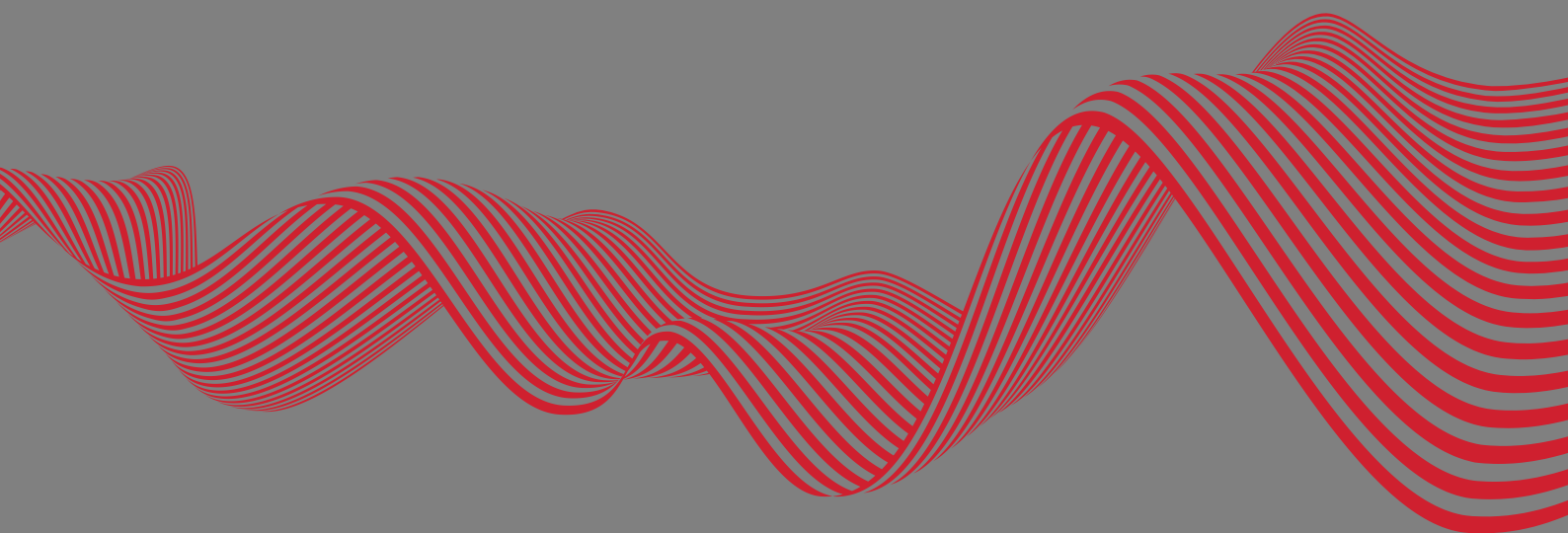




Evaluation of a Peer-Led School Based Intervention on Violence Against Women and Girls



**Report for Yellow Door, Funded by
Southampton City Council (Safer Streets 4)**

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Executive Summary

This report presents the findings from an evaluation of a pilot project led by the charity *Yellow Door*, to engage boys in a peer-led programme to raise awareness about violence against women and girls in schools. The programme aimed to raise awareness amongst boys, as well as tackle misogynistic attitudes and negative gender stereotypes that young people may hold. The project and evaluation were funded by national Safer Streets Funding, via the Violence Reduction Unit at Southampton City Council.

The impact of the project is best captured by one of the boys who summarised, **‘it is us building on ourselves as people and becoming more respectful in the future’**.

In Southampton, the *Domestic Abuse and Violence Against Women and Girls Strategy (2023-2028)* brings together a coordinated city response. In this report, the decision to use the term *violence against women and girls* (as opposed to gender-based violence) is made because crimes such as rape, sexual violence, domestic abuse, stalking, honour-based abuse, and revenge porn disproportionately affect women and girls. It is noted that in Southampton, domestic violence continues to be a driver of other violent crimes. Following the strategy we use the terminology *violence against women and girls* in our report. One key strand of the strategy is *Prioritising Prevention*. This focuses on a need to tackle sexism and gender norms as cultural issues, recognising that these behaviours and acts result in violence towards women and girls.

Educating boys and men to challenge sexism and misogyny is a key part of this; in this project, this awareness was developed as one of the boys noted how he **‘didn’t realise the mindset of misogyny could eventually lead into violence against women and girls’**, highlighting the value of raising awareness as part of interventions such as the one led by *Yellow Door*.

The data in this report focuses on the evaluation of the project led by *Yellow Door* in a school in Hampshire. The aim of the evaluation was to examine the impact of the pilot project to inform *Yellow Door* of best practice in developing this intervention for boys across schools in Southampton. It involved two surveys with pupils, focus groups with the boys involved in the project, alongside focus groups with a selection of year 10 girls. The data also included a short survey with teachers and parents/carers.

Summary of Findings

Although the survey data with pupils has limitations due to the small sample, it supports an intervention that focuses on boys. Boys who completed the survey were found to be less likely to consider violence against women and girls as a problem and are less likely to have attitudes that can address violence against women and girls. These findings support a specific focus and interventions with boys to develop their understanding of tackling violence against women and girls.

The testimonies from the boys in the focus groups who were part of the project - and who developed posters to educate the wider school community - indicated they had gained more appreciation of what violence against women and girls is and the impact this has on girls and women.

Future funding could expand this work as part of the wider *Domestic Abuse and Violence Against Women and Girls Strategy (2023-2028)* as a key part of the *Prioritising Prevention* work. This highlights a need to tackle sexism and gender norms as cultural issues; educating boys and men to challenge sexism and misogyny is a key part of this strategy.

Focus groups with boys and girls:

- Testimonies from the boys who were involved in the project evidenced they had gained more appreciation of what violence against women and girls is and the impact it has on women and girls.
- The boys reported a positive experience from the intervention and felt they would be able to intervene if they witnessed sexual harassment or violence against women and girls outside of their peer group.
- The girls' focus group enabled their voice and their experiences of sexual harassment in the school to be heard, influencing the project.

Survey data:

- Males who completed the surveys were more likely than females to subscribe to views which set them as the **'leader'** and **'decision maker'** in heterosexual dating relationships.
- Males who completed the surveys were less likely than females to think making sexual comments to a girl at school is wrong.
- From those that completed the survey the data indicates males are less likely than females to have attitudes that can address violence against women and girls.
- The data indicates that young people who completed the surveys are less confident about intervening with their peers directly when witnessing sexist behaviours.

- In survey 1, 72% of students who responded reported they had experienced at least one form of sexual harassment in school in the previous 12 months. 18% did not report experiencing sexual harassment in school in the previous 12 months (answering “**never**” or “**not sure**” to all questions), while 10% did not answer this question.
- In survey 2, 89% of students who responded reported they had experienced at least one form of sexual harassment in school in the previous 12 months. 11% of participants had not experienced any sexual harassment (answering “**never**” or “**not sure**” to all questions). An increase in reporting is expected after a project on violence against women and girls as pupils tend to question what might have previously been considered normal behaviour.
- In line with wider published reports, the most reported experiences of sexual harassment in the school (in survey 1) were sexualised comments (54%), homophobic comments (56%), and mean and rude comments online (43%).
- The most reported witnessed experiences (in survey 1) were disrespectful comments about girls (57%), telling sexual jokes that make fun of girls and women (52%), and bragging about what boys and their girlfriends may do sexually (48%).

Data from parents/carers and teachers:

- Parents/carers were supportive of the school discussing violence against women and girls with boys.
- Parents/carers had concerns about the potential influence of social media on gender norms and boys’ attitudes towards relationships with girls.
- Teachers were supportive of the project and would like to see more interventions on violence against women and girls in the school.



Recommendations

These recommendations are drawn from the data collected. They focus on the evaluation of the project led by *Yellow Door* and focus on what could be implemented when developing the project to deliver more extensively in schools:

1. Students in the survey and focus groups reported that they were more confident intervening in sexual harassment outside of school, but less confident amongst peers. This is something that future projects should focus on to have an impact in schools.
2. The design of the intervention and workshops could be structured on key themes, for example gender norms, misogyny, and sexual harm against women and girls. However, there should be flexibility to focus on some of the problematic experiences in the school at the time of the intervention (see the proposed intervention model in section 8).
3. The relationship between misogynistic attitudes, violence against women and girls and sexual harm needs to be considered more clearly in the project.
4. There is sensitivity around selecting boys to be part of this intervention. In future, schools and *Yellow Door* should look at how best to manage this when they are considering the expansion of the project.
5. The intervention may benefit from more clarity around whether it is focusing on violence against women and girls and/or gender-based violence. Research consistently finds men and boys are the main perpetrators of sexual harassment and sexual violence (even against other men/boys). Boys cannot be victims of violence against women and girls, but they can be victims of gender-based violence. At times the term violence against women and girls was used when gender-based violence was meant.
6. With any intervention, the scope and type of output the boys will produce to share in the wider school needs to be considered.
7. Although the intervention is about boys' understanding and education on violence against women and girls, it is about girls' experiences and this needs to be more thoughtfully considered to ensure their voices and experiences feature more prominently through the project.
8. While statistics on violence against women and girls can have an impact and are helpful to contextualise the extent of the issue, it is important that this is seen as existing on a continuum and a consequence of wider gender inequality. Therefore, boys will need to reflect on their own and their peers' attitudes and behaviours as part of the project.

Introduction

Violence against women and girls is a term used to describe a range of violent and abusive acts and behaviours which are predominantly directed towards women/girls and perpetrated by men. Although violence against women and girls impacts all ages, there has been increasing awareness and concern about girls' experiences of sexual harassment and sexual violence in schools and colleges. This was highlighted in the 2022-23 House of Commons Committee report titled *Attitudes Towards Women and Girls in Educational Settings*, published after an inquiry on keeping girls and women safe in education. The inquiry drew on examples from numerous sources, including the *Everyone's Invited* website. Here, teachers and young people expressed their concerns about misogyny and links to social media, in particular how this is distributed online and the everyday impact this has on girls in educational settings. The stories shared by young people reflect a cultural issue in which sexual harassment is normalised alongside gendered attitudes and norms which underpin violence against women and girls.

This 2022-23 report also draws upon Ofsted's 2021 rapid review carried out on behalf of the government on sexual abuse in schools and colleges. This review found peer-on-peer sexual harassment was commonplace in schools. It included 900 children and young people, drawing on their experiences of sexual harassment and sexual violence. It found that 92% of girls and 74% of boys reported sexist name calling and young people saw sexual harassment occur so frequently that it was 'common place'. Online sexual abuse was also commonplace, and the report found that the issue was so widespread it needed addressing for all children and young people.

Recommendations from this report included multiple agencies working together, such as schools working with charities, to deliver tailored projects. The project evaluated in this report is an example of such multi-agency working.

The data in this report focuses on the evaluation of the project led by *Yellow Door* in a secondary school in Hampshire. The aim of the evaluation was to examine the impact of the pilot project to inform *Yellow Door* of best practice in developing this intervention for boys across schools in Southampton. It involved two surveys with pupils, focus groups with the boys involved in the project, alongside focus groups with a selection of year 10 girls. The data also included a short survey with teachers and parents/carers.

1. Yellow Door and the School

Yellow Door is a charity in Southampton that started as a small volunteer-led helpline for victims of rape and sexual abuse almost 40 years ago. It has since expanded to offer a range of advocacy, support and therapeutic services to all victims and survivors of domestic and sexual abuse and harmful practices (female genital mutilation, forced marriage and honour-based abuse), as well as prevention and early intervention programmes. The STAR project is a key part of their work. The STAR project involves prevention workshops delivered in educational and youth settings that focus on children and young people understanding healthy relationships and challenging problematic stereotypes. It is aligned with the subjects PSHE and RSE within the national curriculum. To fund this pilot project and its evaluation, *Yellow Door* received funding from Safer Streets 4 (via Southampton City Council) to support a male youth engagement worker to deliver targeted sessions on violence against women and girls at a secondary school in Southampton.

The school evaluated is a secondary school in Hampshire. Violence against women and girls and issues of sexual harassment have been addressed in the school before this project with a survey and report produced in 2022, and updated in 2024. The school have worked closely with *Yellow Door* and through internal campaigns to ensure that issues around sexual harassment are addressed. Teachers and parents/carers in this survey were supportive of the work of *Yellow Door* and of continued interventions that can support young people in their awareness of violence against women and girls.



2. About the Project: The Peer HERoes

In the spring of 2023, a group of year 9 boys at the school were selected by a senior colleague to be part of a project with a male youth engagement worker from *Yellow Door*. The project was designed to engage boys with issues of violence against women and girls with the aim of co-designing a project to cascade within the school to engage their peers. The initial workshops were written and delivered by *Yellow Door* and covered what violence against women and girls is, and why it is important to understand and educate young people on this topic. The sessions were as follows:

- **Session One:** Violence against women and girls was explained with myths and facts presented.
- **Session Two:** Stereotypes around gender norms were discussed. There was a focus on how men can be victims too as well as how masculinities (and toxic masculinity in particular) link to this topic.
- **Session Three:** Gender stereotypes were re-visited and statistics around sexual harassment/violence against women and girls were explored. Boys began discussing the project and ideas for the name of the project. The title '*Peer HERoes Project*' was agreed upon.
- **Sessions Four - Six:** The male youth engagement worker led the sessions with the boys on more ideas, and they co-created an output of their choice to deliver to the wider school. The output was decided by the boys, who chose a poster and school assembly. To elaborate, they chose to design posters to educate their peers on violence against women and girls and led a school assembly to show these posters with a fundraiser for the charity *White Ribbon*. This was developed over some time and completed in October/November 2023. At this final stage of the project, fewer boys were involved in the output(s) design.

Focus groups with year 10 girls were conducted by the research team, supported by *Yellow Door*. In the focus groups, girls' perceptions were explored, including whether they thought the project was needed, their opinions about the output (posters), and how these could be improved. They gave constructive feedback that the posters could draw more on their own experiences, using specific school-based examples. Their views were later fed back to the group of boys to make adaptations to the posters before their wider release. The posters were shared (in a presentation) in the school at assemblies for all year groups during the week beginning the 4th of December 2023.

3. Research Design

The evaluation was completed between March 2023 and January 2024 and is summarised in figure one. The evaluation was designed collaboratively with *Yellow Door* to:

- Identify students' attitudes on gender norms and healthy relationships before and after the intervention had taken place, at two stages of the project.
- Identify students' experiences of sexual harm at two stages of the project.
- Understand the impact of the interventions (including co-production and the 6 weeks of education) on the boys' understanding of violence against women and girls.
- Understand year 10 girls' everyday concerns and experiences with violence against women and girls.
- Capture the views of teachers and parents/carers to understand their awareness and views on this topic, and if the project and output(s) had created dialogue or change.

The data from the evaluation of the project is useful to inform *Yellow Door* on the impact of the pilot and to develop this for future projects.

Figure One: Evaluation Summary

Surveys 1 and 2	• Survey 1 (n=72). The survey was compiled and created using JISC online survey software and was completed by year 9 pupils in the school before the start of the intervention. • Survey 2 (n=36). This included years 9, 10 and 11 pupils. This survey was a shorter survey based on findings from survey one, and included open-ended questions about the Peer HERoes project and its impact.
Focus groups with boys on the intervention	• Focus group one: 10th March 2023 (n=13) • Focus group 2a (boys who created poster): 14th November 2023 (n=6) • Focus Group 2b (boys not involved with poster creation): 21st November 2023 (n=7)
Focus groups with girls	• Completed with a selection of year 10 girls: 31st October 2023 (n=7)
Parent/carers and teacher survey	• Parents/carers completed a short open ended survey (n=54) between January and March 2024. • Teachers in the school (n=15) completed the survey between January and March 2024.

4. Findings and Discussion of the Data

4.1: Focus groups with boys

The boys who engaged with the project took part in a focus group at the start of the project and before any sessions had taken place with *Yellow Door*. The focus group was designed to understand their motivations for taking part and these varied from **‘we just got picked’** to **‘it’s a change from normal lessons’** to one comment that it **‘is important for everyone to be equal’**. The boys commented on the fact they would be working with a male youth engagement worker, saying **‘maybe he can help us’** and **‘he can relate to us’**. This seemed to be an important part of the project for the boys.

The boys focused on the importance of equality as a motivation for being part of the project. They had a foundational understanding of misogyny and were asked to share their thoughts on post-it notes throughout the focus group.

The responses demonstrated a basic understanding of the term as being related to hating women, but not necessarily the wider impact of cultures of misogyny on women. For example, they did not draw on issues or examples of sexist or online cultures that support or encourage misogyny.

The boys were also asked to write what they currently understood about violence against women and girls; here they drew on a wide range of examples such as **‘women are attacked’**, **‘violence happens everywhere and time’**, **‘rape’** and **‘it happens a lot’**.

Figure Two: Boys’ Understanding of Misogyny (Start of Project)



Most drew on sexual violence, but some talked about equal pay, control, female genital mutilation, and physical violence. The boys were also asked what they wanted to get out of the project, and this focused on making a difference and developing their awareness and knowledge.



In these focus groups, some of the boys reflected on the intervention workshops and what they had learnt. They particularly commented on the statistics relating to violence against women and girls, noting **‘there were more people getting abused than I thought there would be’**.

In their discussions about what they had learnt, the boys focused on statistics like **‘there are more men with the name John than women in leadership roles’**. While the boys noted it was women who were more likely to experience abuse, they were less likely to focus on the perpetrator as being male and were more likely to distance the issue of violence against women and girls with statistics. They did this by drawing on broad comments such as **‘women don’t have control over their money’**.

All the boys thought their involvement in the project meant they better understood violence against women and girls, and they found the sessions informative. They all said they would have liked more focus on what they could do to stop this violence. For instance, when asked about the project and how it could be developed, the boys noted that more focus on how to intervene would be beneficial. One boy noted **‘no, I reckon we have more of a sense, dealing with it, but it’s still... it’s still really hard to intervene’**. When asked how it could be improved, he said boys need to know **‘what you can do to like stop it, like help.’** However, others reflected on how **‘if I see someone doing something, like harassment to a girl in public, I’m more likely to approach someone to tell them to stop’**. Another boy noted this too:

‘I’d probably agree to be honest, same thing, because if I hadn’t done the project, I’d probably just, yeah, ignore it or... yeah, just kind of pretend that I didn’t see it. Now that I know what’s happening and how big it is, and how much they need help, I’d probably say something.’

For the boys involved in the project until the end (those who created the poster outputs), they also noted they understood more about the impact of sexual harm on girls and women that they had not fully considered previously. Others considered the relationship between misogyny and violence, with one boy stating, **‘it is us building on ourselves as people and becoming more respectful in the future’**. However, not all the boys were able to reflect on their peers and their own actions and relationships. One boy noted **‘not really, to be honest. It didn’t really change my actions’**. Instead, they focussed on their awareness of the types of abuse women and girls face from others. Nevertheless, there was some consideration of the interventions that they could enact. For example, one of the boys noted they were more likely to question peers, giving the example of **‘like, a comment like “why are you so moody, are you on your period?” Okay, it’s just, that everyone has those days, kind of thing.’** The boys who had created the posters also reflected on the girls’ focus group and their input:

‘Yeah, because where our...we had a group of girls that looked over our posters already, and they said that where there were no personal information and, like, actual experiences where someone’s done... had some sort of sexual harassment towards them, it was a bit hard to relate to...But we, as a group of boys, couldn’t have that kind of connection and that sort of experience to put down onto the thing. It’s just hard for some people to relate to in there...’

The boys noted they used statistics to shock, but they realised the posters may be **‘interpreted differently by girls and boys’** and they hope that their peers would respond to the posters because it **‘makes it that, they might want to look at it more because their peers have done it.’**

4.2: Focus group with girls

At the request of the research team, year 10 girls took part in a focus group on 31st October 2023. The girls started by talking a little about their experience of gender stereotypes and how violence impacts their everyday lives, for example, **‘our parents wouldn’t let us go out as late as brothers’** and **‘if you are out after ten o clock you have to make sure your surroundings are safe and check no one’s following you’**.

The girls noted that sexual harassment was not something they had personally experienced in school but were aware from peers that this was something that happens. However, they did

discuss comments on their bodies and dress alongside other misogynistic comments such as **‘being called a slag’**. The girls noted discussions about their bodies at school were commonplace such as **‘who is the prettiest girl, who’s got the biggest bum’** and **‘who has got the biggest breasts’**. These comments made the girls feel like **‘they comment on your body type, too fat, too skinny’**. These things were not always challenged by them or their peers as it was not easy to do, and the girls noted that things could be passed off by others as not being a **‘big deal’**. These comments align with the survey data on the types of harassment faced by girls in the school and could inform future interventions.

The girls expressed surprise about their male peers’ commitment to the posters noting that many of them had made sexist jokes, for example **‘you’re kind of telling them they have to do it, but they probably don’t really care that much’**. The girls expressed some doubt about the impact of the posters:

‘In the nicest way, nobody’s going to probably listen. Like, nobody’s going to... nobody really pays attention to posters or sits there and reads them and even if they do read them, again they’re going to be, like, it’s not true or... or I don’t do it, so...’

The focus groups were particularly useful in providing some feedback on tailoring the posters to reflect the girls’ experiences and use more school examples. It was vital to include them in the project to ensure it reflected their experiences and their voices were heard.

4.3: Survey data

The student surveys were designed by the research group and focused on the following elements:

- Students’ experiences of sexual harassment within the school (Bryant, 1993; Miller et al., 2012; Rothman et al., 2006; Ybarra et al., 2007).
- Attitudes toward women (Galambos et al., 1985).
- Attitudes towards violence against women and girls (Taylor et al., 2008).
- Students’ self-efficacy to address gender-based violence (Katz, 1995; Mapes, 2022).
- Students’ support-seeking behaviours (Leaper & Arias, 2011).

Table 1: Student survey sample by gender.

	Total	Females	Males	PNS
Student survey 1	72	39	29	4
Student survey 2	36	17	13	6

NB. The small number of respondents to both surveys means the data should be considered with caution as it cannot be seen as representative of the school. For future evaluations, we would advise a response rate of 40% minimum. While the evaluation team did attempt to increase the response rate through amendments to survey 2, this was not successful. We recommend any further survey be completed in a lesson or tutor time and may offer an incentive to ensure completion. While we present the data on those students who reported their gender as PNS - prefer not to say - due to the small number of participants we will not provide extensive discussion of this. Furthermore, there was an option for ‘other’ regarding gender (e.g., for those who may be trans or non-binary) but no student selected this option.

All survey data relates to those who completed the survey and is not representative of the whole school.

4.3.1. Students' experiences of sexual harassment in school

Students were asked about sexual harassment behaviours they had experienced and/or witnessed in school in the previous 12 months. In survey 1, 72% of students reported they had experienced sexual harassment and 18% reported they had not experienced this (answering “**never**” or “**not sure**” to all questions), while 10% did not answer the question. In survey 2, 89% had experienced at least one form of sexual harassment in school in the last 12 months and 11% had not (answering “**never**” or “**not sure**” to all questions).

When it came to witnessing sexual harassment, in survey 1, 63% had witnessed at least one form of sexual harassment in school in the previous 12 months and 32% had not (answering “**never**” or “**not sure**” to all questions), while 5% did not answer the question. In survey 2, 92% had witnessed at least one form of sexual harassment in school in the previous 12 months and 8% had not (answering “**never**” or “**not sure**” to all questions). Collecting both experienced and witnessed behaviours can aid an understanding of prevalence.

From a socio-ecological perspective (Espelage & Swearer, 2003), harassment rarely involves just a ‘**victim**’ and a ‘**perpetrator**’. Instead, from this perspective, the whole peer group has a role to play in reinforcing or intervening in harassment. Furthermore, when measuring experiences of harassment in school, there may be an under-reporting of being a ‘**victim**’ due to a lack of recognition of the victim’s status and fear of reporting personal experiences. Therefore, to get a more holistic understanding of harassment in school, measuring both experiences of being harassed and witnessing harassment will provide a more holistic understanding of the behaviour and the impact it can have on the whole school community. This type of data can be used to tailor future peer-led interventions to the needs of the school participating in the project to help develop a more school specific intervention.



Table 2 presents the prevalence of experiencing different forms of sexual harassment in school. As this table shows, experiencing *homophobic comments, for example being called gay or lesbian*, was the most frequently experienced form of harassment in both surveys. *Being touched, pinched, or grabbed in a sexual way* was the least prevalent form of harassment experienced across the two surveys.

When comparing the prevalence of the different forms of harassment in survey 1 and 2, *being touched in a sexual way* was more prevalent in survey 1, and all other forms of harassment were more prevalent in survey 2. In survey 1, a higher proportion of females compared to males reported *receiving sexual images or messages*, and a higher proportion of males reported experiencing all other forms of harassment. In survey 2, the opposite was found, where a higher proportion of females reported all forms of harassment compared to males.

Table 2: The percentage of respondents who had experienced sexual harassment at school in the previous 12 months.

	Total	Survey 1 (n=72)			Total	Survey 2 (n=36)		
		Females (n=39)	Males (n=29)	PNS (n=4)		Females (n=17)	Males (n=13)	PNS (n=6)
Homophobic comments.	56%	48%	62%	50%	64%	71%	54%	50%
Sexualised comments, looks, gestures or stares.	54%	54%	55%	50%	56%	65%	62%	33%
Receiving mean and rude comments online.	43%	31%	62%	25%	47%	59%	39%	33%
Receiving sexual images or messages.	25%	26%	21%	25%	36%	59%	15%	17%
Touched, grabbed, or pinched you in a sexual way.	25%	11%	38%	50%	20%	24%	15%	17%

Table 3 shows a higher proportion of females compared to males reported witnessing all forms of sexual harassment. Furthermore, the proportion of students who reported witnessing sexual harassment in school was higher in survey 2 compared to survey 1.

Table 3: The percentage of respondents who had witnessed sexual harassment at school in the previous 12 months.

	Survey 1 (n=72)				Survey 2 (n=36)			
	Total	Females (n=39)	Males (n=29)	PNS (n=4)	Total	Females (n=17)	Males (n=13)	PNS (n=6)
Disrespectful comments about girls, catcalling, or jeering.	57%	56%	52%	25%	81%	100%	54%	83%
Telling sexual jokes that make fun of women and girls.	52%	53%	48%	50%	81%	88%	62%	100%
Bragging about what they may do sexually to their girlfriend.	48%	51%	17%	50%	58%	76%	31%	67%
Showing other people sexual messages or pictures of a girl.	20%	28%	14%	50%	39%	53%	8%	67%
Doing unwelcome or uninvited things such as howling, whistling, or making sexual gestures.	21%	20%	17%	0%	45%	53%	31%	50%

Students were provided with the opportunity to expand on their answers and provide more detail on their experiences of these issues. In total, 17 text comments about sexual harassment and sexist behaviour were received. Most of the text comments used wording similar to the survey questions, e.g., **‘disrespectful jokes and comments’**. One male student commented **‘pretty much everything is common, just not seen’**, highlighting the hidden nature of discriminatory behaviour in schools.

There are limitations to this data that must be recognised: 1) the small sample size and 2) the fact that different young people completed surveys 1 and 2. There were, however, interesting gender differences in experiences and reports of witnessing sexual harassment. Except for *touched, grabbed, or pinched you in a sexual way*, reports of experiencing all other forms of sexual harassment were higher in survey 2 compared to survey 1. Similarly, the prevalence of witnessing all forms of harassment were higher in survey 2 compared to survey 1. While the findings may reflect an increase in experiencing and witnessing sexual harassment, the data could also reflect a greater awareness and recognition of these behaviours, which results in greater reporting (Swearer et al., 2010).

In this case, the increased percentage of respondents experiencing/witnessing sexual harassment in survey 2 is most likely to be due to the self-selecting nature of the study. The low numbers responding to survey 2 compared to survey 1 make a meaningful analysis of this difficult.

In survey 1, the gender difference was not statistically significant. In survey 2, the difference between the genders was found to be statistically significant. However, this is again likely to be due to the self-selecting nature of the survey; in other words, females who completed the survey had something to say.

4.3.2. Student attitudes

The Attitudes Toward Women Scale for Adolescents (AWSA; Galambos et al., 1985) is an instrument to assess adolescents' attitudes toward women and gender-related roles based on the short form of the Spence-Helmreich Attitudes Toward Women Scale (Spence & Helmreich, 1972). Both surveys also asked questions which measured attitudes towards violence against women and girls. The Attitudes Toward Violence Against Women and Girls Scale (AVWG; Taylor, 2008) comprises 16 questions which map across three factors:

- 1. Attributions to fault in instances of violence against women and girls:** In survey 1, females had slightly lower mean scores, meaning they were slightly less likely than males to view females as at fault in instances of violence against women and girls, but this was not statistically significant.
- 2. Belief that gender-based violence/harassment (GBV/H) is not a problem:** In survey 1, males had higher scores indicating they had a higher belief that violence against women and girls is not a problem, compared to females. This was not statistically significant.
- 3. Attitudes that reduce sexual harassment:** In survey 1, males had higher scores indicating they held fewer views that would reduce sexual harassment. This was statistically significant.

To reduce the time needed to complete the second survey, only questions related to factor 3 were included, because there were statistically significant differences in how the females and males answered.

Table 4: Average (median) AWSA scores.

	Survey 1	Survey 2
All	36	36
Peer HERoes	31	38
Non-Peer HERoes		
Total	36	35.5
Females	37	36
Males	34	33.5
Prefer not to say	34	39.5

A lower score reflects poorer attitudes towards women and girls. The average scores for this measure are detailed in Table 4.

Table 4 shows the average AWSA score for all participants in survey 1 and survey 2 was 36. In survey 1, the average score of males who were part of the intervention group (*Peer HERoes*) had lower average AWSA scores, compared to all other groups. This difference was statistically significant. Lower scores are associated with more harmful views towards women and gender-based roles.

Males (both including and excluding *Peer HERoes*) also had significantly lower AWSA scores than females in survey 1. This demonstrates problematic gender norms in attitudes towards women and gender-based roles held by males in the school at the beginning of the project; this is in line with our expectations.

A similar trend in scoring was found in survey 2, with males having lower scores than both females and those who preferred not to disclose their gender. This time the difference was not found to be statistically significant which is likely due to the small sample size of survey 2. Additionally, in survey 2, students who identified themselves as being involved in the Peer HERoes project had higher average scores than most other groups in survey 2; however, the differences were not statistically significant, which again is likely to be because of the small sample size.



Table 5: Average (median) AVWG factor 3: Attitudes that reduce sexual harassment scores.

	Survey 1	Survey 2
Peer HERoes	9	9.5
Non-Peer HERoes		
Total	8	7
Females	7	7
Males	9	8
Prefer not to say	10	7

As found in surveys 1 and 2, males who completed the survey had higher AVWG factor 3 scores compared to females, indicating they held fewer views that would reduce sexual harassment. This was statistically significant. The items relating to this measure asked three questions about heterosexual relationship conventions. Males were more likely to subscribe to views which set them as the **'leader'** and **'decision maker'** in heterosexual dating relationships, and that it was acceptable for a boyfriend to tell a girl **'who she can hang out with'**. Males were less likely to think it was right for girls to ask a boy out on a date. The data also indicated that males were less likely to think sexual harassment is an issue that should concern boys and girls equally and they were less likely to think making sexual comments to a girl at school is wrong.

By using specific information about the types of views that are held by students in the school, interventions can be tailored to the specific needs of the population, something we revisit in the future intervention model.

4.3.3. Confidence to intervene

From survey 1 data, students were most confident in supporting girls in an abusive relationship. 28% of females and 19% of males agreed with the following statement: **'I have the skills to help support a female friend who is in an abusive relationship'**, compared to 3% of females and 33% of males who disagreed with the statement. Students also expressed confidence to intervene if they saw a stranger being abusive to a girl or woman. To the statement **'it would be hard for me to confront a stranger who was being abusive toward a girl or a woman'**, 42% of females and 29% of males who completed the survey either disagreed or disagreed strongly, and only 9% of females and 10% of males agreed it would be difficult to confront a stranger in this situation.

The data indicates that young people who completed the survey are less confident about intervening with their peers directly; 72% of males and 52% of females disagreed with the following statement: **'A group of boys would listen to me if I confronted them about their sexist behaviours'**. No males and only 3% of females agreed with this statement (all others answered **'neutral'**). Only 14% of females and 10% of males agreed they could stop a friend from making sexist jokes towards girls. This is something to build greater focus on in future interventions to empower young people with the skills to make an impact.

4.3.4. Support seeking behaviours

Data reports that 53% (survey 1) and 59% (survey 2) of females agreed/agreed strongly that if they were sexually harassed, they would talk to someone about how they were feeling. 46% (survey 1) and 71% (survey 2) of females agreed/agreed strongly that if they were sexually harassed, they would probably talk to someone who could do something about the problem. Girls in the focus group said that within the school they would go to teachers, but there was

some debate and discussion about confidentiality, and not always wanting to discuss this at school.

4.3.5. Student intervention feedback

Out of those who had completed survey 2, 44% noted they had seen the posters from the intervention and the students recognised they were about educating people on violence against women and girls. There were not many comments on the posters, but one female noted they should focus more on telling **‘boys it is not ok’**. Some thought that it can **‘work as a deterrent and make others aware of sexual assault’** (male respondent) and **‘people will understand sexual harassment’** (female respondent). The overall impact of the posters on behaviour change was not strongly supported, but this may be related to the reach of the posters, which is something to be considered if the project was developed further.

4.4: Parents/carers and teachers survey

In this section, we discuss the data from the parents/carers and teachers survey. We expanded the evaluation to capture their thoughts on the delivery of the pilot project on violence against women and girls, including their perceptions of any impact on the project.

4.4.1. Parents and carers

54 parents/carers (44 female/9 male/1 prefer not to say) responded to the survey between 16th and 28th January 2024. None of the respondents’ children had been personally involved in the Peer HERoes project (63% no, 37% not sure).

Before being sent the survey, 26% of parents/carers were aware of the schools’ focus on violence against women and girls, and the peer-led project with *Yellow Door* to tackle it. 65% were not aware and 9% were not sure. We asked, **‘has your child talked about the Peer HERoes project at home?’** (Yes/No/Not Sure). This was followed by a text box question asking **‘has the Peer HERoes campaign encouraged/prompted any discussions about violence against women and girls from your child? What kind of things have they talked about?’** 15% of parents/carers said their child had talked about the Peer HERoes project at home and they had positive comments such as their child discussing **‘the aim of the project and how it is going to help the girls/women’**. Another parent noted their child had a comment on **‘how the boys were selected and mentioned the posters they produced’**. For some parents/carers they noted that **‘it’s common practice for my family to discuss current issues’** including relationships and sexual harassment with children.

72% of parents/carers said their child had not talked about the Peer HERoes project at home, but these parents/carers noted it was important to talk to their children about these issues. For instance, one parent said **‘no, although we do talk about this issue when possible as we have both male and female children and talk when in media or around an issue. At no time have they mentioned this school project.’**

One parent discussed their own experiences and how this impacts on their openness to discuss issues related to violence against women and girls:

‘I was a victim of DV prior to the study so as a family we had discussed the effects of it on us all personally and the way it changes our lives and how we live them. It raised discussions about how to recognise things such as control, bullying, coercive

behaviour and preventative measures. Also discussing how to stay safe. Yellow door worked closely with me so my son was familiar with the name.'

One parent noted their child did not attend assemblies due to SEN and this is something to consider about the reach of the message to all students.

When we asked parents/carers whether they had any concerns about sexual harassment at the school, only 17% responded with specific concerns including verbal sexual harassment and derogatory language towards girls, homophobic abuse towards boys, bullying and shaming behaviours, and online harassment and sexting. These comments supported the discussion in the girls' focus group on comments made about their bodies and how they were scored or perceived by others. Parents/carers noted they were aware of **'derogatory names aimed at women'** and one parent stated **'I have concerns about...my sons 'joking' banter regarding women and girls'**. Some of the behaviours were a concern for parents/carers such as **'sexting is a concern as a parent. Sexual reference or sexual intimidation behaviour should always be tackled'**. Social media was also a concern raised by parents/carers which highlights the need to educate young people about problematic attitudes about women online. While 56% of parents/carers stated they had no current concerns about sexual harassment within the school, they did raise concerns about easily available online material which could promote unhealthy attitudes toward women/girls in boys, and the impact this can have in schools. Parents/carers were supportive of any projects that could help counter negative social media narratives around misogyny.

4.4.2. Teacher survey

15 teachers (6 male, 9 female) completed the survey between 16th and 18 January 2024. One had been involved in the delivery of the Peer HERoes project. Not all teachers were aware of the project, as can be seen in the table below:

Table 6: Awareness of project amongst teachers

No	Not Sure	Yes
40% (n=6)	7% (n=1)	53% (n=8)

When asked about whether the Peer HERoes project had prompted discussions, 33% said they were not aware of any discussions around violence against women and girls. However, 33% of teachers noted the topic had been discussed during the peer-led assemblies, tutor-led discussions, and in PHSE, with one commenting **'yes it has prompted discussions, and the main outcome is that everyone feels more needs to be done and more education needs to happen around this topic'**. This highlights that even in a school with open discussions and a focus on sexual harassment, more is still welcomed.

The evaluation was keen to understand the teachers' experiences of sexual harassment in the school. From this data, primary concerns were centred around discriminatory, prejudicial, and derogatory language and 'banter'. This included rape jokes, questions/references about sexual violence (for instance sexual violence which had been seen in porn), and comments about girls' bodies/appearance, which were also reflected in the surveys and the girls' focus group. Teachers also highlighted a lack of understanding amongst students about the impact of such language and behaviour, for example **'the biggest issue I see is this idea of "banter", and that students don't actually realise that what they are saying/doing is wrong'**.

Another teacher discussed the impact of social media on boys:

‘Boys making comments about girls’ bodies/the way they look. Comments about whether they “would” or not. Questions about violence in sex being the norm, e.g. strangulation/ “choking”. References to things they’ve seen in porn, e.g. “daddy” comments. Rape jokes.’

Positive behaviours and attitudes included increased awareness around sexual harassment and discriminatory language, such as students calling it out amongst themselves, students supporting and sticking up for one another, and an increased willingness to report it. For instance, one teacher had noted **‘use of prejudicial language. There appears to be more information circulating in this remit. And more confident and structured ways of dealing with it.’** Most of the teachers were in favour of developing the intervention noting **‘it should involve more students than the small group selected’** and **‘very supportive. More year groups to be involved to help promote healthy relationships’**. The teachers were aware of some of the attitudes and behaviours around misogyny that, if not tackled, could impact on the school culture.



5. Summary of Key Findings

Focus groups with boys and girls:

- Testimonies from the boys who were involved in the project evidenced they had gained more appreciation of what violence against women and girls is and the impact it has on women and girls.
- The boys reported a positive experience from the intervention and felt they would be able to intervene if they witnessed sexual harassment or violence against women and girls outside of their peer group.
- The girls' focus group enabled their voice and their experiences of sexual harassment in the school to be heard, influencing the project.

Survey data:

- Males who completed the surveys were more likely than females to subscribe to views which set them as the **'leader'** and **'decision maker'** in heterosexual dating relationships.
- Males who completed the surveys were less likely than females to think making sexual comments to a girl at school is wrong.
- The survey data suggests males are less likely than females to have attitudes that can address violence against women and girls.
- The data indicates that young people who completed the surveys are less confident about intervening with their peers directly when witnessing sexist behaviours.
- In survey 1, 72% of students reported they had experienced at least one form of sexual harassment in school in the previous 12 months. 18% did not report experiencing sexual harassment in school in the previous 12 months (answering **"never"** or **"not sure"** to all questions), while 10% did not answer this question.
- In survey 2, 89% of students reported they had experienced at least one form of sexual harassment in school in the previous 12 months. 11% of participants had not experienced any sexual harassment (answering **"never"** or **"not sure"** to all questions). An increase in reporting is expected after a project on violence against women and girls as pupils tend to question what might have previously been considered normal behaviour.
- In line with wider published reports, the most reported experiences of sexual harassment in the school (in survey 1) were sexualised comments (54%), homophobic comments (56%), and mean and rude comments online (43%).
- The most reported witnessed experiences (in survey 1) were disrespectful comments about girls (57%), telling sexual jokes that make fun of girls and women (52%), and bragging about what boys and their girlfriends may do sexually (48%).

Data from parents/carers and teachers:

- Parents/carers were supportive of the school discussing violence against women and girls with boys.
- Parents/carers had concerns about the potential influence of social media on gender norms and boys' attitudes towards relationships with girls.
- Teachers were supportive of the project and would like to see more interventions on violence against women and girls in the school.



6. Reflections

As this was a pilot project, there were some challenges across the three parties that have been reflected on and considered as part of the learning of the pilot. These should be considered if the project is to be developed more substantially:

- 1) The demands and expectations on the school need to be clear from the outset.
- 2) The aim of the project and focus should be defined at the outset.
- 3) A project team with all three parties contributing would enable stronger communication between any future evaluation team, the school(s) and *Yellow Door*.

Given the evaluation of the pilot project and the data collected, we suggest the proposed structure for the development of the intervention in **section 8**.



7. Recommendations

These recommendations are drawn from the data collected. They focus on the evaluation of the project led by *Yellow Door* that may be implemented when developing the project to deliver in more schools:

1. Students in the survey and focus groups reported that they were more confident intervening in sexual harassment outside of school, but less confident amongst peers. This is something that future projects should focus on to have an impact in schools.
2. The design of the intervention and workshops could be structured on key themes, for example, gender norms, misogyny, and sexual harm against women and girls. However, there should be flexibility to focus on some of the problematic experiences in the school at the time of the intervention (see the proposed intervention model in section 8).
3. The relationship between misogynistic attitudes, violence against women and girls and sexual harm needs to be considered more clearly in the project.
4. There is sensitivity around selecting boys to be part of this intervention. In future, schools and *Yellow Door* should look at how best to manage this when they are considering the expansion of the project.
5. The intervention may benefit from more clarity around whether it is focusing on violence against women and girls and/or gender-based violence. Research consistently finds men and boys are the main perpetrators of sexual harassment and sexual violence (even against other men/boys). Boys cannot be victims of violence against women and girls, but they can be victims of gender-based violence. At times the term violence against women and girls was used when gender-based violence was meant.
6. With any intervention, the scope and type of output the boys will produce to share in the wider school needs to be considered.
7. Although the intervention is about boys' understanding and education on violence against women and girls, it is about girls' experiences and this needs to be more thoughtfully considered to ensure their voices and experiences feature more prominently through the project.
8. While statistics on violence against women and girls can have an impact and are helpful to contextualise the extent of the issue, it is important that this is seen as existing on a continuum and a consequence of wider gender inequality. Therefore, boys will need to reflect on their own and their peers' attitudes and behaviours as part of the project.

8. Future Intervention Model

The project led by *Yellow Door* highlights the need for continued work on prevention and awareness, tackling problematic gender norms and everyday sexism which perpetrate more extensive forms of violence against women and girls. From the data collected we suggest the intervention could be tailored differently to optimise impact.

The following could be used by *Yellow Door* in future interventions.

Phase one: The school and *Yellow Door* gathers data from pupils using a short standardised scale on gender norms and sexual harm prevalence, alongside open ended questions (survey/focus groups).

Phase two: The 6-week intervention has a structured outline with key topics covered but with scope for specialised topics raised in phase one. The intervention could be led by a male youth engagement worker.

Once an output is created, boys engage with girls to evaluate what has been created, with discussions to ensure the campaign reflects the experiences of girls in the school. Checks are made to ensure the campaign challenges gender norms and attitudes towards violence against women and girls outlined in phase one.

Phase three: Timeframe for sharing outputs should be three months.

Phase four: Short evaluation on impact (which can be standardised using scales and short surveys).

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10. Appendices

Appendix A: Student Survey 1

1. Are you... (options: Male/Female/Prefer not to say/Other (please state))
2. How old are you?
3. Have you been involved in the Peer HERoes group project? (Options yes/no)
4. Read each statement below carefully and select how much you agree with that statement, ranging from strongly agree to strongly disagree. (Options: Strongly agree/Agree/Disagree/ Strongly Disagree)
 - Swearing is worse for a girl than for a boy.
 - On a date, the boy should be expected to pay all expenses.
 - On average, girls are as smart as boys.*
 - More encouragement in a family should be given to sons than daughters to go to college.
 - It is alright for a girl to want to play rough sports like football. *
 - In general, the father should have greater authority than the mother in making family decisions.
 - It is alright for a girl to ask a boy out on a date. *
 - It is more important for boys than girls to do well in school.
 - If both husband and wife have jobs, the husband should do a share of the housework such as washing dishes and doing the laundry. *
 - Boys are better leaders than girls.
 - Girls should be more concerned with becoming good wives and mothers than desiring a professional or business career.
 - Girls should have the same freedoms as boys.
5. Please read each of the following statements carefully and consider how much you agree with the statements by ticking the answer that best fits how strongly you agree or disagree with the statement. (Options: Strongly agree/Agree/Disagree/Strongly Disagree/I don't know)
 - Girls' bodies are the only things that matter to most boys.
 - A boy who tells his girlfriend who she can hang out with is being too controlling.
 - In dating relationships between males and females, males should be the leaders and decision-makers.
 - A boy who claims he has been sexually harassed is a nerd, wimp, sissy, or "wuss."
 - It is alright for a girl to ask a boy out on a date.
 - When a girl says "no," she really means "yes" or "maybe" or "later."
 - Sexual harassment isn't a serious problem in school since it only affects a few people.
 - If you ignore sexual harassment, more than likely it will stop.
 - Sexual harassment is an issue that should concern both males and females equally.

- Sexual harassment is just having fun.
- If I have flirted with a person in the past, then I am encouraging sexual harassment by them.
- When boys make comments and suggestions about girls' bodies, girls should take it as a compliment.
- If I see a guy and his girlfriend physically fighting at school, it's none of my business.
- Making sexual comments to a girl at school is wrong.
- Girls are asking to be sexually harassed when they wear short skirts and tight clothes.
- Girls lie about being raped just to get back at their dates.

6. Please read each of the following statements carefully and consider how much you agree with the statements by ticking the answer that best fits how strongly you agree or disagree with the statement. (Options: Strongly disagree/disagree/neutral/agree/ strongly agree)

- I can help prevent violence against girls at my school.
- A group of guys would listen to me if I confronted them about their sexist behaviours.
- It would be hard for me to confront a stranger who was being abusive toward a girl or a woman. *
- I don't think I would say anything to a group of guys who are harassing a girl at a party. *
- I know how to educate a friend who is acting inappropriately toward a girl.
- If I wanted to stop a friend from making sexist jokes toward girls, I could.
- I would not be able to stop a guy I didn't know very well from hitting his girlfriend. *
- I have the skills to help support a female friend who is in an abusive relationship.
- I could persuade a friend not to send a mean text or negative message on their cell phone.
- I can help prevent bullying at my school.

7. Sexual harassment is unwanted and unwelcome sexual behaviour that interferes with your life. Sexual harassment is not behaviours that you like or want (for example, wanted kissing, touching, or flirting). Since the beginning of the academic year in September 2022, how often has someone... (Options: Not sure/Never/Rarely/ Occasionally/Often)

- Made sexual comments, jokes, gestures, or looks?
- Showed, gave or left you sexual pictures, photographs, illustrations, messages or notes?
- Wrote sexual messages/graffiti about you on bathroom walls, in locker rooms, etc.?
- Spread sexual rumours about you?
- Said you were gay or lesbian?
- Spied on you as you dressed or showered at school?
- Flashed or "mooned" you?
- Touched, grabbed, or pinched you in a sexual way?
- Intentionally brushed up against you in a sexual way?
- Pulled at your clothing in a sexual way?
- Pulled off or down your clothing?
- Blocked your way or cornered you in a sexual way?
- Forced you to kiss him/her?
- Forced you to do something sexual other than kissing?
- Asked for sexual information online when they did not want to tell the person (e.g., really personal questions like what their body looked like/sexual things they had done)

- Asked you to do something sexual when you were online that they did not want to do?
 - Made a rude or mean comments to someone online.
 - Spread sexual rumours about someone online.
 - Made sexually threatening or aggressive comments online.
8. Since the beginning of the academic year in September 2022, how often have you seen or heard the following behaviours...(Options: Not sure/Never/Rarely/ Occasionally/Often)
- Making rude or disrespectful comments about a girl's body, dressing, or makeup, such as catcalling or jeering.
 - Telling sexual jokes that make fun of women and girls.
 - Telling a girl who she can talk to or hang out with.
 - Bragging about what they and their girlfriend may do sexually.
 - Showing other people sexual messages or pictures of a girl on a cell phone or the internet.
 - Doing unwelcome or uninvited things toward a girl (or group of girls), such as howling, whistling, or making sexual gestures.
 - Fighting with a girl and the boy starts to cuss at or threaten her.
 - Shoving, grabbing, or otherwise physically hurting a girl.
 - Taking sexual advantage of a girl who is drunk or high from drugs (like touching, kissing, having sex with).
9. If someone sexually harassed me, I would probably talk to someone about how I am feeling. (Options: Strongly disagree/disagree/neutral/agree/strongly agree)
10. If someone sexually harassed me, I would probably talk to someone else who could do something about the problem. (Options: Strongly disagree/disagree/neutral/agree/strongly agree)
11. This questionnaire has asked you about lots of sensitive topics. If you would like to make any comments about anything you have been asked in this questionnaire, please use this space...

Appendix B: Student Survey 2

1. Are you...(options: Male/Female/Prefer not to say/Other (please state))
2. How old are you?
3. Have you been involved in the Peer HERoes group project? (Options yes/no)
4. Read each statement below carefully and select how much you agree with that statement, ranging from strongly agree to strongly disagree. (Options: Strongly agree/Agree/Disagree /Strongly Disagree)
 - Swearing is worse for a girl than for a boy.
 - On a date, the boy should be expected to pay all expenses.

- On average, girls are as smart as boys. *
- More encouragement in a family should be given to sons than daughters to go to college.
- It is alright for a girl to want to play rough sports like football. *
- In general, the father should have greater authority than the mother in making family decisions.
- It is alright for a girl to ask a boy out on a date. *
- It is more important for boys than girls to do well in school.
- If both husband and wife have jobs, the husband should do a share of the housework such as washing dishes and doing the laundry. *
- Boys are better leaders than girls.
- Girls should be more concerned with becoming good wives and mothers than desiring a professional or business career.
- Girls should have the same freedoms as boys.

5. Please read each of the following statements carefully and consider how much you agree with the statements by ticking the answer that best fits how strongly you agree or disagree with the statement. (Options: Strongly agree/Agree/Disagree/ Strongly Disagree/I don't know)

- A boy who tells his girlfriend who she can hang out with is being too controlling. *
- In dating relationships between males and females, males should be the leaders and decision-makers.
- It is alright for a girl to ask a boy out on a date.*
- Sexual harassment is an issue that should concern both males and females equally. *
- Making sexual comments to a girl at school is wrong. *

6. Sexual harassment is unwanted and unwelcome sexual behaviour that interfere with your life. Sexual harassment is not behaviours that you like or want (for example, wanted kissing, touching, or flirting). Since the beginning of the academic year in September 2022, how often has someone... (Options: Not sure/Never/Rarely/ Occasionally/Often)

- Made sexual comments, jokes, or gestures towards you or gave you sexual looks/stares?
- Said you were gay or lesbian?
- Made a mean or rude comment about you online?
- Showed, gave, or left you sexual pictures, photographs, drawings, messages, or notes?
- Touched, grabbed, or pinched you in a sexual way?

7. Since the beginning of the academic year in September 2022, how often have you seen or heard the following behaviours... (Options: Not sure/Never/Rarely/ Occasionally/Often)

- Making rude or disrespectful comments about a girl's body, dressing, or makeup, such as catcalling or jeering.
- Telling sexual jokes that make fun of women and girls.
- Bragging about what they may do sexually to their girlfriend.
- Showing other people sexual messages or pictures of a girl.
- Doing unwelcome or uninvited things such as howling, whistling, or making sexual gestures.

8. Have you seen the posters created by the Peer HERoes Group in school? (options: Yes/No/Not Sure)
9. Where have you seen the posters? (select as many as you like) (Options: Classrooms, corridors, assembly, other, please state)
10. What information on the posters made you more aware about violence against women and girls? (free text response)
11. What feedback would you give to improve the posters? (free text response)
12. What do you think will change in your school as a result of the posters? (free text response)
13. In your opinion and/or experience, what is the most common sexual harassment or sexist behaviour in your school that needs tackling?
14. If someone sexually harassed me, I would probably talk to someone about how I am feeling. (Options: Strongly Disagree/disagree/neutral/agree/strongly agree)
15. If someone sexually harassed me, I would probably talk to someone else who could do something about the problem. (Options: Strongly Disagree/disagree/neutral/ agree/strongly agree)
16. This questionnaire has asked you about lots of sensitive topics. If you would like to make any comments about anything you have been asked in this questionnaire, please use this space...

Appendix C: Parents/Carers Survey

- 1) Are you... (Options: Male/female/prefer not to say/other, please state)
- 2) Before being sent this survey, were you aware of the schools' focus on Violence Against Women and Girls, and the Peer-led project with *Yellow Door* to tackle it? (Options: Yes/no/not sure)
- 3) Has your child talked about the Peer HERoes Project at home? (Options: Yes/no/not sure)
- 4) Has your child been personally involved in the Peer HERoes project? (Options: yes/no/not sure)
- 5) Has the Peer HERoes campaign encouraged/prompted any discussions about Violence Against Women and Girls from your child? What kind of things have they talked about? (free text response)
- 6) From your experience as a parent/carers, do you have any concerns about sexual harassment at the school? What behaviours could be tackled more? (free text response)

Appendix D: Staff Survey

- 1) Are you...(Options: male/female/prefer not to say/other, please state)
- 2) Have you been involved in the delivery of the Peer HERoes Project? (yes/no/not sure)
- 3) Before being sent this survey, were you aware of the schools' focus on Violence Against Women and Girls, and the peer-led project to tackle it? (yes/no/not sure)
- 4) To your knowledge, has the Peer HERoes campaign encouraged/prompted any discussions about Violence Against Women and Girls between students or staff? What has been the content/outcome of these discussion? (free text response)
- 5) From your experience working in the school, what student behaviours have you witnessed around sexual harassment and/or healthy relationships in the school? (free text response)
- 6) What are your views about having campaigns about Violence Against Women and Girls in schools? Is there anything in particular such campaigns should focus on or not cover? (free text response)