Journal of Consulting and Clinical Psychology, 71, 279-291

DJ Whitaker, S Morrison, C Lindquist, SR Hawkins, JA O'Neil, AM Nesius, A Mathew, and LR Reese (2006), *A critical review of interventions for the primary prevention of perpetration of partner violence*

World Bank (2016), *Community-Based Approaches to Intimate Partner Violence: A review of evidence and steps to adaptation*, The Global Women's Institute, The George Washington University and the World Bank Group