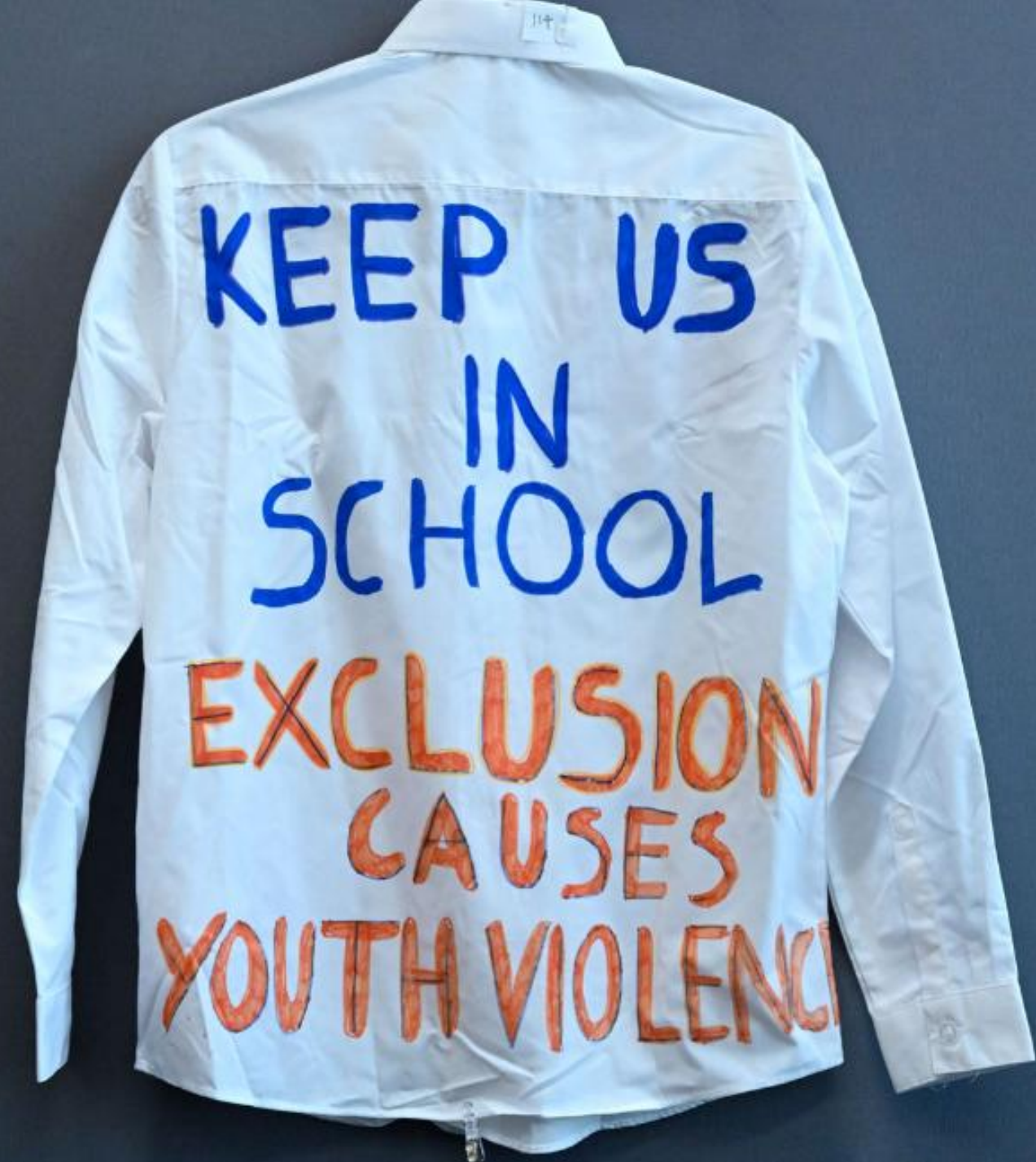
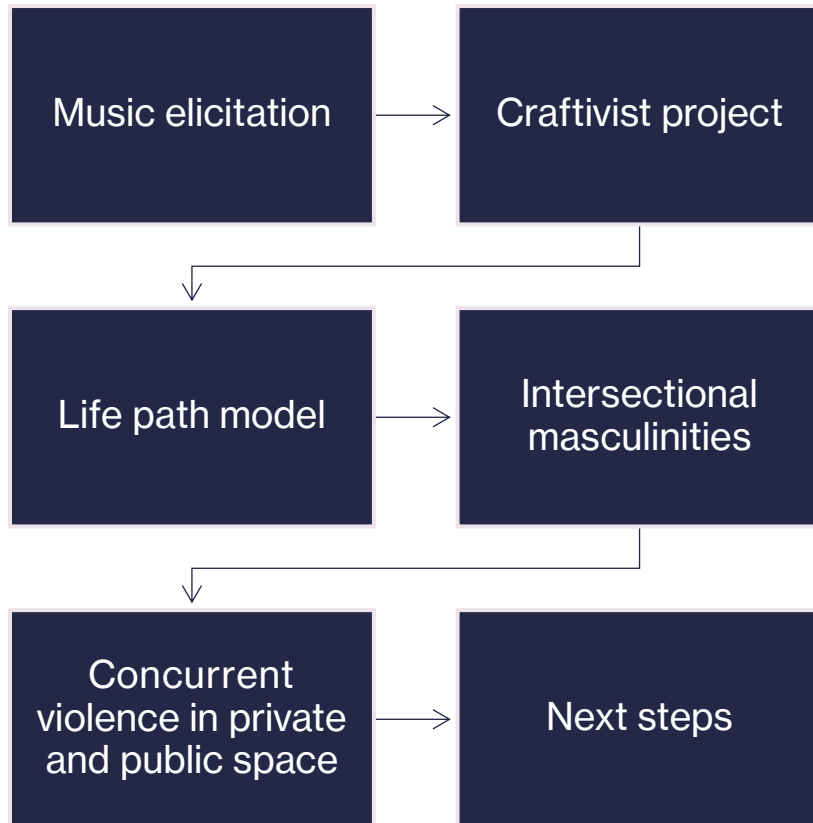
The background features a complex, abstract pattern. On the left side, there are concentric circles composed of many small, multi-colored squares (blue, red, yellow, green, and purple) arranged in a grid-like fashion. This pattern transitions into a smooth grey gradient on the right side, where the squares become more sparse and scattered.

— WHY DOES VIOLENCE OCCUR?

Dr Jade Levell

Lecture content



USING CREATIVE METHODS

Using music and art (craftivism) can help survivors talk about violence





NO ONE TELLS YOU FEELS LIKE SLAVERY

KEEP US IN SCHOOL EXCLUSIO CAUSE YOU VIOL

HURT PEOPLE PEOPLE HURT PEOPLE HURT PEOPLE



+
PSALMS

66

+ HOS +

107

104

710

STOP THE KNEE SAVES
A LIFE

KIDS CARRYING



Stop
knee

Just
because
you hate
someone
doesn't
make
you a
hero



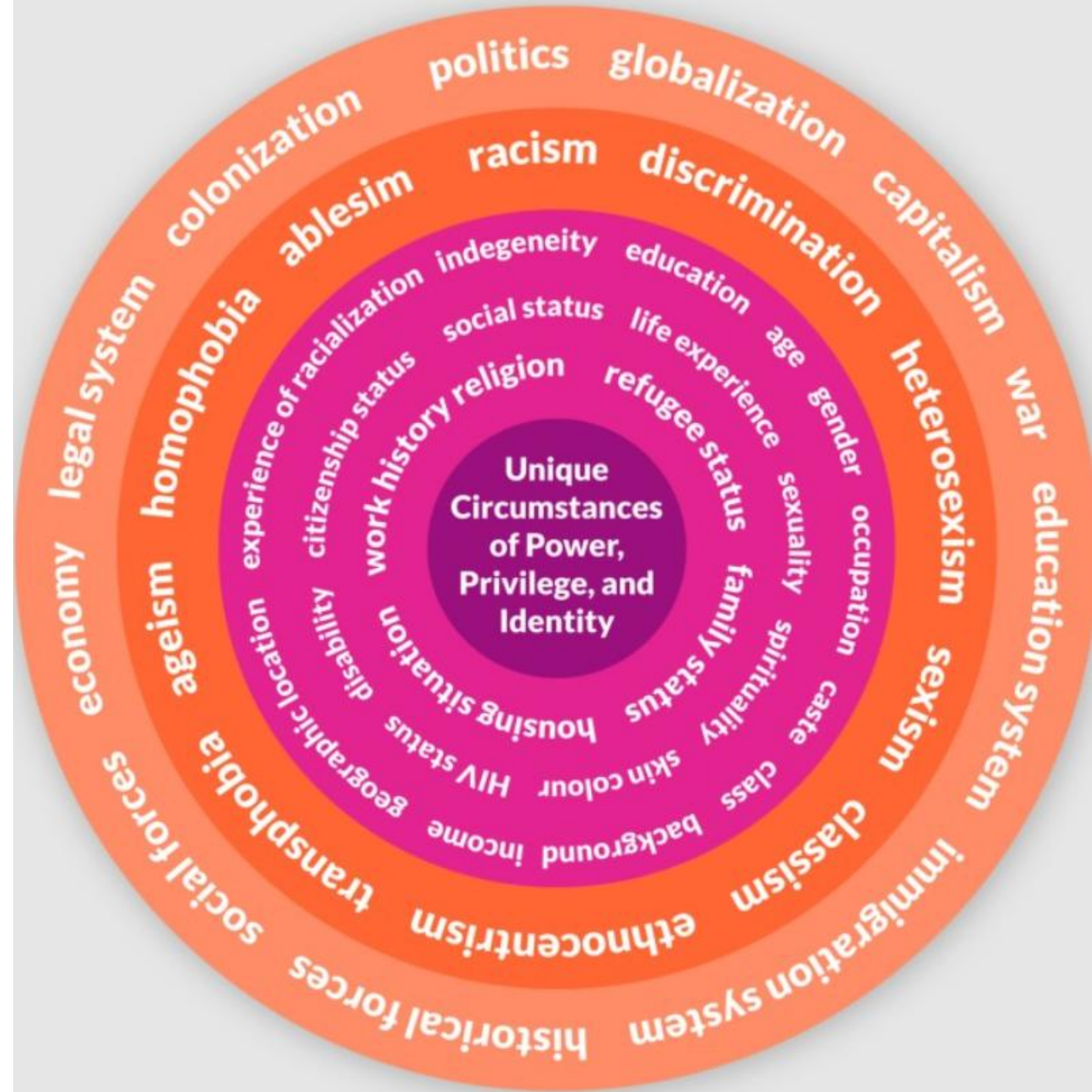
Cormega
THE
REALNESS



PARENTAL

An intersectional understanding of multiple marginalities

“Ok so this song, literally word for word, just everything, that I lived, 100% ... I went down a hard slope sleeping in crack houses, taking crack cocaine from the age of thirteen ... I was a mess ... all these internal issues that I was carrying ... He [music lyrics] said ‘the saga begins on a reflection of the drama within’ ... And that’s what you’re seeing now in the streets, the knife crime, people being killed, it’s an external thing, it’s a reflection of the drama within and now you’re seeing it poured out in this anger”



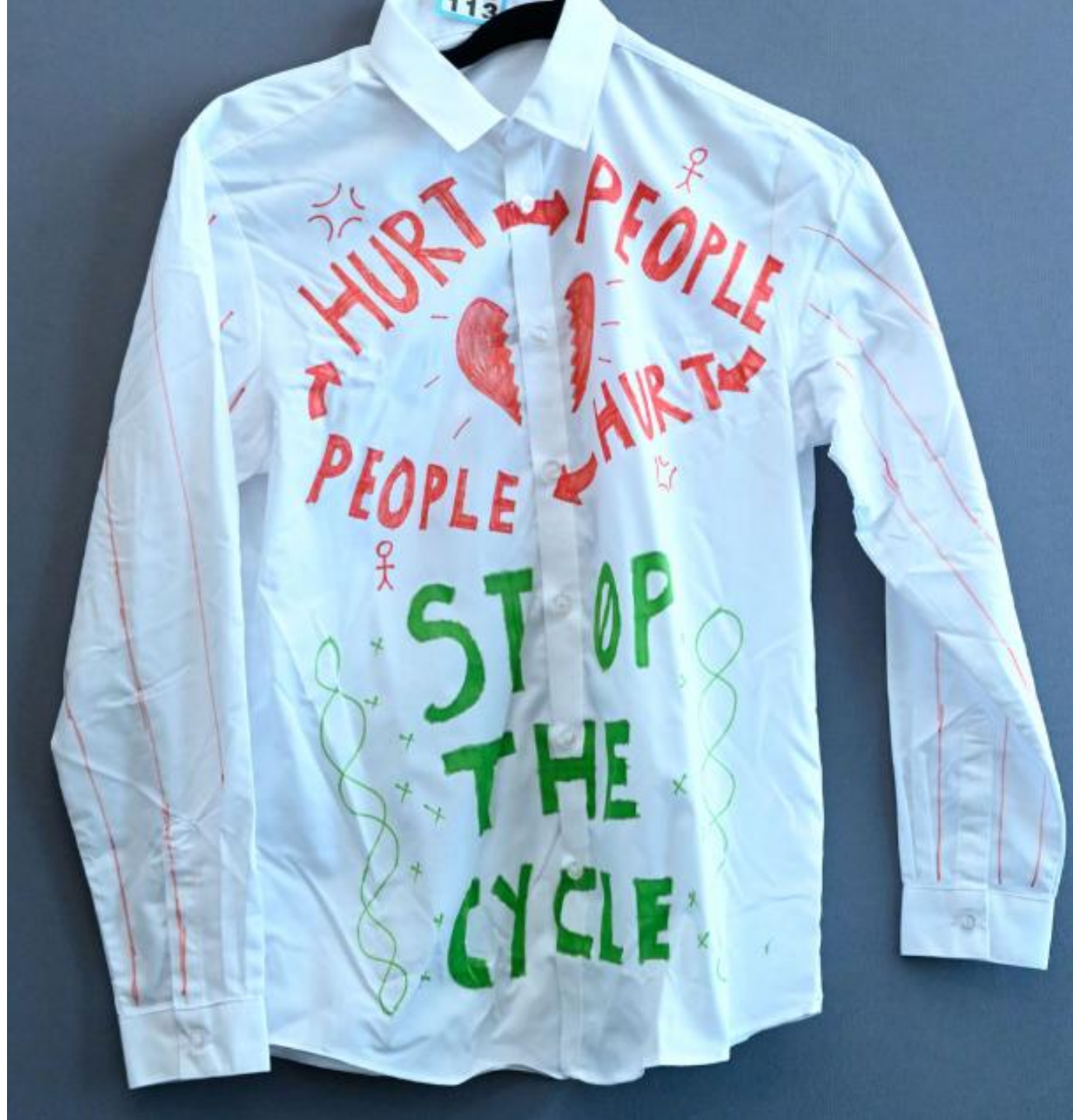
Violence in private, violence in public

‘My mum’s boyfriend was just bad. Like alcoholic, drugs and abusive and that... I saw how he was with my mum ... stuff I saw at home has made me like I am now... it was like being terrorized, but then when I was older, because I was a victim for years but then now that’s creating angry men do you know what I mean? ...I don’t know it’s hard to explain but you know what I mean it’s like I went from being bullied and seeing all this mad stuff at home with my mum’s boyfriend not being able to defend my mum and there was a lot of men walking around who are now super angry and full of like rage and quick to snap on someone and punch someone because of they felt for years that they couldn’t do anything, so that’s what happened with me anyway. I can’t speak on behalf of everyone but for myself it’s like I got sick of being a victim.’



Violence in private, violence in public

“One day in primary school and I picked up a chair and whacked [fellow student] around the head about five times with it, coz it was learnt behaviour, I thought it was alright to do that ... it was all because of what I seen from a young age that, I thought it was acceptable, you know, even though it wasn't ... from then on, I knew that I could do anything ... I knew from the age 11, 12, that I could go out and kill somebody and not feel no way about it, just so as long as it wasn't a woman, and that's how my life carried on.”



Fear and Fighting

‘Staff believe that the child’s behaviour was due to a combination of his fear and uncertainty about what would now happen and the need to maintain a hard ‘persona’. One member of staff told the review that when not being aggressive, he seemed ‘sad and depressed... like a broken child’

(Child death case notes, UK)



Multiple, concurrent forms of violence

- It is important to remember that for many girl's intimate partner and sexual violence is also a key concern in the school space.
- Are our approaches reinforcing a hierarchy of violence if we over-focus on public violence and less on intimate and private forms of violence?



Protest masculinity



Hegemonic Masculinity (Heterosexuality, whiteness, strength, stoic)

Complicit Masculinity (When men don't fit into hegemonic ideal but do not challenge it either)
I.e. the 'Patriarchal dividend'

Marginalized masculinity (Follow hegemonic cultural norms but can't access benefits i.e. disabled, minority men)

Protest masculinity (themes of hegemonic but reworked in context of lack of resources)

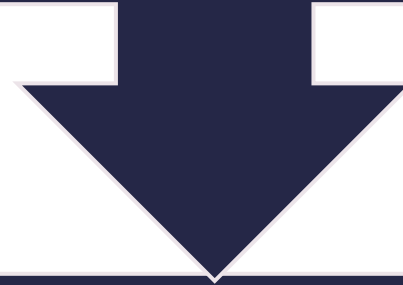
Subordinate masculinity (Oppositional qualities, effeminate, gay)

A photograph of a white t-shirt with a black beaded necklace. The t-shirt has blue handwritten text that reads 'Real MEN Fight With Fist'.

Real
MEN
Fight
With Fist

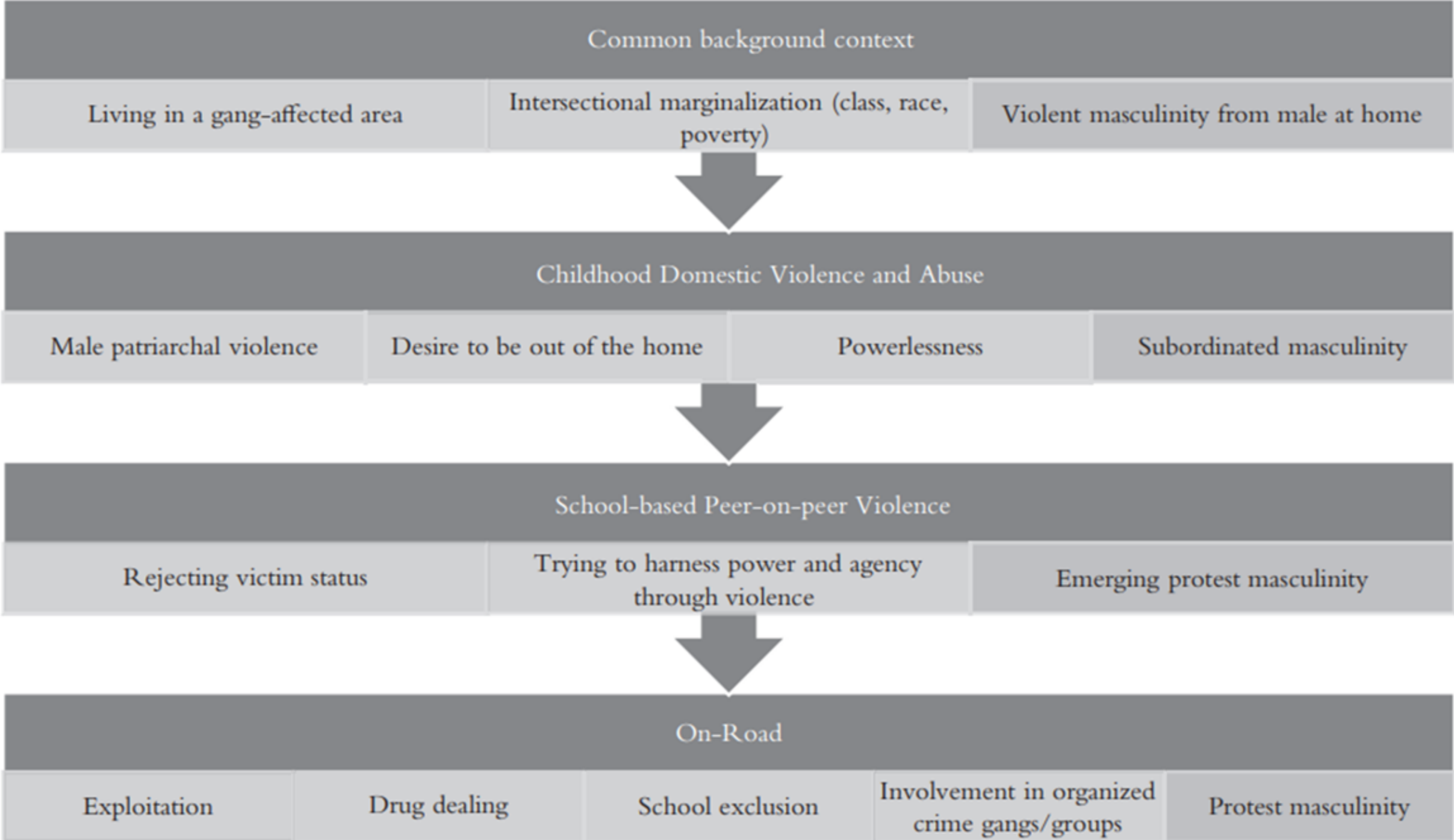
The masculinity pressures as a marginalised boy-child-survivor

What is it to be a successful man in our societies?



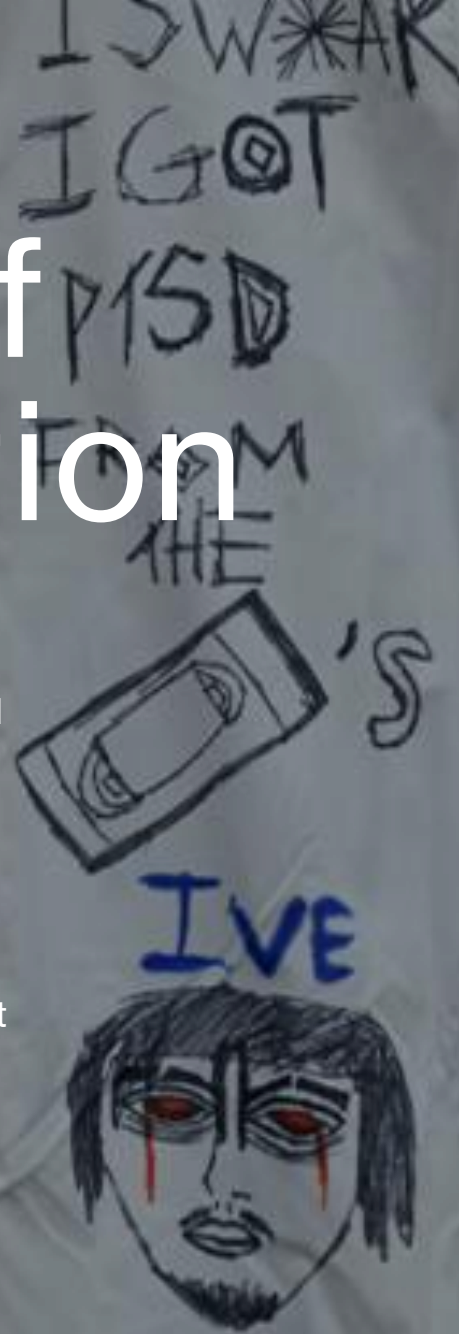
Marginalised young men in my research have talked about this in terms of;

to be 'the man of the house'	to provide and financially support their mother/family (even through illegal means)	to protect (even when scared)	to 'never be a victim again' (after escaping adult male domestic violence)	to 'become somebody', to represent their family	to be 'tough', 'hard', 'invulnerable'
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Using a lens of polyvictimization

- Proponents of polyvictimization as a lens note that preceding research around experiences of interpersonal violence have been somewhat siloed and specialized, focusing on limited contexts of violence, such as in the family or in school (Finkelhor, 2007; Hamby et al., 2018).
- Focuses not on the long-term impacts of trauma, but also the cumulative effect of 'a life condition where there is no 'safe haven' that allows for positive experiences and normal social development' (Turner et al, 2016:213).
- This creates a 'web of violence' that entangles many children (Hamby et al, 2018).



Youth Endowment Fund Research UK (2025)

The Youth Endowment Fund surveyed 11,000 children and found that:

- When teenage children caused serious harm to others there were responses from adults in authority in almost all cases (90%).
- Nearly three in ten said they got in trouble at school (29%)
- around a quarter said they either excluded from school (24%)
- or that the police were involved (24%).
- Yet fewer than four in ten said they were offered support to stop it from happening again (39%).



Are we over-responsibilising children for their own victimisation?

- Since 2018 the Youth Justice Board has adopted a 'Child First' approach. This approach prioritises a lens which views *children as children*, recognising their needs, capacities, rights, and potential.
- Our interventions are focused on youth offending and violence perpetration, yet often fail to recognise the concurrent experiences of violence victimisation.
- If we put the onus on young people to avoid harm and keep themselves safe we risk over-responsibilising them for their own safety.



Conclusions

- Exploring creative research and engagement approaches can help young people speak and be heard in different ways.
- Gender matters. Using a lens of intersectional masculinities helps us make sense of boy's experiences,
- The overlapping and often concurrent experience of victimisation and perpetration of childhood violence for warrants our attention.
- We need to be careful not to over-responsibilise young people for their experiences of harm and create hierarchies of violence. We need to treat children as children.





THANK YOU

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