

Herman Goldstein Award Submission 2021

Stalking Education

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of Durham Constabulary



Altogether Better Policing



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Stalking Education

Summary

Scanning

The 'Living in fear' Report (2017)¹ highlighted that Police and CPS needed to do more to prevent crimes of harassment and stalking, protect victims and bring perpetrators to Justice. To help tackle this issue, it was recognised that Durham Constabulary could collaborate with The Alice Ruggles Trust (AR) to educate and raise awareness amongst students of the dangers of coercive control and stalking, in order to reduce harm. The Trust was created by Alice's family following her murder, with the aim of increasing awareness of stalking, ensuring relevant legislation is effective and adhered to and bringing lasting improvements within the management of perpetrators and the protection of victims.

Analysis

Process: The project began in 2017 and analysis undertaken in 2015/2016 showed that Durham Constabulary had only recorded six 'stalking' crimes. Recommendations from the 'Living in Fear' report identified the need for better Police training.

Offender: In April 2019, Clive Ruggles visited Durham Constabulary and introduced academic research around 'The Homicide Timeline'². From this, we recognised the need to train Officers in this area, to better serve victims of stalking, as well as identifying risk.

Victim: The 2016 Crime Survey for England and Wales³ found that women aged 16-24 are more likely to be victims of stalking. A further report found that victims don't tend to report to police until the 100th incident. The AR Trust completed a public survey on Facebook, which highlighted the difficulties faced by young people in identifying stalking and controlling behaviour, and the fact that they had a limited ability to deal with it.

Response

- 1) Bespoke training packages were created by Durham Constabulary and delivered to all front-line Officers, Control Room staff and the Victim Support Service.
- 2) The Alice Ruggles Trust Relationship Safety Resource (Appendix B) is a package of quality-assured teaching materials (Appendix C) on stalking and coercive control. Durham Constabulary arranged to deliver the education package in schools and support the AR Trust in gaining national attention for their work.
- 3) Promote the bespoke Police training packages and education resources nationally at the AR Trust's conferences.

¹ Living In Fear, The Police and CPS Response to Harassment and Stalking, 2017, HMIC and HMCPSI

² Intimate Partner Femicide: Using Foucauldian Analysis to Track an Eight Stage Progression to Homicide – Dr Jane Monckton, University of Gloucestershire, Cheltenham, UK

³ Crime Survey for England and Wales 2016, Office for National Statistics

Assessment

The recording of stalking crimes has significantly increased in the Durham Constabulary area, demonstrating that Officers understand and recognise stalking, how to record incidents of this nature correctly and how to protect victims. Between March 2019-March 2020, the education programme was delivered by specially trained PCSO's from Durham Constabulary's Neighbourhood Policing Teams (NPT).

Description

Scanning

This project focuses on the offence of stalking, which was made a criminal offence in England and Wales in November 2012. Stalking is a pattern of fixated, obsessive, unwanted and repeated behaviour and is one of the most frequently experienced forms of abuse. 'Living in fear', a report into the police and CPS response to harassment and stalking, was a joint inspection by Her Majesty's Inspectorate of Constabulary and Fire & Rescue Services (HMICFRS) and Her Majesty's Crown Prosecution Service Inspectorate (HMCPPI) in July 2017. Much has been done by the government in recent years to try to improve how the criminal justice system tackles stalking. The inspection showed actions taken had mixed successes and more needed to be done to prevent crimes of harassment and stalking, to protect victims and bring perpetrators to justice.

The British Crime Survey (2006)⁴ estimated 5 million people experience stalking each year. The Office for National Statistics (2013)⁵ stated that 1 in 6 women and 1 in 12 men had been stalked. The Crime Survey for England and Wales⁶ estimated that for the year ending 31 March 2016, 15% of adults aged 16-59 had been victims of some stalking and/or harassment behaviours since the age of 16. Harassment and stalking can affect women and men of all ages and backgrounds. There is a clear link between the coercive and controlling behaviours seen in domestic abuse and those in harassment and stalking offences. Police crime data showed that 54% of stalking crimes in the 12 months up to 31 March 2016 were flagged as domestic abuse related⁷.

In a report by Dr Lorraine Sheridan and the Network for Surviving Stalking⁸, 829 victims of stalking were surveyed. It found that victims were aged between 10-73. Men and women from all backgrounds were affected and 38% were professionals. The stalking behaviour lasted from 1 month to 43 years, with an average of 2 ½ years. The report found that victims didn't tend to report to the police until the 100th incident. Dr Sheridan concluded that almost anyone can become a victim of stalking. It's recognised that stalking can have a serious impact on mental and physical health, to employment and social life, and can escalate to rape, murder or suicide.

⁴ British Crime Survey 2006

⁵ Office for National Statistics 2013

⁶ British Crime Survey 2016

⁷ Home Office Data Hub – Home Office

⁸ Paper on Key findings from the www.stalkingsurvey.com, L. Sheridan, 2005. Data quoted in Introduction to stalking, risk & advocacy, Home Office, undated. Available from www.data.gov.uk.

In the last decade there have been several high-profile cases whereby victims of stalking have reported incidents to police and have subsequently been murdered by their stalkers. These cases have been investigated by the Independent Office for Police Conduct (IOPC), who have highlighted a number of failures in relation to Police actions, risk assessments, management and investigation of stalking crimes. This resulted in numerous recommendations to the Police and partner agencies.

The objectives of this project specifically looked to address an improvement in Durham Constabulary's recognition, understanding and management of stalking crimes. Alice Ruggles was murdered in 2016, aged 24, by an ex-boyfriend following a relentless campaign of stalking. Alice contacted Northumbria Police on two occasions asking for help. An IOPC investigation⁹ into the actions of Northumbria Police prior to the murder of Alice Ruggles, found that Police Officers failed to properly investigate complaints made by Alice. It found the Force treated the matter as harassment rather than the more serious offence of stalking. Consequently, there was a Domestic Homicide Review (DHR)¹⁰ into the unlawful killing of Alice. DHR's are undertaken when the death of a person aged 16 or over is a consequence of violence, abuse or neglect by someone in their household. The review process aims to identify any lessons that could be learnt from the death. In December 2018, 20 recommendations were made for national, regional and local bodies to help prevent similar incidents from happening again in the future. Councillor Angela Douglas, Chair of Gateshead Community Safety Board, said 'We know anyone can be stalked and we collectively need to be better equipped and confident to recognise the signs to help put a stop to this distressing crime. Together we must take the threat and harm posed by stalking seriously at a leadership, frontline and community level to help bring stalking to an end.'

In a statement from Alice's family following the release of the DHR, they said "Alice died in tragic circumstances and it's important to us that her story is not forgotten. It's equally important that failings are acknowledged, lessons learned, and improvements made so that if similar situations arise in the future, they may have better outcomes. Alice's family stated "The relevant agencies need to listen to the lessons of this report. We are encouraged by the fact that so many of them, including British Forces Germany, the Home Office, Police, CPS, Judiciary and Probation Service, have already taken action and have involved us and our charity, the Alice Ruggles Trust in their training and continuous professional development (CPD) programmes. We need improved procedures to recognise the various sequences of events that constitute stalking, to deal with them robustly through the criminal justice system, and to manage the risks as effectively as possible using multi-agency approaches. The Review demonstrated that more needed to be done to raise awareness and change attitudes towards stalking and that it is crucial to offer appropriate and timely help and advice to victims of stalking, to their families and friends, and to professionals."

Analysis:

When utilising the problem analysis triangle, we replaced the 'location' with 'process', as this project focused on internal practices.

Process

⁹ Investigation into Northumbria Police's response to reports made on 1 October and 7 October 2016 by Miss Alice Ruggles prior to her death, Independent Office for Police Conduct, June 2018

¹⁰ Miss Alice Ruggles, Gateshead Community Safety Board and Domestic Homicide Review Panel, Dec 18

The project started in 2017, at which point, crime recording data from Durham Constabulary showed between 2015/16, we recorded only 6 stalking crimes and were ranked 42nd out of 43 Police Forces for recorded stalking crimes per population. Nationally, in the same year there were 4,270 stalking crimes recorded. In the same year and by comparison, Durham Constabulary recorded 2,077 harassment crimes. Nationally there were 156,690 harassment crimes recorded.

The 'Living in Fear' report found that stalking was misunderstood by the Police and CPS; as a result, it often went unrecognised. Police sometimes mis-recorded stalking offences, or worse, failed to record them at all. The report also found that the absence of a single accepted, consistent definition of stalking was a very significant contributory factor to the unacceptably low number of recorded crimes and prosecutions. The result for victims was that offences were not dealt with appropriately by using stalking-specific powers. It found that incidents of victimisation were dealt with as isolated cases and were not treated seriously or quickly enough, leaving victims at risk.

In respect of risk assessments, the report found that some victims of harassment and stalking were left unprotected because the risks to them weren't routinely assessed. It found that victims did not believe they were being taken seriously and patterns of victimisation were often not identified. Following the DHR into the Alice Ruggles case, a recommendation was made to seek assurance from Northumbria Police that whilst having a victim focused approach, Officers must make decisions based on threat, risk and harm and progress all appropriate investigative opportunities.

Alice's Ruggles' mother, Dr Sue Hills commented; "Every single indicator was there to suggest Dhillon should have been arrested and prosecuted for stalking....Alice may still be alive if things had happened differently. I am disappointed the Police didn't deal with it as stalking because it so clearly was when we look back to it...The Police should've known because it's their job to know."

The Alice Ruggles murder occurred in a neighbouring Force to Durham and it was clear that this could have happened within the Durham Constabulary Force area. The reports and recommendations, alongside the data regarding the low number of stalking crimes recorded by Durham Constabulary, identified a clear need to ensure the processes within Durham Constabulary were fit for purpose. This included relevant training of Officers, including what constituted stalking, completion of risk assessments, victim care and support, operating IT systems that supported automated risk assessments, investigations and intelligence building.

Offender

Analysis of offender profiles, including high profile cases such as that of Alice Ruggles, showed offenders were fixated, obsessed and had continued with their stalking behaviour for a considerable period of time prior to police involvement. In many cases this continued following involvement by the police.

In April 2019, Clive Ruggles, father of Alice, visited Durham Constabulary to provide quality assurance around the training and measures we had introduced. During the visit, he introduced some academic research that had been completed on stalking offenders' behaviours and motivations. Jane Monckton-Smith is a Senior Lecturer in Criminology, specialising in homicide, stalking and coercive control. She

completed a six-month study of domestic homicides in which she found that stalking was present in 94% of the cases¹¹. She reviewed 372 cases of intimate partner homicide and found an emerging pattern that could be broken down into eight separate stages of the critical steps a killer takes from stalking, violence and coercive control to domestic homicide. Following the murder of Alice, her parents saw a presentation on the 'The Homicide Timeline', delivered by Monckton-Smith. They felt this reflected the timeline of the stalking and subsequent murder of their daughter and sought to raise awareness around the academic research.

'The Homicide Timeline' is being used to form domestic abuse strategies and policies, as well as supporting police and agencies to make risk assessments in cases of coercive control, domestic violence and stalking. The research found similarities in many cases during the early stages of a relationship, which may allow professionals more opportunities to intervene and save lives. It also highlighted the shift in emphasis needed to focus motivation behind actions rather than the actions themselves. Durham Constabulary recognised that alongside the work already ongoing, there was a need to train Officers in the timeline, to better serve victims of stalking and identify risk. This supported the work of the Alice Ruggles Trust

Victim

The 2016 Crime Survey for England and Wales¹² found women aged 16-19, (9.7%) and 20-24, (6.6%) are more likely to be victims of stalking than women in older age groups. VICE UK¹³ conducted a survey of 12,000 young people aged 13-24 years old. 35% had personally experienced stalking and 56% knew someone who had been a victim. 1 in 4 didn't know stalking was a crime and an even greater number didn't think that attempting to contact someone repeatedly, by any means possible, counted as stalking.

Alice Ruggles was only aged 24 when she was murdered. She was distressed by her ex-partner's behaviour but didn't appreciate the potential danger she was in. She did not see herself as a victim nor recognised that she had been in a controlling relationship. Despite seeking help, she did not get the protection she needed.

In September 2018 the AR Trust completed a survey on Facebook, questions included:

- 1) Which area of the country did you attend secondary school?
- 2) Which age group category are you from?
- 3) What type of school did you go to?
- 4) Did you have any school sessions on healthy relationships?
- 5) Coercive control is behaviour that can do any of the following: Examples given. Have you heard about coercive control before?
- 6) Have you learnt about coercive control in school?

¹¹ Intimate Partner Femicide: Using Foucauldian Analysis to Track an Eight Stage Progression to Homicide – Dr Jane Monckton, University of Gloucestershire, Cheltenham, UK.

¹² British Crime Survey 2016

¹³ <https://www.vice.com/en/article/5949vx/over-third-people-stalked-snapchat-yougov-survey>

- 7) Stalking involves when a person becomes fixated or obsessed with another. It is a pattern of persistent and unwanted attention that makes you feel pestered, scared, anxious or harassed. Examples and explanation.
- 8) Have you heard about stalking before?
- 9) Have you learnt anything about stalking in school sessions?

There were 267 respondents. The findings showed:

- 1) 34% of respondents were over 40, 21% aged 30-40, 24% aged 25-29, 17% aged 19-24, 4% aged 14-18 and 1 respondent 13 or below.
- 2) 74% had no school sessions on healthy relationships, 14% could not remember and 12% had had sessions on healthy relationships.
- 3) 59% of respondents had heard about coercive control, 21% knew something about it, 20% knew nothing about it before taking the questionnaire.
- 4) 89% had not learnt anything about coercive control in schools, 4% could not remember, 4% had learnt something and 2% had covered the full subject at school.
- 5) 85% had not learnt anything about stalking in schools, 6% had learnt something about it, 4% could not remember and 5% had learnt about stalking in school.

The Alice Ruggles Trust concluded that young people faced three interrelated challenges:

- 1) Stalking is prevalent and causes psychological damage and can have horrific consequences.
- 2) Many young people lack the knowledge to recognise stalking or the tools to deal with it.
- 3) Many young people are unaware of the risk stalking poses.

The survey highlighted the difficulties faced by young people in identifying stalking and controlling behaviour and that they had a limited ability to deal with it. The survey helped the trust conclude that their focus needed to be in schools and that there should be a major focus on Alice's experience and those of her family and friends. They realised that the responses in every area could have been improved if the relevant people had been better informed. They identified the relevant people as the whole of society, as they will be future victims and perpetrators, Police, Victim Support, Judiciary, friends and employers. They realised that everyone needed to be educated and it had to begin in schools.

Following the DHR into Alice's murder, Alice's family said, "Raising public awareness, especially among young people, is of key importance to us. We want to know that the next generation, that Alice should have been part of, will recognise stalking for the vile crime that it is—not as a bit of a joke, but as something that is highly distressing for the victim and potentially extremely dangerous." Durham Constabulary recognised that in partnership with the Trust, they were able to deliver education in schools and support the trust in gaining national attention for their work.

Response:

Scanning and analysis of the problem led to several clear conclusions and a number of appropriate responses, with the overall aim of raising awareness and education within the police and amongst young people:

1) **Bespoke training packages created by Durham police and delivered to all front-line Officers and the Victim Support Service (VCAS)**

In June 2017, Durham Constabulary introduced 50 single point of contact stalking Officers. A stalking education package was rolled out across the Force (Appendix A), covering:

- The difference between stalking and harassment
- Risk management, including THRIVE (threat, harm, risk, investigation, vulnerability, engagement)
- Powers to search
- Guidance on Police Information Notices (PINs)
- Victim care and support
- Details relating to the Alice Ruggles case
- Automation of the stalking risk assessment tool into Red Sigma system
- Digital awareness

2) **Bespoke training package created and delivered to control room staff:**

This focuses on the Alice Ruggles case and the phone recordings of Alice's two calls to Northumbria police.

3) **Further bespoke training package created and delivered to front line Officers and staff as part of the "Do it Right, Do it Well" training days:**

These are CPD events for our staff, they feature several inputs on various issues. The stalking training is a 45-minute presentation which focuses on the Alice Ruggles case from the perspective of the victim's family. It includes resources from the most recent NCALT Police learning package. Also featured in the training is 'The Homicide Timeline' which Durham Constabulary have made a commitment to educating our Officers in. This tool supports Officers in completing the automated risk assessments in cases of coercive control, domestic violence and stalking, and promotes the culture of recognising opportunities to intervene and save lives. Within Durham Constabulary, each stalking crime has a SASH risk assessment attached, which is automatically generated within the Red Sigma Police recording system and completed by the Officer.

4) **Raising awareness among young people of the dangers of coercive control and stalking:**

Launched in March 2019, the Alice Ruggles Trust Relationship Safety Resource is a package of quality-assured teaching materials and lesson plans on stalking and coercive behaviour, which are freely available to secondary school teachers throughout the UK, as part of the relationships aspect of the new statutory Relationships and Sexual Education (RSE) strand of Personal, Social

and Health Education (PSHE). Recognised by OFSTED and aimed at key stage 4 students (aged 14-15), the two lesson plans and accompanying materials promote awareness of unhealthy relationship behaviours and stalking in order to help protect young people from the potential risks in such situations. The focus throughout is on raising awareness of the steps young people can take to support their safety and emotional wellbeing, whilst reinforcing that stalking and harassment are both socially unacceptable and illegal. The resource also supports schools to build student confidence in managing situations where people are exhibiting or experiencing unhealthy relationship behaviours.

In April 2019, Durham Constabulary committed to work in partnership with the AR Trust on the Relationship Safety Resource. We received permission from both the trust and the PHSE Association to produce the lessons, slides and accompanying material in an A4 booklet. We attended schools in our area, delivering the two one-hour lessons. The lessons would be delivered by a team of 26 specially trained Police Community Support Officers (PCSOs) from the Force's NPTs and Durham Agency Against Crime, who engage with around 25,000 young people in County Durham and Darlington each year. Durham Constabulary's Partnerships department contacted several secondary schools, inviting their key stage 4 students to participate in the programme.

5) **Promote the bespoke police training packages and education resource nationally at the Alice Ruggles Trust conferences:**

The conferences were held in 2019 and 2020 and were attended by Inspector Kay and Superintendent Allen, who presented the work produced in training the Police as well as the education package for the young people.

Assessment:

Police recording of stalking:

The recording of stalking crimes has significantly increased within the Durham Constabulary Force area since the start of the project in June 2017 when only 6 crimes were recorded (see appendix D). By 2019/20 levels had risen to 822 stalking crimes per year, further increasing to 2461 crimes in 2020/21. Furthermore, in 2020 an internal audit in 2020 noted a high compliance rate (97%) in the classification of domestic related stalking offences demonstrating that our Officers understand and recognise stalking, record it correctly and are protecting victims. We are now ranked 16th for crimes per 1,000 population, demonstrating there has been a significant increase since the start of the project, when we were ranked 42nd out of 43. This increase can be attributed to initiatives at Durham Constabulary, including the stalking education programme, as well as understanding the recent changes to the Home Office Counting Rules, whereby all cases involving ex-intimate partners should be recorded as stalking over harassment, unless the rationale for harassment was clearly made out.

Bespoke training:

In October 2019, Inspector Kay and Superintendent Allen, the Force leads for stalking and harassment, were asked to be guest speakers and hold a workshop at the inaugural Alice Ruggles Trust conference. The workshop focused on the bespoke Police training packages. Following that event, several Police Forces requested further information and agreement to use the resources.

Stalking education in schools:

There are 42 schools covering the key stage 4-year group in County Durham and Darlington. These include academies, maintained and independent schools. In order to roll out the education programme across the Force, Durham Constabulary contacted around 50% of these schools offering to deliver the programme as part of an initial assessment of the resource. The resources are freely available to secondary teachers throughout the UK.

Between March 2019 and March 2020, the programme was delivered by a dedicated team of PCSO's from Durham Constabulary's NPTs, to 8 schools in the County Durham and Darlington area. This reached approximately 1,000 pupils. Plans were in place for further deliveries to additional schools, but due to COVID-19, we saw the closure of schools with regulations having a significant impact.

A questionnaire (Appendix E) was devised and undertaken with pupils prior to the delivery of sessions and again after the education package had been completed. This allowed us to test the change in the pupils' knowledge and understanding following completion of the education package. The evaluations show a clear increase in pupils' knowledge and understanding around stalking, harassment and coercive and controlling behaviour. The evaluations also demonstrate that after delivery of the programme, pupils would know who to contact for help and what advice to give to friends if they were victims of stalking, harassment or coercive and controlling behaviour. Please see Appendix E for the full outcomes of the evaluation.

A further online assessment was given to teachers who had been present during the sessions, in order to assess how effective they believed the programme to be. Teaching staff were asked to state if they agreed or disagreed with a list of statements made about the education package. Please see Appendix F for the list of statements that were asked. The survey responses were extremely positive, showing 100% of teaching staff agreed with each of the statements made.

Teaching staff were also asked to give honest feedback in order to identify any improvements that were required. Following consultation and agreement with the Trust, Durham Constabulary made the necessary changes to ensure the package could be improved and was up to date and fit for purpose. Please see appendix G for suggested improvements and actions that were taken as a result of the same.

The way the programme is assessed will constantly be reviewed as it is imperative that the impact of the programme is continuously measured, to calculate its success and to ensure that it is thoroughly embedded across the Force.

Durham Constabulary will continue to use the updated resource in a way that is both spontaneous and proactive. Where there are cases of stalking/harassment/coercion/cyber issues identified in a particular area/school, the resource will also be used to educate targeted groups who are most at risk. As a result of the feedback, the PHSE are now designing a third lesson focusing on perpetrator behaviour and the digital aspect of stalking.

The project and subsequent evaluation were presented to the NPCC lead for stalking who agreed to update the national working group on the findings and encourage the Police regions to promote this resource within their areas.

In October 2020 Inspector Kay and Superintendent Allen attended the second annual Alice Ruggles Trust webinar conference where they were guest speakers and gave a workshop on the Relationship

Safety Resource. This generated significant interest from several agencies and Police Forces who would like to roll out the resource in their areas. The Trust now have nine Force areas signed up and committed to rolling out the PSHE lessons across schools.

Going forward, there is clearly an opportunity to extend the programme in order to target additional educational forums, including primary, secondary and tertiary education. To do this effectively, the education package will need to be tailored to suit the needs of the audience it is being delivered to. The programme could also be delivered outside of educational settings. An example of such could be participants of The Princes Trust and refuges assisting domestic abuse victims.

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7. Investigation into Northumbria Police’s response to reports made on 1 October and 7 October 2016 by Miss Alice Ruggles prior to her death, Independent Office for Police Conduct, June 2018
8. Living in Fear, The Police and CPS Response to Harassment and Stalking, 2017, HMIC and HMCPSI
9. Miss Alice Ruggles, Gateshead Community Safety Board and Domestic Homicide Review Panel, Dec 18
10. Office for National Statistics 2013
11. Paper on Key findings from the www.stalkingsurvey.com, L. Sheridan, 2005. Data quoted in Introduction to stalking, risk & advocacy, Home Office, undated. Available from www.data.gov.uk

Appendix A – Stalking Education Booklet Information



PROMOTING AWARENESS OF UNHEALTHY RELATIONSHIP BEHAVIOURS AND STALKING

Introduction

I am Superintendent Richie Allen and am Durham Constabulary's lead for stalking. Durham Constabulary are privileged to work with the Alice Ruggles Trust on this education programme. We often find that victims of stalking have suffered multiple incidents which have a profoundly detrimental impact on them before contacting police. I want all victims to have trust and confidence that Durham Constabulary take offences of this type seriously. I also want victims to know the type of behaviours which are stalking, so that they understand that they are in fact victims of this offence. Lastly, I want all young people to be educated so that they understand what constitutes acceptable behaviour to reduce the number of future offenders of stalking and controlling or coercive behaviour.



If anyone thinks they are a victim of these offences, or knows someone who is I encourage them to contact their local police on 101 or 999 in an emergency.

In partnership with the Alice Ruggles Trust, Durham Constabulary have a fantastic opportunity to educate and raise awareness amongst KS4 students of the dangers of coercive control and stalking. Not only will this help them to protect themselves; it is also the best way to produce a future where stalking is recognised for the extremely serious crime that it is and to ensure strong and sustained public support for the measures necessary to tackle and prevent it.

In order to achieve this, Durham Constabulary are offering to attend the school setting and deliver two one hour lessons, the contents of which have been created by the Alice Ruggles Trust in collaboration with the PSHE Association. The lessons support delivery of elements of the relationships aspect of the new statutory RSE strand of PSHE education. This will be delivered by Durham Constabulary's Neighbourhood Policing Team and Durham Agency Against Crime; the latter deliver a pro-social model of delivery which is proving to be very well received from our education partners.

The focus throughout the lessons is on raising awareness of steps young people can take to support their own and others' safety and emotional wellbeing, whilst reinforcing that stalking and harassment are socially unacceptable, illegal behaviours. This resource also supports schools to build student confidence in managing situations where people are exhibiting or experiencing unhealthy relationship behaviours.

This programme is free of charge to ensure young people learn essential safeguarding information and skills in an interactive yet safe and age-appropriate way and can be tailored to suit the needs of your school.

This is an exciting opportunity which we are looking to deliver in every school in County Durham and Darlington starting with the 2019/2020 academic year. If you are interested in participating in this programme, please could you contact samantha.home-jackson@durham.pnn.police.uk or dc.partnerships@durham.pnn.police.uk in order to secure a date.



Appendix B – Programme Resources



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Appendix C – Lesson Plans

LESSON 1: Identifying unhealthy relationship behaviours		KEY STAGE: 4
<p>This lesson has been developed by the PSHE Association in collaboration with the Alice Ruggles Trust to promote awareness of unhealthy relationship behaviours and stalking in order to help protect young people from the potential risks in such situations.</p> <p><i>Make sure you have read the accompanying teacher guidance notes before teaching this lesson for guidance on establishing ground rules, the limits of confidentiality, communication and handling questions effectively.</i></p>		
Learning objective	<p>We are learning:</p> <ul style="list-style-type: none"> To identify and manage unhealthy relationship behaviours 	
Intended learning outcomes	<p>By the end of the lesson, we will be able to:</p> <ul style="list-style-type: none"> ✓ assess whether relationship behaviours are healthy or unhealthy ✓ explain strategies to effectively manage relationship break ups ✓ suggest ways to support a friend who is in an unhealthy relationship 	
Resources required	<ul style="list-style-type: none"> Box or envelope for anonymous questions Paper and pens Resource 1: <i>Attitudes snapshot [1 copy between 2-3 students]</i> Resource 2: <i>Make up or break up scenarios [1 copy printed on A3]</i> 	
Key words	<p>Consent, boundaries, harassment, stalking, coercion, controlling behaviours</p>	
Baseline assessment	Introduction	5 min
	<ul style="list-style-type: none"> Revisit or introduce ground rules. Introduce the learning objectives and outcomes. 	
	Baseline relationship behaviours attitude snapshots	10 min
<ul style="list-style-type: none"> Give out <i>Resource 1: Attitude snapshots</i> and ask how far students agree or disagree with each statement. Students could annotate the full handout or focus on particular characters. Detailed teacher notes are provided to support feedback. It is important to explain that different people have different boundaries and views on what is/is not acceptable but there are some behaviours that are clearly wrong and may even be illegal. We must listen to others to make sure we are not acting in a way that makes them feel unsafe. Use the class's responses to inform your approach to the lesson. Address any gaps in understanding which have been identified and challenge unhealthy attitudes as appropriate. 		
<p>Support: Select fewer/simpler statements to focus on.</p> <p>Extension: Ask students to rank the behaviours from most to least healthy.</p>		
Core activities	Make up or break up scenarios	15 min
	<ul style="list-style-type: none"> In groups of 4-5, students should discuss a scenario from <i>Resource 2: Make up or break up scenarios</i>. Ask class to give advice to their character by writing notes around the situation. In particular, if they identify any controlling behaviours, they should suggest actions the person in the scenario could take to manage the situation. After a few minutes, ask students to pass the sheet to the next table. Each table should then review the scenario and comments then add any extra thoughts – including comments 	

Appendix C – Lesson Plans Continued

which may contradict what has already been said. This should be repeated until all tables have seen all 5 scenarios and the sheets have been returned to the original groups.

- Collect in the sheets and check whether students have covered the key points and have agreed on key messages. Ensure any omissions or differences of opinion are covered using the guidance in the teacher notes.
- Next, ask students to choose one scenario and decide what they could do if a friend was behaving in this potentially controlling way towards their partner. Ensure students consider their own safety as well as sources of further support.
- During feedback, explain that the same power and control dynamic seen in unhealthy relationships is often present in stalking situations. If there is a risk of a difficult break-up, it's best the person is encouraged to seek further help to manage the situation to keep all parties safe.

Support: Use a highlighter to show the controlling behaviours in each scenario.

Extension: Write a response to each situation as if it were a question on an online forum.

Head, heart, hands

15 min

- Explain that when a relationship ends, people can feel a whole range of feelings. Sometimes there can be quite difficult feelings which in some cases can contribute to a person acting in unhealthy ways.
- Ask students to sketch a person outline and add:
 - Head – what a person might be thinking after a breakup
 - Heart – what a person might be feeling after a breakup
 - Hands – how a person might be acting and relating to others after a breakup
- **N.B.** This could be an emotional activity for those who have experienced a recent or difficult breakup (either themselves or family members) so ensure an alternative is provided, e.g. create a leaflet covering 3 top sources of support for people managing a difficult breakup.
- Feedback on common themes and discuss the spectrum of potential attitudes towards a breakup e.g. relief, looking forward to finding a new partner, sad but enjoying more time with friends, through to feeling very depressed, embarrassed, hurt or rejected. Reassure the class that it is 'normal' to feel any of a range of different emotions, but that where difficult feelings occur it may be appropriate to seek help, and it is not acceptable for those feelings to translate into unhealthy behaviours towards others.
- Next, ask students to use a different colour pen and provide advice and guidance for the more difficult thoughts, feelings and behaviours they identified, including sources of support. This should include consideration of actions if someone has any impulses to act in unhealthy ways.
- **Feedback could include:**
 - *Reassurance around breakups and the associated feelings being very common.*
 - *The importance of avoiding internalising rejection – when someone breaks up with a partner, they are saying the person is not right for them but this does not mean there is something 'wrong' or 'inadequate' with the other person. People seek different things in a relationship.*
 - *Reflection on what didn't work out in a relationship can help us to learn. However, assertions that a person will change fundamental things about themselves or their behaviour in order to stay in a relationship should be considered cautiously.*
 - *Actions which try to get 'revenge' or seek to upset someone are unacceptable. Any compulsions to do so should be discussed with a trusted person.*

Appendix C – Lesson Plans Continued

	<ul style="list-style-type: none"> ○ <i>It is common for people to review ex partner's social media posts following a breakup but this is unlikely to be healthy in the long-term. If a person doing so begins to misuse any information they see, this is unacceptable and potentially illegal behaviour.</i> ○ <i>It is common to want to contact someone after a breakup – think about the boundaries the ex-partner has put in place before deciding to do so. If they said they did not want to speak to someone again, this should be respected.</i>
Plenary/ Assessment for and of learning	<div style="background-color: #d9ead3; padding: 5px;"> Plenary 10 min </div> <ul style="list-style-type: none"> • Share sources of support and explain the kinds of help they provide and how to access them. <ul style="list-style-type: none"> ○ Police 999 in an emergency or 101 for further support and advice ○ Suzy Lamplugh Trust's National Stalking Helpline: 0808 802 0300 – email support is also available, along with an online information tool linking to local services ○ Respect Phoneline: 0808 802 4040 https://respectphoneline.org.uk/ - support those exhibiting controlling behaviours ○ Women's Aid 24-hour National Domestic Violence Freephone Helpline 0808 2000 247 ○ Men's Advice Line supports men with controlling partners 0808 801 0327 ○ The Mix has further information aimed at young people • Ask the class to summarise how people can help if a friend is in an unhealthy relationship – either as the person being controlling or facing coercion from their partner. Class should come up with 3 clear suggestions for each. Students could use the baseline statements as a focus for their work. Ensure students consider the safety of bystanders in their answers. • Use the class' answers to assess lesson progress and identify any remaining misconceptions. • When feeding back, ensure awareness that harassment, stalking and relationship abuse are illegal and that the police can be contacted in such cases. Feedback could include: • <i>If someone sees a friend engaging in controlling behaviours:</i> <ul style="list-style-type: none"> ○ <i>Friends can pull them aside and say that their behaviour is unhealthy.</i> ○ <i>They can suggest seeking support with managing their behaviour e.g. counsellor, support services.</i> ○ <i>They can support their friend's partner by warning them if they think they are at risk.</i> ○ <i>They can report a friend's behaviour to police if they feel their friend's partner is at risk.</i> • <i>If someone is worried their friend is in a controlling relationship:</i> <ul style="list-style-type: none"> ○ <i>Help their friend to identify the unhealthy behaviours and help them recognise they are not 'normal' things they need to put up with.</i> ○ <i>Suggest they seek support from specialist services and/or the police.</i> ○ <i>Ring the police directly if they consider a friend to be in immediate danger.</i> ○ <i>Provide a place to go if they need to exit a situation quickly.</i> • HOWEVER, it is important to stress that some people who exhibit controlling behaviours can directly target those they see as intervening. It is very important that bystanders protect their own safety too – this will ultimately mean they are better able to support their friends.
Extension activities	<div style="background-color: #d9ead3; padding: 5px;"> Healthy relationship behaviours </div> <p>Ask students to list all the things that might make a person feel happy and safe in a relationship. They could then nominate their top 5 most important behaviours in a relationship.</p>

Appendix C – Lesson Plans Continued

LESSON 2: Managing unwanted attention		KEY STAGE: 4
<p>This lesson has been developed by the PSHE Association in collaboration with the Alice Ruggles Trust to promote awareness of unhealthy relationship behaviours and stalking in order to help protect young people from the potential risks in such situations.</p> <p><i>Make sure you have read the accompanying teacher guidance notes before teaching this lesson for guidance on establishing ground rules, the limits of confidentiality, communication and handling questions effectively.</i></p>		
Learning objective	<p>We are learning:</p> <ul style="list-style-type: none"> • To recognise and manage unwanted attention 	
Intended learning outcomes	<p>By the end of the lesson, we will be able to:</p> <ul style="list-style-type: none"> ✓ Define the terms stalking and harassment ✓ Identify the behaviours associated with stalking ✓ Explain what to do if someone feels they or someone they know is the target or perpetrator of stalking or harassment 	
Resources required	<ul style="list-style-type: none"> • Box or envelope for anonymous questions • Paper and pens • Resource 1: <i>Concept map [1 copy between 2-3 students]</i> • Resource 2: <i>Attitude sort [1 copy each]</i> • Resource 3: <i>What could they do? [1 copy between 2-3 students]</i> • Resource 4: <i>Teacher notes</i> 	
Key words	Harassment, stalking, target, perpetrator	
Baseline assessment	Introduction	5 min
	<ul style="list-style-type: none"> • Revisit ground rules. • Introduce the learning objectives and outcomes. 	
	Baseline activities	10 min
<ul style="list-style-type: none"> • Ask class to complete the concept map on harassment and stalking. Use this to assess students' baseline understanding of the key concepts. • During feedback: <ul style="list-style-type: none"> ○ Agree definitions of 'harassment' and 'stalking' as a class such as: <ul style="list-style-type: none"> ▪ <i>Harassment is repeated unwanted behaviour that offends someone or makes them feel distressed.</i> ▪ <i>Stalking is a pattern of unwanted and persistent behaviour motivated by a fixation or obsession towards a person that causes them to feel distressed or fearful.</i> ○ Reinforce that stalking is an uninvited, unwanted pattern of contact that often causes distress. Stalking can be carried out online or offline but often involves aspects of both. ○ Note that whilst harassment has similar features to stalking, a stalker's behaviour shows a fixation or obsession towards a person which is not the case with harassment. ○ Highlight that the person stalking is imposing a connection between the target and them which is unwelcome. Stalking and harassment are illegal. ○ Emphasise that anyone can be a target, regardless of age, gender or social status –it is never the target's fault. 		
<p>Support: Ask students to come up with a definition of stalking.</p> <p>Extension: Ask students to summarise their table's ideas to support feedback.</p>		

Appendix C – Lesson Plans Continued

Core activities	<h3>Attitude sort 15 min</h3> <ul style="list-style-type: none"> • Give out <i>Resource 2: Attitudes sort</i>. Students should put a tick by behaviours they think are acceptable, a cross next to unacceptable behaviours, and a question mark next to those where they need more information. • Review the statement responses as a class. Teacher guidance is provided at <i>Resource 4: Teacher notes</i>. • During feedback, ask students at what point romantic communication turns into behaviour which has crossed a line into stalking. Ideas could include the pursuit becoming frightening rather than flattering, a person not accepting ‘no’ for an answer, and/or causing the target to make changes to their life. • Highlight that stalking may have no obvious trigger but often starts after a perceived rejection, an infatuation or perceived wrongdoing. Sometimes targets of stalking are slow to get help due to fear, not wanting to get the stalker in trouble, or worrying that the situation is not ‘serious enough’. However, research suggests that the sooner a person acts decisively, the more likely that the undesirable behaviour will cease rather than escalate.
	<h3>Signposting support 5 min</h3> <ul style="list-style-type: none"> • Explain that in the last activity, we saw examples of stalking behaviours. If someone is the target of stalking, it is important that they seek help. Students should be made aware that stalking does not require visible injuries to report behaviour to the police and is illegal. The following sources of support and information may be helpful: <ul style="list-style-type: none"> ○ Police 999 in an emergency or 101 for further support and advice ○ National Stalking Helpline: 0808 802 0300 – email support is also available, along with an online information tool linking to local services ○ The Mix – provides information on stalking in the crime and safety section • Share the safety guidance on slides 8 and 9. These are things a person can do to reduce the risks to their safety in such situations but it is important to emphasise that the focus should be on changing the perpetrator’s behaviour.
	<h3>What could they do? 15 min</h3> <ul style="list-style-type: none"> • Read the scenario on <i>Resource 3: What could they do?</i>. Students discuss responses to the questions in groups. Ask each group to nominate someone to feedback their group’s points. • Key points to draw out are in the teacher notes. <p>Support: Ask students to list 3 actions to take if they are worried about stalking behaviour. Extension: An extension scenario on workplace harassment is provided.</p>
	<h3>Demonstrating progress 5 min</h3> <ul style="list-style-type: none"> • Ask students how they could help if a friend is being harassed or stalked. Come up with 3 clear suggestions as individuals and then share these to create 5 key ideas as a class. • Discuss how the lesson has impacted students’ understanding of stalking and harassment. Use this feedback to inform future learning.
Extension activities	<h3>Signposting leaflet</h3> <ul style="list-style-type: none"> • Students could create a leaflet with key signposting and safety information. They can use the information from the slides along with further researched information using appropriate websites.

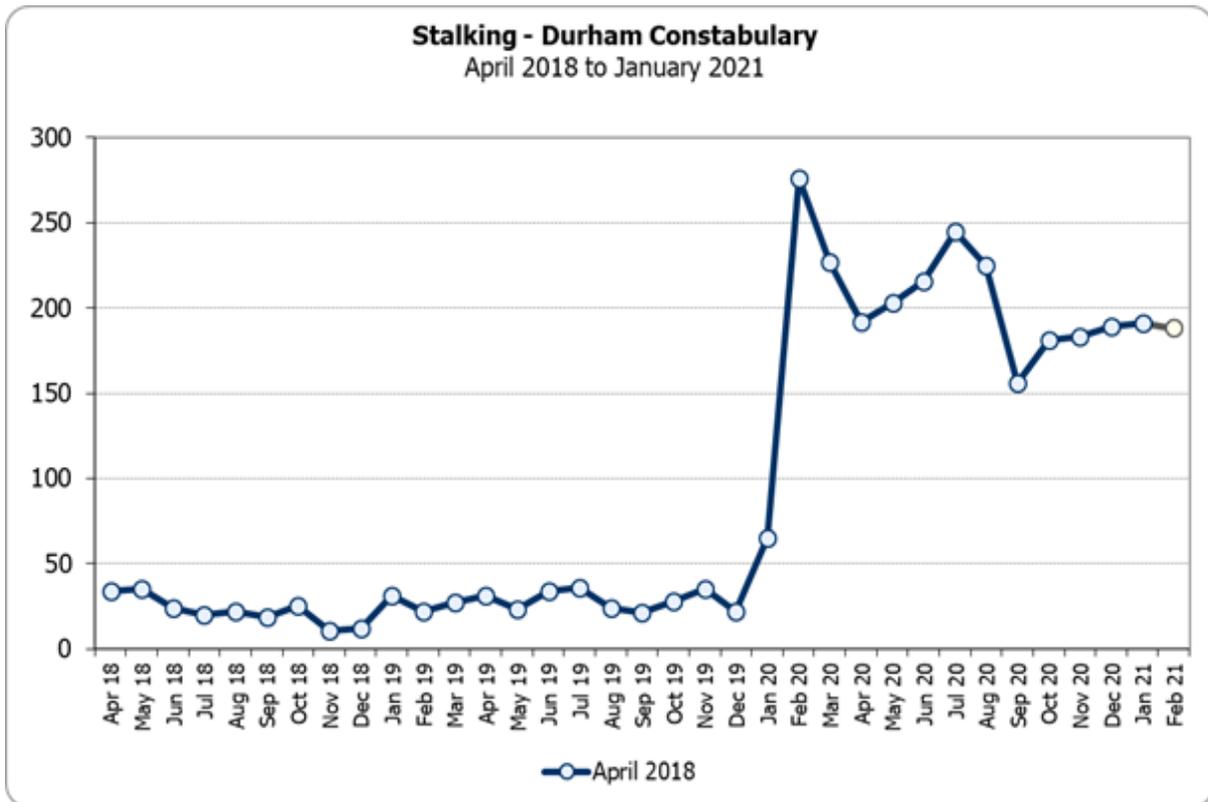
Appendix C - Lesson Plans Continued

LESSON 3: Reducing inappropriate behaviours		KEY STAGE: 4
<p>This lesson has been developed by the PSHE Association in collaboration with the Alice Ruggles Trust to promote awareness of unhealthy relationship behaviours and stalking in order to help protect young people from the potential risks in such situations.</p> <p><i>Make sure you have read the accompanying teacher guidance notes before teaching this lesson for guidance on establishing ground rules, the limits of confidentiality, communication and handling questions effectively.</i></p>		
Learning objective	<p>We are learning:</p> <ul style="list-style-type: none"> to recognise inappropriate behaviour and seek support 	
Intended learning outcomes	<p>By the end of the lesson, we will be able to:</p> <ul style="list-style-type: none"> ✓ Recognise when romantic attention is unwanted or unacceptable, including online ✓ Explain how perpetrators and their peers can safely address potential perpetrator behaviours 	
Resources required	<ul style="list-style-type: none"> Box or envelope for anonymous questions Paper and pens Resource 1: <i>Stalking scenario timeline</i> [1 copy of either timeline per group] Resource 1a: <i>Stalking scenario timeline</i> [differentiated resource] Resource 2: <i>Barriers to help-seeking</i> [1 copy cut into strips or read from the slide] Resource 3: <i>Teacher notes</i> 	
Key words	<p>Stalking, target, perpetrator, barriers, help-seeking</p>	
Baseline assessment	Introduction	5 min
	<ul style="list-style-type: none"> Revisit or introduce ground rules. Introduce the learning objectives and outcomes. 	
Core activities	Baseline activities	10 min
	<ul style="list-style-type: none"> Show the overheard conversation quote on PowerPoint slide 4: <i>People play hard to get so it's important not to give up at the first 'no'. It's expected you'll keep asking to show you really like someone.</i> Ask students to imagine they have overheard this comment. Ask them to explain how far they agree/disagree with the statement and what they could do if someone said that to them. This is an opportunity to check understanding of prior lessons around unacceptable and illegal behaviours. It is also an opportunity to explore where romantic pursuit becomes stalking. This could involve discussion of media messages around characters persisting to try and win the partner of their dreams, and using 'grand gestures' to overcome initial reluctance to date/continue dating. Discussion could also include conversation suggestions to discuss what is acceptable or unacceptable with friends and could dispel any barriers to doing so (e.g. embarrassment, not knowing what to say, not wanting to seem like preaching). 	
Core activities	Timeline activity	20 min
<p>Split class into two halves to look at different perspectives on cyber-enabled stalking of a 'crush' in <i>Resource 1: Stalking scenario timeline</i>. One side focus on the perpetrator's perspective, the other on the friend of a target's perspective.</p> <p>In the scenario, Li clearly rejected Cerys' attentions but the stalker's obsessive behaviours, unwittingly supported by Roe's behaviours, have led to an escalation of the situation.</p>		

Annex C - Lesson Plans Continued

	<p>Ask the students looking at Cerys' perspective to annotate their timeline with comments exploring how better self-awareness could have led Cerys to seek help to stop her behaviour escalating.</p> <p>Ask the students looking at Roe's perspective to suggest where Roe could have acted differently to better support Li if they had been more alert to the signs of stalking. Inform students that this activity is not about 'blaming' Roe for what happened – it is to highlight ways that people can unwittingly contribute to an escalation of a difficult situation and delay help-seeking so we can see how to better support those around us.</p> <p>Once students have had time to review their character's perspective, ask students to swap so they can compare the two perspectives. Explore key ideas as a class – teacher notes are provided.</p> <p>Support: Use the differentiated sheet which shows a simplified version. Ask students to identify how Cerys acted in unhealthy ways and how the characters could get help to stop the stalking behaviour getting worse.</p> <p>Extension: Ask students to annotate both perspectives before comparing with others.</p>				
	<table border="1" style="width: 100%; border-collapse: collapse;"> <tr> <td style="background-color: #d9ead3; padding: 5px;">Barriers to help-seeking</td> <td style="background-color: #d9ead3; text-align: right; padding: 5px;">15 min</td> </tr> <tr> <td colspan="2" style="padding: 5px;"> <ul style="list-style-type: none"> • Allocate one of the statements on <i>Resource 2: barriers to help-seeking</i> to a group/pair of students (also on PowerPoint slides 6 and 7 for ease of reference). Ask them to read the statement and identify the barrier to early help-seeking. Ask students to explain why any assumptions are unhelpful and provide advice to challenge the assumption. • During feedback, ensure all statements are considered. Elicit the following key points: <ul style="list-style-type: none"> ○ No-one deserves to be stalked, whatever they may or may not have done. ○ The importance of early help-seeking and trusting your instincts – if something doesn't feel right, speak to someone who can help. ○ Checking in with a trusted person around new relationships can help if someone commonly finds reading social cues difficult. ○ There have been times in the past when not every case of stalking has been taken as seriously as it should have. Share the outline of Alice Ruggles' story on slides 8 and 9 to help explain how past tragedies have led to police procedural changes. • Remind class of sources of support. <ul style="list-style-type: none"> ○ Police 999 in an emergency or 101 for further support and advice ○ National Stalking Helpline: 0808 802 0300 – email support is also available, along with an online information tool linking to local services ○ The Mix – provides information on stalking in the crime and safety section </td> </tr> </table>	Barriers to help-seeking	15 min	<ul style="list-style-type: none"> • Allocate one of the statements on <i>Resource 2: barriers to help-seeking</i> to a group/pair of students (also on PowerPoint slides 6 and 7 for ease of reference). Ask them to read the statement and identify the barrier to early help-seeking. Ask students to explain why any assumptions are unhelpful and provide advice to challenge the assumption. • During feedback, ensure all statements are considered. Elicit the following key points: <ul style="list-style-type: none"> ○ No-one deserves to be stalked, whatever they may or may not have done. ○ The importance of early help-seeking and trusting your instincts – if something doesn't feel right, speak to someone who can help. ○ Checking in with a trusted person around new relationships can help if someone commonly finds reading social cues difficult. ○ There have been times in the past when not every case of stalking has been taken as seriously as it should have. Share the outline of Alice Ruggles' story on slides 8 and 9 to help explain how past tragedies have led to police procedural changes. • Remind class of sources of support. <ul style="list-style-type: none"> ○ Police 999 in an emergency or 101 for further support and advice ○ National Stalking Helpline: 0808 802 0300 – email support is also available, along with an online information tool linking to local services ○ The Mix – provides information on stalking in the crime and safety section 	
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Extension Activities	<table border="1" style="width: 100%; border-collapse: collapse;"> <tr> <td style="background-color: #d9ead3; padding: 5px;">Identifying interest</td> </tr> <tr> <td style="padding: 5px;"> <p>Ask students to suggest situations, dialogue, non-verbal cues that might show that someone's attentions might be welcome e.g. smiling, flirting, agreeing to share numbers, or unwelcome e.g. walking away, blocking online contact.</p> </td> </tr> </table>	Identifying interest	<p>Ask students to suggest situations, dialogue, non-verbal cues that might show that someone's attentions might be welcome e.g. smiling, flirting, agreeing to share numbers, or unwelcome e.g. walking away, blocking online contact.</p>		
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Appendix D – Graph Showing the Increase of Recorded Stalking Crimes Within Durham Constabulary



Appendix E – Student Questionnaire



Alice Ruggles Trust Relationship Safety Evaluation

(to be completed prior to delivery)



1. Do you know what is meant by the term controlling and coercive behaviour?

YES NO

If yes, list three behaviours of this nature

Prior to delivery, 63% of students did not know what was meant by the term controlling and coercive behaviour.

2. Who can be a victim of controlling and coercive behaviour?

Prior to delivery, students believed adults, children, bullies, gang members, parents and families could be a victim of controlling and coercive behaviour.

3. Do you know the difference between stalking and harassment

YES NO

If yes, give a brief description of both

Prior to delivery, 74% of students said that they knew the difference between stalking and harassment.

4. If you are being stalked or harassed you could speak to Police, parents or a trusted adult. Which other organisations could you report this behaviour too?

Prior to delivery, Fire Service, Samaritans, Teachers, Care Workers, and the NHS.

5. If your friend was being stalked, would you know what advice to give them?

YES NO

If yes, what advice would you give?

Prior to delivery, 56% of students said they would know what advice to give to friends.

6. If your friend was being stalked, what could you do yourself to keep them safe?

Prior to delivery, students would do the following to keep friends safe – Call 999, stay with them, tell parents, protect them, lock doors and go around with friends.

Appendix E - Student Questionnaire Continued

Alice Ruggles Trust Relationship Safety Evaluation

(to be completed after delivery)



Together Better Policing



Together Better Policing

1. Do you know what is meant by the term controlling and coercive behaviour?

YES NO

If yes, list three behaviours of this nature

After delivery, 93% of young people had an understanding of what was meant by the term controlling and coercive behaviour. This is an increase of 30%

2. Who can be a victim of controlling and coercive behaviour?

After delivery, students understood anyone could be a victim of controlling and coercive behaviour.

3. Do you know the difference between stalking and harassment

YES NO

If yes, give a brief description of both

After delivery, 97% of students said that they knew the difference between stalking and harassment. This is an increase of 23%.

4. If you are being stalked or harassed you could speak to Police, parents or a trusted adult. Which other organisations could you report this behaviour too?

After delivery, students recognised students recognised you could also report this behaviour to Childline, families, teachers, National Stalking Helpline and the Susie Lamplugh Trust.

5. If your friend was being stalked, would you know what advice to give them?

YES NO

If yes, what advice would you give?

After delivery, 87% of students said they would know what advice to give to friends. This is an increase of 31%

6. If your friend was being stalked, what could you do yourself to keep them safe?

After delivery, students would do the following to keep friends safe – Call 999, stay with them, tell parents, protect them, lock doors and go around with friends.

Appendix F – Electronic Teaching Staff Questionnaire

After the full Stalking Education Programme is completed, teaching staff are sent the following link, in order for them to provide feedback on the programme by completing an electronic survey –

<https://www.snapsurveys.com/wh/s.asp?k=157165137474>

The survey comprises of the following questions, which the participant answers by rating the programme by stating how much they agree with the following statements -

I felt the presentations were clear and easy to understand

The presenter/s made the young people feel at ease

The presentations were interactive

The presenters encouraged the young people to participate

The presentations and associated activities (*where applicable*) were age appropriate

Do you feel that the content and delivery of the programme fulfilled its purpose?

The young people took away key safety messages

The young people gained the necessary skills and knowledge to enable them to make better decisions about ***their own*** safety in the future

The young people gained the necessary skills and knowledge to enable them to make better decisions about ***their peers'*** safety in the future

I am confident that the young people can now identify coercive and controlling behaviour

I am confident that they young people know the difference between stalking and harassment and can identify incidents of both

I am confident that the young people now know what agencies, other than Police and teachers, they can report inappropriate behaviour within relationships to.

On a scale of 1 to 10, with 1 being 'Not likely at all' and 10 being 'Highly likely', how likely are you to participate in the programme again

The final part of the survey provides an opportunity for the participant to enter any further comments they may have.

Appendix G – Improvements Suggested by Teaching Staff and Amendments to the Education Package as a result of the same.

- 1) “It was a fantastic course, but 2 hours was too long. If the session was split in to 2, 1-hour sessions, I think this may have been better”

CHANGES MADE – This was optional for the schools however we now advise that the sessions are delivered over two different days.

- 2) It would have more impact if there was a video about the Alice Ruggles case.

CHANGES MADE – link to 7 minute ‘The Broadly video’ which highlights the dangers of stalking through the powerful impact of the personal story of Alice, told by her immediate family placed on website with resources.

- 3) Children younger than key stage 4 will be affected by this so it should be taught when they first come to comprehensive school as this is when they form relationships and use social media more/do new things e.g. getting a bus home alone/parents aren’t picking them up for example.

CHANGES MADE – This is now offered to any year group which also provides more flexibility with the school calendar and exams.

- 4) More information and learning about cyber stalking and keeping themselves safe would be good.

CHANGES MADE – Durham Cyber Crime leaflet given to students at end of sessions. Trust to promote digital safety on their twitter account.