

**freedom  
to achieve**

**Preventing violence, promoting equality:  
A whole-school approach**



the perfect girl

know

the perfect girl

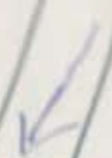
Alice hat

the perfect girl

can eyes

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the glasses



# Contents

Contents .....	1
List of working definitions .....	2
Acknowledgements .....	3
Note to the reader .....	3
<b>Executive Summary</b> .....	<b>5</b>
<b>Introduction</b> .....	<b>11</b>
UK Education Programme 2004–2010 .....	11
English policy context 2000–2010 .....	13
Research study .....	13
<b>Findings</b> .....	<b>17</b>
The participating schools – an overview of issues and actions taken .....	17
Gender inequality and violence against women and girls in schools .....	24
Reasons why schools must promote gender equality and challenge violence against women and girls .....	31
Whole-school approaches .....	35
Action taken by schools to promote gender equality and challenge violence .....	38
Positioning the work .....	44
Developing and resourcing the work .....	48
Training staff .....	52
Supporting students affected by violence against women and girls .....	54
Developing curricular work on gender equality and violence .....	58
Facilitators and barriers to successful work .....	60
<b>Discussion</b> .....	<b>65</b>
Lessons learned – 2004 to 2010 .....	65
Key findings and recommendations for action .....	70
Summary of key recommendations for schools .....	77
Recommendations for other sectors .....	78
<b>Additional resources</b> .....	<b>81</b>
Educational resources .....	81
Government guidance .....	82
Gender equality .....	82
Support services .....	82
<b>References</b> .....	<b>84</b>
<b>Appendices</b> .....	<b>89</b>
Questionnaires and discussion tools .....	89
Evidence of programmes that work to challenge violence against women and girls .....	93
WOMANKIND’s UK Education Programme .....	96
Curriculum review tool .....	100



## WORKING DEFINITIONS USED BY THE RESEARCH TEAM

### **Violence against women and girls:**

*'Any act of gender-based violence that results in, or is likely to result in, physical, sexual or psychological harm or suffering to women, including threats of such acts, coercion or arbitrary deprivation of liberty, whether occurring in public or in private life'*

*(Declaration on the Elimination of Violence against Women, General Assembly resolution 48/104 of 20 December 1993: [www.unhcr.ch/huridocda/huridoca.nsf/%28symbol%29/a.res.48.104.en](http://www.unhcr.ch/huridocda/huridoca.nsf/%28symbol%29/a.res.48.104.en))*

*'Actions which harm or cause suffering or indignity to women and children, where those carrying out the actions are mainly men and where women and children are predominantly the victims. The different forms of violence against women – including emotional, psychological, sexual and physical abuse, coercion and constraints – are interlinked. They have their roots in gender inequality and are therefore understood as gender-based violence'*

*(Safer Lives: Changed Lives – A Shared Approach to Tackling Violence Against Women in Scotland, 2009 [www.scotland.gov.uk/Resource/Doc/274212/0082013.pdf](http://www.scotland.gov.uk/Resource/Doc/274212/0082013.pdf))*

**Gender equality:** *'Eliminate unlawful sex discrimination and harassment and promote equality of opportunity between men and women. In order to achieve actual equality of opportunity, it is necessary to recognise that in certain circumstances women and men, because of their sex or gender roles, are not in the same position'* (Equal Opportunities Commission, Gender Equality Duty Code of Practice England and Wales, 2006 <http://www.equalityhumanrights.com/advice-and-guidance/public-sector-duties/guidance-and-codes-of-practice/codes-of-practice/>)

**Sexual violence:** *'Any behaviour perceived to be of a sexual nature which is unwanted and takes place without consent or understanding'* (Northern Ireland Government indirect government services website: [%20sexualviolence](http://www.nidirect.gov.uk/index/information-and-services/health-and-well-being/wrong.htm))

**Sexual bullying:** *'Any bullying behaviour, whether physical or non-physical, that is based on a person's*

*sexuality or gender. It is when sexuality or gender is used as a weapon by boys or girls towards other boys or girls – although it is more commonly directed at girls. It can be carried out to a person's face, behind their back or through the use of technology'* (NSPCC working definition, adapted from WOMANKIND, October 2009

[www.nspcc.org.uk/Inform/research/questions/sexual\\_bullying\\_wda70106.html](http://www.nspcc.org.uk/Inform/research/questions/sexual_bullying_wda70106.html))

### **Link between gender inequality and violence against women and girls:**

*'[The Plan] recognises the continuum of gender-based violence, which represents a major cause and consequence of inequality, particularly for women'* (Cross-Government Action Plan on Sexual Violence and Abuse, 2007 – <http://webarchive.nationalarchives.gov.uk/20100413151441/http://crimereduction.homeoffice.gov.uk/violentcrime/finalsvaap.pdf>)

*'We are clear that violence against women is a consequence of continuing inequality between men and women, and it is also a barrier to achieving equality'* (Safer Lives: Changed Lives – A Shared Approach to Tackling Violence Against Women in Scotland, 2009

<http://www.scotland.gov.uk/Resource/Doc/274212/0082013.pdf>)

[Websites accessed 10 August 2010]

### **List of acronyms and abbreviations**

**CPD** continuing professional development

**DCSF** Department for Children, Schools and Families

**DfES** Department for Education and Skills

**Ofsted** Office for Standards in Education, Children's Services and Skills

**PSHE** Personal, Social, Health and Economic Education

**PSHCE** Personal, Social, Health, Economic and Citizenship Education

**SEAL** Social and Emotional Aspects of Learning

**SEN** Special Educational Needs

**SENCO** Special Educational Needs Co-ordinator

**VAWG** Violence against women and girls

**UNCRC** United Nations Convention on the Rights

## Acknowledgements

**We would like to thank all the participating schools – the members of staff, parents and especially young people – who took part in the research.**

We are particularly grateful to the teachers who led the development of programmes within their schools – for their time, their ideas, their commitment and their support in conducting the research.

A number of professionals also enabled this work to take place through the provision of resources to support schools and/or through the time they gave to discuss relevant issues with members of the research team.

The development of this research report/resource was supported by a steering group of experts in the field of violence against women and girls, many of whom will be actively involved in continuing to campaign for and support schools in engaging with this agenda.

We would also like to extend our thanks to Lauren Seagar for sharing findings from her master's dissertation on the views of professionals working with young people on sexual bullying. Similarly, thanks to Tammy Campbell for generously sharing a rapid literature review originally developed for the Department for Children, School and Families (DCSF) Advisory Group on Violence Against Women and Girls (August 2009).

Finally, we would like to thank Comic Relief – who funded the work and have committed to funding similar school-based activities with a focus on preventing violence against women and girls.

## Note to the reader

There is ongoing debate about the various terms that can be used to describe the kinds of behaviours and attitudes relevant to work on the prevention of violence against women and girls.

There are internationally agreed definitions, such as the definition for 'violence against women' provided by the Declaration on the Elimination of All Forms of Discrimination against Women (General Assembly resolution 48/104 of 20 December 1993). There are also definitions of key terms relevant to this study put forward by the government (for example HM Government, 2009) or groups of experts working in the field (such as 'Guidance for schools on preventing and responding to sexist, sexual and transphobic bullying', DCSF 2009d).

In this report, we mainly use the working definitions of the terms 'violence against women and girls', 'gender equality', 'sexual violence' and 'sexual bullying' as listed in the box.



# Executive summary

## Introduction

WOMANKIND Worldwide (henceforth known as WOMANKIND) is an international women's human rights and development charity working to help women and girls transform their lives. WOMANKIND delivers the essential support – funding, expertise, contacts and publicity – that women's organisations need to amplify their voice, increase their impact and bring about greater change. WOMANKIND's strategic aims are to increase women's civil and political participation, end violence against women and mobilise resources for women's rights.

Between 2004 and 2010, WOMANKIND pioneered the development of a national strategic framework to embed violence against women and girls' education work in schools. The programme had three key elements:

**1.** Supporting schools – through the production of education resources, training for staff and students, and individual guidance to school leads (central to the energy, commitment and vision for developing this area of work was the person identified as the 'lead' or 'liaison point' for involvement in the WOMANKIND programme) to help develop work to challenge violence against women and girls.

**2.** Developing understanding through research – to analyse the processes of development and impacts of education initiatives in selected schools through in-depth qualitative methods.

**3.** Campaigning to change policy – at the national and local levels to ensure that all young people receive education on violence against women and girls.

Following an initial scoping review in 2004, on what violence against women and girls education prevention work was currently in place, the first phase of WOMANKIND's UK Education Programme involved five schools delivering the resource – *Challenging Violence, Changing Lives* (developed by WOMANKIND) – in Personal, Social, Health, Economic and Citizenship Education lessons between 2005 and 2007. The second phase of the programme

(2008–2010) focused on five different schools across England and Wales developing – with the support of WOMANKIND – a whole-school approach to promoting gender equality and challenging violence against women and girls. Individual schools were encouraged to develop their own approach to tackling these issues, but received some input from WOMANKIND, the research team and external agencies to examine the issues and develop initiatives to support their staff and students.

In August 2008, WOMANKIND commissioned the Thomas Coram Research Unit (TCRU) at the Institute of Education, University of London, to capture the experiences of the five participating schools across the two academic years they participated in the WOMANKIND programme. The TCRU team was also asked to put the research findings in context with evidence from the wider literature, and with the views of national and local experts in the field of gender equality and violence against women and girls.

There were three main strands to the research undertaken:

**1.** A review of literature relevant to the study was completed in order to examine whether the data collected were supported by previous research. More than 100 papers were reviewed.

**2.** Time was spent in each of the five schools to:

- identify key issues in relation to gender equality and gendered violence,
- record what initiatives were developed (and why) to address the issues identified,
- explore how these initiatives were positioned within the broader work of the school, and
- begin to examine what impact these initiatives might be having on preventing violence against women and girls.

Twelve in-depth schools visits were made across the five schools over a 24-month period, involving discussions with more than 60 adult members of the school communities and more than 200 students.

**3.** Interviews with national and local authority policy-makers and practitioners with expertise or

responsibility for gender equality and/or prevention of violence against women and girls to:

- identify examples of good practice in relation to this work across the UK, and
- examine how local authorities and third sector organisations are working or might work in partnership with schools.

Seventeen national and local professionals were interviewed over the 24-month period of the study.

## Key findings

### Daily violence

- Data collected in the five participating schools and a review of the existing literature highlight the **pervasive nature of gender inequality, sexual bullying, harassment and violence against women and girls in schools.**

### Making the case

- There are **three important reasons for schools to promote gender equality and challenge violence against women and girls** – schools have legal responsibilities to do so, there is a strong business case for this area of work and, finally (the argument most frequently made by the school leads in the WOMANKIND Programme) there is a moral imperative to promote gender equality and tackle violence against women and girls.

### Leadership

- **Leadership by at least one individual who is passionate and committed** to promoting gender equality and challenging violence against women and girls is central to making progress. Two ways of approaching leadership are to take an ‘incremental approach’ – developing work and bringing all members of the school slowly on board – or to take a ‘public challenge’ approach – whereby the senior management team of the school define (gender) equality and challenging discrimination and violence as a fundamental principle underpinning the work of the school, then develop initiatives to support this position.

### Barriers

- **Resistance was encountered by those leading the agenda.** For example:
  - ◆ lack of understanding of how gender affects everyone’s experience and, therefore, resistance to the idea that gender equality and violence

against women and girls should be school priorities,

- ◆ challenges stemming from the fact that gender equality and violence were not perceived as being significant issues in a particular school, and
- ◆ the view that work on gender equality and violence requires too much time and commitment of resources.

### Facilitators

Importantly, the experience of the five schools participating in this study highlights how such resistance can be overcome: through training and discussion with members of the staff team but also students; through research and consultation within the school to explore what specific issues exist in relation to gender inequality and violence; and by delegating responsibility and workload in various ways.

### Positioning

- The experience of the five participating schools highlights that gender and gender inequality are **linked to many already agreed-upon core school priorities such as attainment, behaviour, child protection and social inclusion**, and the work could therefore be positioned within or across a number of these priority areas.

### Structuring

- The five participating schools tended to **organise the development and review of the work through two main structures.** The first of these took the form of a working group – either establishing a new group or integrating it into the responsibility of an existing working group. A second approach placed responsibility for the work within one senior manager’s area of work (usually behaviour and social inclusion). Both structures enabled a senior member of staff to involve a large number of staff in discussing and developing the work, as well as offering the senior lead the opportunity to delegate responsibilities and tasks. This had the dual effect of developing greater awareness of the issues and facilitating greater ‘buy-in’ and enthusiasm for the work, as well as increasing its sustainability.

### Whole-school approach

- Despite schools having different demographic characteristics and different histories in relation to work on gender and violence – **the initiatives they developed had a lot in common.** All schools developed a **whole-school approach**, which included:



i Action at the policy/institutional level.

ii Work with staff –

- training on violence against women and girls (ranging from basic one hour awareness-raising sessions to more in-depth, day-long training programmes), and
- development of staff resources around emotional literacy work, creative teaching and learning strategies for young women, and detailed lesson plans on gender, gender inequality, violence against women and girls, respectful relationships and consent.

iii Work with students –

- inclusion of violence against women and girls lessons in Personal, Social, Health and Economic Education (PSHE),
- training for already established peer mentors on sexual bullying,
- creating a group for young women to receive specific input in relation to gender inequality and violence against women and girls, and to develop a peer mentoring or campaigning role on these issues,
- creating a subgroup of the school council to lead the development of work on equality,
- establishing peer research teams,
- group work on cyber-bullying with young people involved in sexualised and intimidating behaviour,
- group work with young men demonstrating inappropriate attitudes and behaviour, or allegedly involved in a sexual assault incident, and
- representing the school in local or regional conferences – discussing the school's good practice in relation to sexual bullying.

### **Impact**

- Looking in detail at some of the innovative initiatives developed by the five participating schools over the course of the WOMANKIND programme, action plans that aimed to promote gender equality and challenge violence against women and girls were seen to have **broader impacts in relation to school engagement and attainment.**

## **Recommendations to schools**

A four-step approach to developing a whole-school, sustainable response to promoting gender equality and challenging violence against women and girls is proposed:

### **1. Why do it? Make the links**

- **Increase awareness of the issues** (through training, small research studies and group discussions – perhaps with the support of an external expert) and **build the legal, business and moral case** for why a focus on gender equality and violence against women and girls is relevant across the school and the wider community. See pages 31–33.
- Clearly position the work within the school's policy framework and priorities. Suggestions for positioning the work include: equality, diversity and social/community cohesion, behaviour and attainment. See pages 44–47.

### **2. Advocate for change**

- Ensure the **person leading the work is passionate and committed** to promoting gender equality and challenging violence against women and girls.
- **Build on what is already in place and start small** – such an approach is more realistic and is likely to make the work more sustainable.
- Involve the whole staff team in awareness raising and discussion to develop their understanding of gender and how central this factor is in understanding staff and students' experiences of the school and pupil attainment. **Develop a 'shared language'** within the schools, but one that engages with, and takes on the internationally agreed definitions of, key terms.

### **3. Share leadership**

- **Develop structures that will support the person or working group** taking the lead, and involve a number of members of the school staff team.
- Get **young people involved** in initiating change.
- **Develop partnerships with external agencies** that have expertise in gender equality and/or violence against work and girls – so they can play the role of a 'critical friend', input into the development of work plans and perhaps facilitate training to staff and students or deliver PSHE sessions.

#### **4. Change culture through a whole-school approach**

- **Develop a whole-school approach to the issues** — action should occur at the institutional and policy levels; through staff awareness raising, continued professional development; and should work with students (through the curriculum, targeted work and young people raising awareness of the issues and challenging one another). See pages 35–37.
- Ensure the **school’s support structures and child protection procedures** take account of and are ready to manage issues relating to violence against women and girls — such as abuse within young people’s intimate relationships, the experience of violence or abuse in the home, forced marriages and the possibilities of sexual exploitation.
- The National Curriculum already discusses issues of gender and there are numerous opportunities to emphasise the reality of gender inequalities, the existence of violence against women and girls, and the links between gender inequality and violence. Schools may find it helpful to **use the curriculum review tool** (see page 100) to support them in this work.

#### **Recommendations to the Department for Education**

##### **Policy lead**

- The Department for Education must provide leadership on preventive work in schools and academies by championing a ‘violence against women and girls’ strategy.
- Ensure that violence against women and girls is part of the sexualisation review led by Sarah Teather MP, the child protection review led by Eileen Munro, and the curriculum review — and linked to a departmental action plan to stop violence against women and girls. This could include advice and guidance to schools.
- Develop a advisory group on the role of schools in stopping violence against women and girls.
- The Department policy lead should co-ordinate and implement a clear action plan on violence against women and girls — working closely with colleagues within the Department of Health and the Home Office.

##### **Teacher training**

- Ensure teacher training includes work on gender inequality and violence against women and girls.
- Promote continuing professional development for all

school staff on gender inequality and violence against women and girls, including specific training on child protection and violence against women and girls, and on facilitating classroom discussion.

- Deliver training on the role of schools to promote gender equality as required by the Equality Duty.

##### **Curriculum development**

- Include work on developing respectful relationships, violence against women and girls and promoting gender equality in the curriculum and sex and relationships education — to include work on sexual consent that discusses violence against women and girls, gender inequality, and power and control in relationships.

##### **Collect and provide information**

- Establish effective ways of collating young people’s attitudes to and experiences of violence against women and girls.
- Communicate the important role of schools to promote gender equality and prevent violence against women and girls through a whole-school approach.
- Work with organisations like the Centre for Excellence and Outcomes in Children and Young People’s Services to ensure best practice is disseminated widely across the sector.

#### **Recommendations to the Government Equalities Office**

##### **Equality Duty**

- Ensure that gender equality is a key part of the public sector duties (PSDs) and that violence against women and girls is understood as a central component of gender inequality.
- Make it a requirement under the new Equality Duty on public bodies to collect data on children and young people’s experiences and attitudes to violence against women and girls, in all its forms.

##### **Recommendations to the Equality and Human Rights Commission (EHRC)**

- Monitor and investigate the implementation of the Equality Duty in schools.
- Promote and publicise the role of schools in stopping violence against women and girls and promoting gender equality.

## **Recommendations to Ofsted**

- Continue to monitor schools' equality schemes and action plans.
- Recognise the negative impact of violence against women and girls on behaviour, attendance and achievement — and incorporate appropriate indicators within the new Ofsted framework.

*'There is a lack of understanding, awareness and empathy about sexual bullying in schools. Of course, it would be much easier to pretend that there is equality between men and women. However, the truth is that any girl or woman is a possible victim of power and control. Domestic abuse is an issue that needs to be tackled from the cradle to the grave.'*

*'Children must learn about respect and self-respect from a very early age. The promotion of equality and challenging violence should be a natural and imperative part of the school curriculum and, at the very least, part of the PSHE agenda.'*  
(school 'lead', school participating in study)

## **Recommendations to local authorities**

Develop and co-ordinate a local violence against women and girls strategy

- Include prevention as a main strand and recognise the role of schools.
- Children's services should have an action plan on violence against women and girls, including supporting young people and work in schools.

### **Local data**

- Collect local data on young people's experiences of violence against women and girls, including sexual bullying, teenage relationship abuse, FGM, sexual exploitation, forced marriage and domestic violence.
- Include relevant questions in local authority 'behaviour and wellbeing' surveys

### **Local champions**

- Identify and support local 'champions' to work together on gender equality and violence against women and girls. This will build momentum, and increase people's knowledge, skills and ability to innovate. It may also lead to pooling resources for priority areas of work.
- Offer secondment opportunities between sectors and across relevant departments.

## **Provide guidance**

- Pool resources and facilitate training and the sharing of good practice in relation to the promotion of gender equality and challenging violence against women and girls in schools as well as out-of-school settings.

### **Support services**

- Provide funding for specialised support services for children and young people experiencing violence, including teenage relationship abuse, gang-related violence, domestic violence, sexual exploitation, forced marriage, FGM, and sexual bullying.

### **Big society**

- Help local police chiefs develop their understanding of violence against women and girls by providing training and information.
- Appoint specialised violence against women and girls 'leads' or specialist commissioners.
- Ensure young women can participate in and influence local decision-making by providing training and putting the right structures in place.

## **Recommendations to the voluntary sector**

### **Support services**

- Secure funding to work with schools and across the local authority to offer relevant and specialised support services.
- Build understanding and develop services that can meet the specific needs of young people.

### **Teacher training**

- Offer training to school staff and governors on VAWG.

### **Partnership with schools**

- Explore how to secure funding for work on the promotion of gender equality and challenging violence against women and girls through developing partnerships with schools.

### **Shared language**

- Work with government, and across the third sector to examine whether a consensus can be reached about a 'shared language' in relation to these issues. This shouldn't shy away from the feminist principles underpinning work on gender inequality and violence against women and girls, but must acknowledge and respond to some of the resistance such terms still generate.

Year 9  
about being  
disabled  
racism  
I appreciate  
being  
being  
being

① **WOMANKIND** - Year 9  
bullied about  
being disabled  
racism  
I appreciate  
being  
being  
being

Describe a success  
**Yes**  
**Because**

su q12345



# Introduction

## UK Education Programme 2004–2010

### WOMANKIND

WOMANKIND Worldwide (henceforth known as WOMANKIND) is an international women's human rights and development charity working to help women and girls transform their lives. WOMANKIND delivers the essential support – funding, expertise, contacts and publicity – that women's organisations need to amplify their voice, increase their impact and bring about greater change. WOMANKIND's strategic aims are to increase women's civil and political participation, end violence against women and mobilise resources for women's rights.

### Timeline

In 2004, Jane Ellis from the University of Warwick conducted a scoping review for WOMANKIND of all education programmes being delivered across the UK on violence against women and girls.

Her research identified that there were numerous initiatives in place. Half of the local authorities who responded to the survey (there was a 57 per cent response rate) reported they were implementing or had recently implemented a violence against women and girls programme with young people, and a further 16 per cent reported that they were developing such a programme. One of the key recommendations from Ellis's review was to design a programme that:

*'Includes effective values, skills and violence education, set in a framework which explicitly acknowledges and addresses the relationship between power and violence most specifically in relation to gender and generation.'*

Following on from this review, WOMANKIND launched its UK Education Programme (2004–2010), which aimed to develop a national strategic framework to embed violence against women and girls prevention work within the education sector. The programme had three key elements:

- 1.** Supporting schools – through the production of education resources, training for staff and students, and individual guidance to school leads on developing work to challenge violence against women and girls.
- 2.** Developing understanding through research – to analyse the processes of development and impacts of education initiatives in the schools through in-depth qualitative methods.
- 3.** Campaigning to change policy – at the national and local levels to ensure that all young people receive education on violence against women and girls.

WOMANKIND developed a resource – *Challenging Violence, Changing Lives* – and as part of the first phase of its UK Education Programme (2005–2007), worked with five schools to deliver this resource in Personal, Social, Health, Economic Education and Citizenship lessons across Years 7–11.

Building on the evaluation findings from the first phase of the programme, and using the introduction of the Gender Equality Duty in April 2007 (see the box on the next page) as a lever, WOMANKIND decided that the second phase of its programme should position the work on preventing violence against women and girls in schools more clearly within the broader aim of promoting gender equality. The second phase of WOMANKIND's UK Education Programme (2008–2010) involved five different schools across the UK developing a whole-school approach to promoting gender equality and challenging violence against women and girls. This report focuses on the findings from the second phase of WOMANKIND's UK Education Programme.

More details about the programme can be found in Appendix E.

## TIMELINE OF KEY POLICY DEVELOPMENTS

**1999** National Healthy Schools programme – a whole-school approach to promoting physical and emotional wellbeing.

**2003** Every Child Matters – framework for developing services for children and young people. Supporting them to ‘stay safe’, ‘stay healthy’ and ‘achieve’.

**2005** Domestic violence Best Value Performance Indicator (BVPI) 225 was introduced on 1 April. The aim of the BVPI was to assess the overall provision and effectiveness of local authority services designed to help victims of domestic violence and to prevent further domestic violence. This included developing a domestic violence education pack and delivering multi-agency training.

**2006** Women and Work Commission reported its findings on the causes of the gender pay and opportunities gap.

**2007** The Gender Equality Duty was introduced on 1 April. All schools are legally required to work towards eliminating sex discrimination and harassment and to promote gender equality, by writing a Gender Equality Scheme and undertaking gender impact assessments on new policy and programmes.

**2009** (March) Office for Standards in Education, Children’s Services and Skills (Ofsted) announced that a failure to focus on equality and diversity, and safeguarding would be seen as a limiting factor in its assessments of schools.

**2009** (June) Gender Agenda, a DCSF initiative, reported on how to improve the learning, motivation, involvement and attainment of underperforming boys and girls.

**2009** (July) Violence against Women and Girls (VAWG) Advisory Group established by the DCSF, to explore the role of schools in prevention work.

**2009** (Nov) Together We Can End Violence Against Women and Girls: A strategy was published by the UK government. Within this document there was a commitment to work in schools.

**2009** (Dec) Guidance for schools on preventing and

responding to sexist, sexual and transphobic bullying was published as part of the ‘Safe to Learn’ government anti-bullying work programme.

**2010** (Feb) The Government launched TV, radio, internet and poster campaign on teenage relationship abuse.

**2010** (Feb) Publication of independent review into the sexualisation of young people, conducted by Dr Linda Papadopoulos. It found links between a highly sexualised culture and the normalisation of violence against women and girls. Supported some recommendations made by the DCSF Advisory Group (published in March 2010).

**2010** (March) Publication of Working Together to Safeguard Children: A guide to inter-agency working to safeguard and promote the welfare of children. This guidance document identifies different forms of violence against women and girls such as domestic violence, the sexual exploitation of children, female genital mutilation, forced marriages and honour-based violence.

**2010** (March) The DCSF published a response to the Violence Against Women and Girls Advisory Group’s report. The UK government committed to:

- Revise training for new teachers and to include VAWG issues in the PSHE curriculum from 2011,
- Ensure all schools receive guidance to help prevent and respond to violence against women and girls,
- Enable all young people to be taught about gender equality and VAWG in PSHE as part of the national curriculum,
- Ensure that teachers will be given clear advice on how to deal with suspected cases of violence against women and girls in their schools and on referring young girls at risk to support services, and
- All parents and carers to have access to support and advice to help them discuss violence against women and girls with their children.

**2010** (May) A new Coalition government is elected.

**2010** (Oct) Equality Act 2010 becomes law, including a new public sector equality duty.

**2010** (Nov) Government aims to publish a strategic narrative demonstrating its commitment to a national strategy to end violence against women and girls.

**2011** (Mar) The Coalition government aims to publish a violence against women and girls action plan and communications strategy.

## English policy context 2000–2010

WOMANKIND has been at the forefront of campaigning to develop policy to end violence against women and girls. Over the last ten years, there have been a number of policy changes that have created opportunities for the promotion of education to stop violence against women and girls. As the timeline shows, the last few years have been a period of significant policy development in the areas of gender equality and violence against women and girls.

With the election of a new government in May 2010, all policies (including the focus on gender equality in schools and the previously made commitment to prioritise and resource prevention of violence against women and girls) were placed under review. However, Theresa May MP (Home Secretary and Minister for Women and Equality) has made a commitment to focusing on the issue. She said:

*'Ending Violence Against Women, the strategy paper that David Cameron and I published in 2008 ... recognised the central role that gender inequality plays – both as a cause and a consequence of violence against women – and committed us to an approach with prevention, rightly, at its heart ... working with schools to teach young people about sexual consent and respect in relationships; ... working with teachers, the police, healthcare professionals and the voluntary sector to improve early identification; and ... working within government to agree standards. I agree with the UN's definition of violence against women and I will ensure it informs our work across government.'*

**Theresa May, speaking at the Women's Aid conference, 16 July 2010**

What may change and what may stay in the course of the current government?

- A revised violence against women and girls strategy and action plan will be published in March 2011 (although resourcing for this area of work will be a critical issue).
- There also appears to be an interest in tackling the sexualisation of children and in integrating a focus on consent and respectful relationships in young people's education.
- The call for the development of a 'Big Society' may also mean continued support for the development

and resourcing of third sector activities.

However,

- The Department for Education has indicated a shift from a focus on the attainment of the Every Child Matters five outcomes to a stronger focus on achievement in schools.
- Local authority control over schools is likely to be further weakened and the push to create more academies will also reduce the levers that can be used to push for work on preventing violence against women and girls in schools.

## Research study

In August 2008, the Institute of Education, University of London, was commissioned by WOMANKIND to capture the journey made by each of the five schools recruited to join the second phase of the UK Education Programme. The research set out to explore how schools understood what a whole-school approach to promoting gender equality and preventing violence against women and girls might be, and to situate these findings within a broader policy and research evidence framework.

There were three main strands to the work:

1. First, a review of literature relevant to the study was undertaken in order to set the scene and provide the opportunity later to examine whether the data collected were in line with findings from previous research.
- The researchers searched the Education Resources Information Center (ERIC) electronic database for studies published since 2000 using the key words gender, violence, harassment, sexual bullying, school, prevention and equality.
  - All issues of key journals (*Gender and Education, Health Education, Health Promotion International, Journal of Adolescent Health, Journal of Early Adolescence, Journal of Interpersonal Violence, Journal of School Health, Journal of School Violence, Journal of Youth and Adolescence, Psychology of Women Quarterly, Sex Roles, Women's Studies International Forum and Violence Against Women*) were searched by hand from 2000 for articles relevant to the theme.
  - The researchers also sourced further references identified in the above academic searches, as well



as in UK government documents and third sector organisation publications.

**2.** The second strand involved fieldwork in each of the five schools to:

- identify key issues in relation to gender equality and gender violence,
- record what initiatives were developed (and why) to address the issues identified,
- explore how these initiatives were positioned within the broader work of the school, and
- begin to examine what impact these initiatives might be having.

Data were collected through interviews and focus group discussions with students, teachers, non-teaching staff, parents and governors. Regular telephone contact was maintained with the identified school lead for the project, while an analysis of school Ofsted reports and other relevant policy documents also took place.

**3.** Interviews were conducted with national and local authority policymakers and practitioners with expertise in or responsibility for gender equality and/or prevention of violence against women and girls.

This was with a view to:

- identify examples of good practice in relation to this work across the UK, and
- examine how local authorities and third sector organisations are working or might undertake such work in partnership with schools.

**Table 1: Data collected for the study**

Academic papers sourced as relevant to the study	118
Number of visits to schools between January 2009 and September 2010	12
Number of young people interviewed	235
Number of adult members of the school communities interviewed	66*
Local or national policymakers and practitioners with expertise in the field interviewed	17**

\*(22 of whom were interviewed twice)

\*\* (3 of whom were interviewed twice)











# Findings

## An overview of the participating schools

### Introduction

This section introduces the five schools that participated in the second phase of the WOMANKIND UK Education Programme (2008–2010). It identifies some of the key issues relating to gender in each school community, together with areas for action initially suggested by young people and staff in each school. It also outlines the work that schools undertook to promote gender equality and challenge violence against women and girls between January 2009 and July 2010.

### Key findings

- Despite the five schools being quite different demographically, similar issues of gender inequality and experiences of sexual bullying and violence were found in all of them.
- There was also considerable commonality between recommended areas for action identified in each school – including training for staff, training up peer mentors to challenge sexual bullying, reviewing or writing new policy documents, integrating more work on gender and violence within the curriculum, and engaging parents more fully in this area of work.

### Recommendation

Engaging members of the school community in identifying issues and areas for action in relation to gender equality and violence against women and girls, is a good means of developing understanding of how to undertake work in this area and building consensus about approaches to adopt.

In setting up the programme to examine how schools understood and developed a whole-school approach to promoting gender equality and challenging violence against women and girls, WOMANKIND engaged with a selection of schools (which varied demographically) and invited them to identify the issues they wished to focus on. Such a ‘bottom-up’ approach means that the present research is not evaluating a coherent and homogeneous ‘programme’ of activity as such. Rather it is examining how schools interpreted the broad focus of the work, and recording what actions were taken and the possible impact of these actions at the school level. A good understanding of the school context is therefore vital in trying to make sense of the work that took place.

Below we offer a brief description of each of the five schools, using recent Ofsted inspection assessments and including a subjective analysis of the school’s ‘ethos’ based on discussions with students, staff, parents and governors, and the research teams’ own observations.

This is followed by a table which lists the ‘key issues’ identified during the first in-depth research visit to each school. Various members of the school were involved in discussions about how male and female

members might experience the school differently, and were also specifically asked whether terms such as ‘slut’, ‘slag’ or ‘gay’ were used and whether people were touched in a way that made them feel uncomfortable within the school. Discussions then examined what ‘recommendations’ students and staff might make to tackle gender inequality, sexual bullying and other forms of violence against women and girls. The table then explores which of these recommendations were actually taken forward by the schools over the 12–18 months they were supported by WOMANKIND.

**School A** is a secondary school with just over 1,000 pupils aged 11–16 years of age. The school is located in a rural part of the North West of England, and draws on a catchment area that is predominantly white and working class. At its last Ofsted inspection (2007), the school was rated as ‘Outstanding’ – with specific mention made of the leadership of the school, the fact that many teachers have been in post for a long time, the attainment and enjoyment of the students (through a focus on personal development and good behaviour in lessons), and that incidents of bullying are rare and dealt with effectively.

The person in the school who led the development of the programme was the head of citizenship, who had a keen interest in issues of gender and violence against women and girls. The school lead was well known to the county's domestic-violence partnership (a multi-agency partnership which co-ordinated the delivery and development of domestic violence services across the Local Authority), which was keen to support the WOMANKIND programme, and therefore asked School A whether it would become one of the participating schools.

Discussions with students and parents at School A

identified a positive, motivating environment in which all students are supported to achieve. Staff suggested there was a real emphasis within the school on seeing all students as 'individuals' and as 'equals', and on meeting their pastoral care needs. As a performing arts school, all students in the lower years are required to take part in dance lessons. Many members of staff reported they were encouraged to progress within the school and develop new skills and areas of expertise, yet some staff did suggest a sense of frustration at the hierarchical decision-making process within the school.

**Table 2: Identified issues, recommendations for further work and action taken by School A**

Key issues	Recommendations	Work developed 2009–2010*
<ul style="list-style-type: none"> <li>● Despite having a female head at the time of the research, a number of staff said they felt men dominated senior management.</li> <li>● The aspirations of many of the students were low and usually gendered (childcare, hospitality and hairdressing for young women; manufacturing for young men).</li> <li>● A number of (male) adult respondents felt gender equality was not a concern for the school.</li> <li>● Some young men appeared to feel pressure to behave in a 'masculine' way, which affected their engagement with their education, the way they occupied the space within the school, their interactions with female peers and staff, and their acceptance of young people who might identify themselves as homosexual.</li> <li>● 'Bullying' and falling-out between young women (especially in the lower years).</li> <li>● Young women felt judged on their appearance, and identified some sexualised name-calling and unwanted verbal and physical approaches from young men.</li> <li>● Some female members of staff mentioned frustration at the lack of career opportunities available to them, feeling that support staff were not as respected as teachers and that some young men treated them poorly.</li> </ul>	<ol style="list-style-type: none"> <li>1 Raise awareness and further discuss the kind of attitudes and behaviours that might be considered discriminatory. Perhaps through a whole staff INSET session.</li> <li>2 More awareness raising and discussion work with young people around gender. This should include work (to be integrated into current programmes) on developing young people's future aspirations.</li> <li>3 Some members of staff felt in order to promote gender equality in the school (within interactions between people, and in relation to future aspirations), work with parents and families had to take place.</li> <li>4 Further research or exploration needed of: the extent to which aspirations were gendered; how often young people really experienced sexualised name-calling (gay, slag) or unwanted touching within the school; and the extent to which young people's experiences on nights out at the weekend were reinforcing gender norms and expectations.</li> </ol>	<ol style="list-style-type: none"> <li>1 Training: <ul style="list-style-type: none"> <li>◆ for whole staff team on sexual bullying by Equality Working Group,</li> <li>◆ on domestic violence for Equality Working Group members,</li> <li>◆ training for the six teachers who teach PSHE on delivering the Challenging Violence, Changing Lives resource.</li> </ul> </li> <li>2 Awareness raising with young people: <ul style="list-style-type: none"> <li>◆ gender and violence against women lessons incorporated into Years 7, 8, 9, 10 and 11 PSHE curricula, and</li> <li>◆ assertiveness training with Year 8 young women identified as vulnerable as a lunchtime club.</li> </ul> </li> <li>3 Research: <ul style="list-style-type: none"> <li>◆ survey of attitudes to, and experiences of, sexual bullying in Years 9 and 10,</li> <li>◆ Year 9 group of peer researchers administered a questionnaire examining attitudes to body image across a sample of Year 9,</li> <li>◆ same peer researchers facilitated two group discussions on bullying,</li> <li>◆ key staff form an Equality Working Group to deliver and develop the work (see case study on page 51 )</li> <li>◆ gender equality scheme written.</li> <li>◆ young people form a 'Respect' subgroup of the school council to support the Equality Working Group.</li> </ul> </li> </ol>

\*The work that was actually developed over the two years – some of which is linked to the recommendations while some is more general or not linked.



**School B** is a secondary school with 1,300 pupils aged 11–16 years. The school is located in a deprived, multi-ethnic, inner city area of London. At its last Ofsted inspection (2008), School B was rated as ‘Good’. A focus on the personal development and wellbeing of its pupils and the senior leadership of the school were identified as being strong elements. Ofsted also noted that relationships between most students were excellent, and there was a strong understanding and acceptance of the school’s ‘zero tolerance’ policy to inappropriate behaviour.

The deputy head, who became the lead for the programme at the school, had heard about

WOMANKIND on Radio 4 and felt that joining the programme might support the development of equalities work within the school.

Discussions with students and parents found most enjoyed coming to the school, where they felt supported to achieve and develop their future aspirations. However, the school was also described as a place where interactions between pupils themselves and with staff could be strained. At times, discussions with students and observations of the canteen area and playground suggested some interactions could be tense or aggressively competitive in nature.

**Table 3: Identified issues, recommendations for further work and action taken by School B**

Key issues	Recommendations	Work developed 2009–2010*
<ul style="list-style-type: none"> <li>● There is a 3:2 ratio of young men to young women.</li> <li>● Sexualised name-calling like ‘slut’, ‘skank’, ‘gay’, ‘sissy’ were regularly used by students.</li> <li>● Strongly held gender stereotypes about men and women were evident: that men need to be strong, sporty and sexually knowledgeable; Asian young women are quiet and lack confidence; and young women who are sexually experienced and seek male attention are ‘sluts’.</li> <li>● Notes sent around class picking on particular students – often using sexualised terminology or judgements based on sexuality.</li> <li>● Strong homophobic attitudes.</li> <li>● Instances of physical harassment/inappropriate touching of young women by young men.</li> <li>● Young women ‘slapping’ young men – seen as a justifiable and female way to deal with young men.</li> <li>● Many young men did not appear to respect the authority of female members of staff.</li> <li>● Playground spaces dominated by young men – with sports such as football and basketball.</li> <li>● A ‘macho culture’ pervading the school – both among staff and students.</li> </ul>	<ol style="list-style-type: none"> <li>1 Work with students: <ul style="list-style-type: none"> <li>◆ work with young women to develop their confidence to challenge young men’s behaviour and to make their voice heard within the school,</li> <li>◆ provide young men and women with more opportunities to share their views of how they experience life at the school, and</li> <li>◆ awareness-raising events, such as an assembly or theatre piece, should be systematically followed up with work on similar issues.</li> </ul> </li> <li>2 Senior students and peer mentors could do more to challenge sexualised language and behaviour.</li> <li>3 Students should be encouraged to report incidents to staff.</li> <li>4 Staff should consistently challenge inappropriate language and behaviour – to emphasise that the school does not tolerate it.</li> <li>5 Review where and how gender equality and violence against women is introduced and discussed across the curriculum.</li> <li>6 More emphasis should be placed on the importance of citizenship, respect and social civility. Instances of citizenship rewarded and adults need to role model ways of behaving.</li> <li>7 A good balance between men and women in management positions sets a framework for promoting gender equality.</li> </ol>	<ol style="list-style-type: none"> <li>1 Work with students: <ul style="list-style-type: none"> <li>◆ a Year 10 assembly led by a teacher discussing the links between experiences of sexual bullying by young women and self-harm,</li> <li>◆ a group of Year 11 students trained in research skills and supported to develop a survey to examine issues related to sexual bullying and gender inequality in the school.</li> </ul> </li> <li>2 A Draft Equality and Diversity Framework written.</li> </ol>

**School C** is a secondary school with just over 700 pupils aged 11–16 years. The school is located in a mixed socio-economic, relatively rural part of the North West of England. At its last Ofsted inspection (2008) it was rated as ‘Good with some outstanding features’. The school’s focus on personal development and the wellbeing of its pupils, the school’s leadership and respectful relationships between all members were identified as being outstanding. Ofsted also reported that students had a well-informed understanding of unsafe behaviour, especially bullying; and that students related to each other and adults with openness and respect.

WOMANKIND had previously supported School C in setting up a group of anti-sexual bullying peer

mentors. The school agreed to join the current programme of work to support the continued development of this peer mentoring work, and to further develop its anti-bullying activities overall.

Participants in the research were largely very positive about their school – in relation to teaching and learning, the pastoral care support on offer and the relationships that exist between different members of the school community. Many felt that the below-average size of the school population supported this positive evaluation. The school had adapted the *Every Child Matters* agenda to make it *Every Child and Adult Matters (ECAM)*, and had a specialist co-ordinator in place to oversee the development of this policy into practice.

**Table 4: Identified issues, recommendations for further work and action taken by School C**

Key issues	Recommendations	Work developed 2009–2010
<ul style="list-style-type: none"> <li>● There is a relatively equal proportion of male and female staff in the senior leadership team.</li> <li>● Female members of staff reported feeling the school was an equal opportunities environment, with a sense of mutual respect between colleagues.</li> <li>● A number of young women felt quite strongly that the options they were given in sports were more limited than those offered to their male peers.</li> <li>● Some sexualised name-calling took place, as well as incidents of inappropriate touching and sexual harassment that were frequent enough to warrant specific attention (such as lifting up young women’s skirts).</li> <li>● A number of respondents mentioned they felt the school had a tolerant atmosphere; people who might not identify themselves as being heterosexual would be accepted.</li> <li>● What some young people said was just ‘jokey’ behaviour could make others feel extremely uncomfortable. The issue appeared to be not only the behaviour itself, but also being unsure how to react without being judged by peers for taking the incident ‘too seriously’.</li> </ul>	<ol style="list-style-type: none"> <li>1 Increase awareness among the student population of the anti-sexual bullying peer mentors’ role.</li> <li>2 Training for staff on sexual bullying and harassment, as well as challenging gender stereotyping and promoting gender equality. This would be to facilitate the exploration of sexual bullying and gender more overtly across the curriculum, but also to ensure a more consistent approach in challenging inappropriate language and behaviour when it happens.</li> <li>3 Re-write the equalities policy.</li> <li>4 Disaggregate the various data collected by sex to ensure any gender-relevant issues are identified early and measures to tackle them set in place.</li> <li>5 Raise awareness among parents of the work being carried out in relation to gender and sexual bullying, as well as further informing parents and carers’ own views on these issues.</li> </ol>	<ol style="list-style-type: none"> <li>1 Anti-sexual bullying peer mentoring scheme continued.</li> <li>2 A group of core staff received a two-hour training session on domestic violence from an external consultant.</li> <li>3 Gender equality scheme written.</li> <li>◆ All incidents of gender-based violence must be reported to the school governors (just as racist incidents are).</li> </ol>

**School D** is a secondary school with around 1,200 pupils aged 11–16 years. The school is located in a deprived, multi-ethnic, inner city area of London. At its last Ofsted inspection (2010) it was rated as ‘Satisfactory’, with the school’s capacity for sustained improvement as ‘Good’. Ofsted identified personalised focus and support given to students, and good relationships between staff and pupils as strong elements. However, Ofsted did note some poor behaviour that was not always consistently managed. Positive mention was made of the school’s focus on respecting human rights and equality.

The school had previously worked with WOMANKIND to produce a DVD on sexual bullying. The deputy head

responsible for social inclusion and pastoral care joined the WOMANKIND programme as she felt that gender inequality and violence against women and girls were very real issues for students at the school.

Students and staff commented on how much the school had progressed in terms of behaviour and providing an environment to support learning. Many respondents noted the inclusive nature of the school and the focus on breaking down cultural barriers. There was a clear behaviour policy in place – advertised in each room, stating that discriminatory behaviour would not be tolerated. However, as with School B, relationships between pupils and between staff and pupils were sometimes tense and uneasy.

**Table 5: Identified issues, recommendations for further work and action taken by School D**

Key issues	Recommendations	Work developed 2009–2010
<ul style="list-style-type: none"> <li>● There is a relatively equal proportion of men and women in the senior leadership team.</li> <li>● Several female staff members felt their commitment and hard work was recognised and rewarded.</li> <li>● A ratio of 3:2 boys to girls.</li> <li>● There was a history of running girls’ groups and a girl’s football team had been set up.</li> <li>● Sexualised name-calling was reported to be frequent. ‘Slut’, ‘sket’, ‘gay’ were some of the terms participants said were regularly used by students.</li> <li>● Norms around masculinity seemed to constrain young men’s behaviour, while young women’s behaviour was perhaps even more strictly policed to ascertain how ‘respectable’ or ‘loose’ they were.</li> <li>● Lack of trust and falling out was evident in some female groups.</li> <li>● Concerns were expressed about attitudes of some staff to same-sex attraction, relationships and sex.</li> <li>● Physical harassment/unwanted touching of young women by young men was reported.</li> <li>● Young women felt there were few safe spaces within the school.</li> <li>● There was concern about some young women’s lack of aspirations – especially where cultural backgrounds might mean future roles predetermined and centred around marriage and childbearing.</li> </ul>	<ol style="list-style-type: none"> <li>1 Girls-only groups (especially for those new to the school and newly arrived in the UK).</li> <li>2 Life skills work with young people (including work on personal safety).</li> <li>3 Greater student involvement in reviewing, developing and implementing policy and initiatives within the school.</li> <li>4 Work with families to discuss gender inequality.</li> <li>5 Review the curriculum and map where gender, and gender equality, issues are discussed.</li> <li>6 Review the way PSHE is delivered within the school.</li> <li>7 More training for staff – how to recognise instances of discriminatory, bullying or inappropriate language and behaviour; and how to best challenge it.</li> <li>8 More young women and female teachers in the PE department.</li> </ol>	<ol style="list-style-type: none"> <li>1 A group of young women spent a session a week for a term with an outside consultant discussing gender and violence against women and girls. The group developed into a peer mentoring initiative with support from two staff members.</li> <li>2 Training: <ul style="list-style-type: none"> <li>◆ basic domestic violence training session (two hours long) for Year 8 and 10 tutors (led by an external consultant), and</li> <li>◆ a whole staff INSET training day on equality and diversity (including homophobia).</li> <li>◆ New bullying-logging incident system and ‘Be Safe’ team developed. All incidents to be responded to within 48 hours and dealt with by the ‘Be Safe’ team, and managed by the deputy head responsible for behaviour and pastoral care.</li> <li>◆ Posters in all rooms stating sexist, racist, homophobic language and behaviour will not be tolerated. Head met with students to highlight the meaning of discrimination.</li> <li>◆ Targeted work on cyber-bullying with young people involved in intimidating others and with parents to raise awareness of the intimidating comments being made.</li> <li>◆ A member of staff was given time to develop a literacy programme for the school, which would eventually lead to a focus on emotional literacy.</li> <li>◆ A group of young men linked to an alleged sexual assault joined a small group led by the school’s family support worker and an external sexual-exploitation worker to explore attitudes and behaviours. This initiative was repeated with other young men identified as behaving inappropriately.</li> </ul> </li> </ol>



**School E** is a secondary school with just over 900 pupils aged 11–18 years. The school is located in a deprived, inner city area of Cardiff, but due to its large catchment area, the student population is relatively mixed in terms of socio-economic status. At its last Estyn inspection (the Welsh equivalent of Ofsted) in 2003, the school was rated as ‘Very Good’ (the highest rating). Student attainment, the quality of the teaching, the pastoral support offered to pupils and the school leadership were all identified as strong.

WOMANKIND previously facilitated a workshop on sexual bullying at the school during a wider anti-

bullying conference. The lead for the programme, an assistant head teacher, was keen to join the WOMANKIND programme to support the further development of initiatives to tackle gender-related issues at the school.

Students and staff were positive about the school. Respondents described respectful and caring interactions between staff and pupils (these were also observed), and many commented on the strong pastoral care and support. Many staff have worked at the school for quite a long time, and reported being extremely happy with their work environment.

**Table 6: Identified issues, recommendations for further work and action taken by School E**

Key issues	Recommendations	Work developed 2009–2010
<ul style="list-style-type: none"> <li>● Teachers reported that attainment levels of young men and women were fairly similar, but that subject choices in some areas of the curriculum were still quite gendered.</li> <li>● There are some gender imbalances within the staffing team – the two most senior posts in the school are held by men, while the women in the senior leadership team are largely responsible for the pastoral side. Teaching assistants and administrators are practically all female.</li> <li>● On the whole, young men and women felt they interacted well and were friends with one another. However, during break times the use of the (outdoor) spaces seemed to be dominated by young men playing football or rugby.</li> <li>● Young women felt quite strongly that boys’ sports were seen as more important and commented several times that they needed an Astro turf pitch to play hockey.</li> <li>● There was little suggestion that young people used sexualised language towards each other. However, all acknowledged that the word ‘gay’ was used frequently, even if according to them it was only meant as a joke.</li> <li>● Socio-economic class and family background appeared to be a key factor in differentiating some students from others.</li> </ul>	<ol style="list-style-type: none"> <li>1 The development of a ‘Respect’ policy (see discussion on page #.#)</li> <li>2 The development of a Gender Equality Scheme.</li> <li>3 Improving the aspirations of those young women who are unlikely to attain well educationally.</li> <li>4 Training for peer mentors on sexual bullying.</li> <li>5 More places where students could just ‘hang out’ during break time; more lunchtime clubs.</li> <li>6 Astro turf pitch for girls to play hockey.</li> <li>7 More participation initiatives that engage a wider range of students (from across socio-economic class lines).</li> </ol>	<ol style="list-style-type: none"> <li>1 Respect policy developed – with gender as an underlying aspect of respect. This has been written into staff handbooks.</li> <li>2 Gender Equality Scheme written.</li> <li>3 Improving aspirations: <ul style="list-style-type: none"> <li>◆ group for young women with low aspirations – Adventurous Girls, and</li> <li>◆ development of a pack for teachers on creative teaching and learning strategies, called ‘The Whole Girl’, to raise girls’ achievement.</li> </ul> </li> <li>4 Training for peer mentors on sexual and homophobic bullying.</li> <li>5 Discussion through assemblies about how girls can take back part of the playground (usually taken over by young men playing football and rugby). <ul style="list-style-type: none"> <li>◆ Sexual bullying campaigners ‘Merched Mentrus’ (Powerful Girls) group established (delivering peer education and raising money for local Women’s Aid).</li> <li>◆ Whole-day training for a small number of staff on violence against women and girls, so they can deliver work from the Challenging Violence, Changing Lives resource (run by external consultants).</li> <li>◆ Regular workshops (run by a local third sector organisation) on violence against women and girls at the PSHE Theme Days.</li> <li>◆ Sixth Form had a PSHE Theme Day on ‘Personal Safety’, with a focus on various aspects of violence against women and girls.</li> <li>◆ Conference for the local area is planned on addressing gender equality, young women’s attainment and challenging violence against women and girls.</li> <li>◆ Meditation sessions three times a week where students explore scenarios related to managing relationships and respect.</li> </ul> </li> </ol>



# Gender inequality and violence against women and girls

## Introduction

This section examines specific experiences of gender inequality, sexual bullying, harassment and violence (and understanding of these) as discussed by members of the school communities participating in the WOMANKIND programme. These experiences and related understanding are put in context and made sense of by drawing on other, relevant literature.

## Key findings

- Experiences of inequality and sexual bullying are frequent, almost daily experiences for many young men and women.
- Schools are institutions that shape and constrain the ways in which young men and women are able to present themselves.
- The norms and structures within many schools may be seen to produce and even condone gender inequality and violence against women and girls.

## Recommendation

Professionals who hope to challenge inequality and violence must develop their understanding of how gender is shaped by processes within the school, and the very real difficulties in developing a culture which promotes equality and challenges violence against women and girls.

The research combined primary data collection on the key issues relating to gender equality and violence against women and girls in the five participating schools, with an analysis of previously published literature. During the first research visit to each participating school, staff, students and parents were asked how young men and women, and male and female staff, experienced life at the school.

## **Experiences of gender inequality and violence against women and girls in schools**

Many young women in the five participating schools reported **daily experiences of sexist name-calling and being inappropriately touched**.

Sexual bullying and harassment was identified by young women in the schools:

*'I have started wearing shorts underneath my skirt as boys lift up skirts as they walk by ... sometimes they come up behind you and put their hands on your chest.'*

**Young woman, Year 9**

*'I have seen groups of boys call a girl a dog as a comment about her appearance as they walk past.'*

**Young woman, Year 11**

*'Some boys talk about rude things, "Oh would you do this to me" ... maybe [while you are] at home, or they text you or in class.'*

**Young woman, Year 9**

*'One girl spread a rumour [about a young man at the school] – so he went and slapped the girl – her face went all red – had five finger marks ... like how can you do that for something so minor?'*

**Young woman, Year 10**

*'The younger years are more extreme – out of nowhere the little boys grab your breasts or bum – even if you don't know them.'*

**Young woman, Year 11**

*'The problem with boys, yeah, is that they always want hugs – when they hug you they feel you.'*

**Young woman, Year 8**

*'I had to sit next to [this boy] in my lessons – he was touching up my leg.'*

**Young woman, Year 8**

*'I don't like going up the stairs and wearing a skirt – people walking behind you.'*

**Young woman, Year 10**

*'One boy – he was slapping me and I was crying; and he said why are you crying, I am not slapping you so hard. I said you don't know how I feel when you slap me – I was so angry I didn't know what to do.'*

**Young woman, Year 8**



Young men reported or suggested they experienced a lot of **pressure to be 'masculine'** to be seen as credible in front of their peers:

*'You have to show how masculine you are; you can't show sensitivity — it is difficult to be different — you need to look and act a certain way.'*

**Young man, Year 11**

*'Some boys do have a positive side — they are friendly with you, but when they go with their boys ... they want to be bad boys and that; they say "boys before ho's and dicks before chicks".'*

**Young woman, Year 10**

*'In this school, yeah — people have too much pride, yeah ... they are scared of what people will say. Boys only try to get a piece of girls to show off.'*

**Young woman, Year 11**

**Homophobic attitudes** were expressed during focus group discussions with young people, and interviews with staff supported the existence of these negative attitudes across the school. One young man who showed the researcher around his school explained that he was gay, and that many peers refused to talk to him because he had chosen not to deny his sexual orientation. At another school, some very strong homophobic sentiments emerged during a workshop on homophobia in schools; this caused considerable tensions within the staff team. While in two schools, although it was reported by staff and young people that students who identified themselves as being gay or lesbian were not bullied, many young people felt unsure whether calling someone 'gay' was discriminatory and pejorative or not.

**Young man 1:** *'Some people don't mind being called gay, like in Little Britain — the only gay in the village — he calls himself a homophobic.'*

**Young man 2:** *'Yeah, but in school if you even look at a boy — like if you are daydreaming — they call you gay; "err man, you are so gay" ... they say — "eer you're gay man, I am going to tell everyone".'*

**Year 8, single-sex group discussion**

Young women also reported a lack of engagement with, or **negative experiences of, physical education (PE)**. This was due to experiences of sexual bullying while doing PE, and because girls' sports were felt not to be given the same priority and funding as boys' sports.

*'When you are on the trampoline, all the boys make sure they can see your boobs.'*

**Young woman, Year 10**

*'Boys' sport is seen as more important — they go on more trips than girls playing hockey and netball.'*

**Young woman, Year 9**

Many young people also reported it was **difficult to be friends with members of the opposite sex** without people assuming they were in a physical/sexual relationship (and rumours being started). This was especially the case in the lower years of secondary schooling.

*'I don't think they [the boys] know what position they put you in, coz even if they are with a [male friend] mate and you are joking around, then you are either "frigid" or a "sket" to the people around you, and they [young men] don't realise it.'*

**Young woman, Year 10**

A number of students and members of staff discussed how **online and telephone technology was used to bully and harass young people**. In one school, a member of staff reported that mobile phone footage of a young woman having sex with some young men had been distributed, while some students reported they had been sent texts that made comments about their physical appearance or asking whether they would engage in various sexual acts.

Finally, some female members of staff (from at least three of the schools) reported being on the receiving end of **sexual bullying and aggressive attitudes from pupils** themselves.

*'The boys have used a lot of innuendos in front of me ... [such as] using local slang.'*

*'There are certain pupils who don't like female members of staff — I can see why — the way they speak to their mothers is appalling. These children don't have a strong female role model.'*

*'Also got a group of boys at the higher end of the school that have a clear problem with being taught by a female teacher — kick off with them in a way they won't with a male teacher, and it is not a reflection on the teacher's ability.'*

*'The girls always tell me that the boys talk about my arse and have asked me whether I take this as a compliment or find it offensive.'*

These findings from research in the schools are supported by growing evidence demonstrating that bullying, harassment and violence occur in schools as well as in young people's intimate and sexual relationships experiences, in the UK and elsewhere.

Duncan (1999) has undertaken the most in-depth study of sexual bullying in England to date. He found the following behaviours occurring between young men and women: sexualised name-calling and verbal abuse, rubbishing sexual performance, ridiculing physical appearance, criticising sexual behaviour, spreading rumours, aggressive positioning, threatening behaviour, and unwanted touching and physical assault.

Looking at a different type of data, the Department for Children, School and Families (DCSF) reported that in 2007/08 there were 120 permanent exclusions and 2,450 fixed-term exclusions of children and young people from state schools in England for 'sexual misconduct' (DCSF, 2009b).

Research elsewhere suggests sexual bullying, harassment and violence are common experiences for young people in general and young women in particular:

- In the USA in 2001, the American Association of University Women Educational Foundation surveyed 2,064 students (aged 13–17 years) and found that 8 out of 10 boys and girls reported experiencing some form of sexual harassment during their school lives; 60 per cent reported it occurred often or occasionally. Most of the harassment was by peers, but a significant minority (38 per cent) reported harassment by school staff.
- In the Netherlands, Timmerman (2002) surveyed 2,808 students (aged 15–16 years) and found that 18 per cent reported unwanted sexual experiences at school in the past 12 months (72 per cent of whom were young women). The survey also found:
  - ◆ young women were twice as likely as young men to experience physical harassment,
  - ◆ 41 per cent of unwanted sexual attention occurred in the classroom — i.e. was largely a public phenomenon, and
  - ◆ unwanted sexual behaviour by school staff was more often nonverbal in nature and was more often directed at young women. Students experienced teacher harassment as more upsetting than unwanted sexual behaviour by their peers.

- In Sweden, Witkowska and Menckel (2005) surveyed 1,080 young people aged 17 to 18 years, in secondary schools. The research found that 49 per cent of respondents identified sexual harassment as a problem in school, with 15 per cent believing the problem was serious.
- An Australian study using group discussions (with 72 young men and women aged 14–15 years and 7 teachers) to explore opposite-sex peer relationships in four schools, found that verbal and indirect victimisation of girls by boys was an everyday occurrence and almost entirely sexual — focusing on appearance and sexual reputation (Shute et al., 2008).
- Another in-depth, Australian study on sexual harassment in one school by Keddie (2009) found that some boys sang sexualised songs to taunt a young female teacher, showed female students pornographic images of women they had downloaded onto their mobiles, engaged in inappropriate touching, groping, hair-pulling and grabbing, and tried to physically intimidate a female teacher.

Experiences of violence in schools are mirrored by experiences of violence in the home and in intimate relationships:

- Based on a representative sample of approximately 47,000 British adults, Povey et al. (2009) found that 30 per cent of women and 20 per cent of men had experienced some form of domestic abuse since turning 16 years of age.
- Research in one secondary school in Scotland found that of the 254 young people taking part (aged 11–16 years), 32 per cent said they were experiencing domestic abuse in the home (Alexander et al., 2005).
- 1,395 young people (aged 14–18 years) were surveyed in Scotland by Burman and Cartmel (2005). They found that 40 per cent of young people claimed to know someone personally who had experienced domestic abuse. The same study reported that:
  - ◆ ten per cent of young women reported their partners had tried to force them to have sex, while 16 per cent had been pushed, grabbed or shoved,
  - ◆ and a third of young men reported their girlfriends had slapped them.

One of the most comprehensive, recent studies of abuse in ‘teenage relationships’ was published in 2009 by the University of Bristol and the NSPCC. In this study, Barter et al. (2009) reported that of the 1,353 young people (aged between 13 and 17 years old) living in England, Scotland and Wales who were surveyed, the following violence had been experienced:

	Young women	Young men
Sexual partner violence	33%	16%
Physical partner violence	25%	18%
Emotional partner violence	75%	50%

Girls were more likely than boys to say that the partner violence was experienced repeatedly.

### **Understanding gender inequality and violence against women and girls in schools**

There is substantial literature on gender inequality and violence against women and girls in schools. Feminist and other researchers have argued that schools are institutions that promote and reproduce normative gender identities and behaviours, alongside corresponding inequalities.

Thus, they have found that **from a very young age** children differentiate between each other based on their sex, and assign certain traits and preferences to one gender identity over another (Reay, 2001; Renold, 2005). Supporting rather than challenging this process, **schools have been found to constrain the gender identities available** to children and young people, as stereotypes about girls/boys, men/women are reproduced in learning materials, through school policies and the way members of the school community respond to one another (Kehilly, 2002; DePalma and Atkinson, 2009).

**Gendered identities are placed in a hierarchy, which is actively and sometimes aggressively policed** – with heterosexual masculinity placed at the top and male homosexual identifications or behaviours at the bottom (Redman, 2000; Frosh et al., 2001; Swain, 2002).

In discussions with young people at the five participating schools in the WOMANKIND programme, many young women appeared to blame other young women and their behaviour for the way young men treated them – for example, some young women were portrayed as having no respect for themselves or were said to be ‘loose’. This illustrates the argument found in the literature – that young people themselves actively police and reproduce stereotypical and hierarchical understandings of gender.

*Young woman 1: ‘Some girls call each other bitches – that is bad; the boys are calling us bitches and we are practically encouraging them.’*

*Young woman 2: ‘Girls calling girls sluts – I think that came from the boys coz we adapted from that; if a girl says she’s a slut, I think that came from the boys.’*

#### **Year 10, single-sex group discussion**

*Young woman 1: ‘If a girl’s like loose – then she will get [touched] – if she lets them.’*

*Young woman 2: ‘Not all girls get touched in the school – just a certain kind of girl.’*

*Young woman 1: ‘If a girl don’t respect herself, if she lets them; the boys don’t touch girls that are like aggressive – they don’t touch them girls, but the girls who are...’*

*Young man 1: ‘Loose...’*

*Young woman 3: ‘Girls that don’t let it happen have more respect, the boys respect them more.’*

*Young woman 1: ‘The girls who are loose don’t have that many friends, so they want people to like them.’*

*Young man 1: ‘They love it – the attention.’*

*Young woman 1: ‘They do complain – but they do love it.’*

#### **Year 11, mixed-sex group discussion**

Critically, both young women and young men play a role in reproducing attitudes that promote myths about violence against women and girls. The pressure young men experience to be ‘appropriately masculine’ also appears central in understanding the maintenance of gender inequality and attitudes that excuse discrimination, harassment and violence.

Thus, Robinson (2005) argued from her research that young men needed to use sexual harassment to maintain their standing as popular, masculine and accepted in their peer group. Meanwhile, Shute et al. (2008) and Duncan (1999) found that ‘rumour-



mongering' about girls' sexual reputations among boys could result in boys 'attempting to top one another's stories as part of their intragender competition for dominance' (Shute et al., 2008: 486). Complementing these findings is work by Gådin and Hammarström (2000) who have shown how young men and women develop different strategies to gain power within a school setting. The former use abusive strategies to get power over others at times, while young women tend to use more democratic approaches to gain power.

In many schools, the culture appears to denigrate traits such as **intelligence, working hard and achieving academically** for young men and in many cases young women as well (Jackson, 2006; Francis, 2009). This also has the effect of reducing the possibilities for young people to develop and take on less stereotypical ideas of what it means to be male or female. Furthermore, anxiety around **young people's sexuality** and active attempts to **deny, suppress and silence it** (Duncan, 1999; Allen, 2007) work to create a culture in which intimate relationships – within the home and between peers – are rarely talked about openly. At the same time, young people receive little information about these issues through the school curriculum.

Holland et al.'s (1998) concept of **'the male in the head'** can offer an explanation for the normalisation and acceptance of violence against women and girls. They argued that young women define their own needs as being synonymous with those defined by young men – which they understand to be about privileging male sexual pleasure (a traditional view of what men want). The effect of this process, according to Holland et al., is that young women 'collude' in reproducing unequal gender relations.

Linked to the way society and schools make available and promote only a limited range of understandings of what it means to be male or female, and what behaviour(s) is/are appropriate and acceptable – are current discussions about **young men and women's achievement**, and more broadly – **young women's attitudes to gender equality and feminism**.

The achievement gap between young women and men at the end of compulsory schooling is 7 per cent (with young women performing better), but the gap in attainment is much larger when one compares young people from different ethnic groups or classes (DCSF, 2009a, reporting from Strand, 2008). Strand (2008) argues that central to understanding attainment gaps

is the intersection between gender, ethnicity and social class – with white British, working class young men attaining most poorly. This analysis is supported by a recent DCSF review of evidence on gender and education (2007) which argued that, 'A focus on boys' underachievement can shift attention away from the fact that large numbers of girls are also low attainers ... additionally, the **different subject choices made** by boys and girls may be more marked and have **greater longer-term outcomes** in terms of subsequent career choices than attainment differences' (p. 5). Similarly, a National Equality Panel report by Hills et al. (2010) stated, 'What is striking ... is the extent to which younger women now have qualifications equal to, or higher than, those of men, but continue to be disadvantaged in the labour market' (p. 220).

The facts continue to emphasise the existence of gender inequality. While 44 per cent of secondary school teachers are male, 65 per cent of head teachers are male (DfES, 2007), and women's median hourly pay is 21 per cent less than men's (Hills et al., 2010). Yet research with young women on the existence of gender inequality and their views on feminism have shown that many feel **equality between men and women has already or 'just about' been achieved** (Baker, 2008). The young women in Baker's (2008) study in northern Australia framed experiences of **domestic violence, unequal parenting and housework arrangements as matters of choice**. Rich's (2005) work with young women in England concluded that they were aware of the difficulties of trying to tread the **thin line between not portraying themselves as 'victims' of sexism and inequality, wanting to feel they could exercise agency and choice in their lives, and remaining 'feminine' enough** (the latter was seen as not associated with being a feminist). Many writers have made sense of such attitudes expressed by young women by examining how the **'neo-liberal' society** in which we live – where the focus is on the individual being able to achieve what they want, as long as they work hard enough for it – **masks the existence of (gender) inequality** (McRobbie, 2007).

### **Challenging gender inequality and violence against women and girls in schools**

Despite policy statements and the development of cultures that seek to challenge discriminatory and violent attitudes and behaviours in the participating

schools, there are considerable challenges to creating environments that promote gender equality and challenge violence against women and girls. The lack of awareness and understanding of how social norms promote inequality and violence – as detailed above – means that students and staff have few resources to draw on to challenge current interactions.

The research in the five participating schools found that young people had few recollections of work they had done on gender or violence against women and girls at school. Similarly, few members of staff had received any training on the issues.

The lack of awareness and opportunities for discussing gender inequality and violence means students and staff are often ill-equipped to challenge attitudes and behaviours which promote or condone inequality and violence. One of the difficulties in identifying what is appropriate and acceptable is that there is **a fine line between** what behaviour young people see as **'just joking' and harassment** (Lahelma, 2002). In addition, the context in which behaviour occurs may influence whether they are defined as abusive or not (Sears et al., 2006). This makes developing an agreed strategy for intervening when discriminatory behaviour or attitudes are observed challenging for both staff and young people. Lack of confidence in school staff members' willingness and ability to consistently challenge inappropriate behaviours and attitudes was noted as a source of concern by both young people and some staff in the five participating schools.

Young people debated whether sexualised name-calling and uninvited touching was just 'joking' behaviour or not in group discussions:

*'If you react – one of our friends did, everyone was like "Don't go off in a stress, it was only a joke!" ... Some people think it is a laugh ... It's OK until they take it too far.'*

**Young woman, Year 9**

*'You do hear the word "slut" – but it's used quite flippantly; sometimes it is used as an offence, sometimes in the same sense as "gay".'*

**Young man, Year 11**

*'[The boys] mean it as a joke, but they don't understand how it affects us.'*

**Young woman, Year 10**

When asked, a few young women said they felt able to say 'stop' to unwanted approaches by young men. A few young women answered **they would slap/hit a**

**young man** who touched them inappropriately or called them sexualised names – and did not appear to feel that a violent reaction to such behaviour might be inappropriate in itself. They seemed to feel justified in responding this way if they felt violated. However, a significant minority said they **did not have the confidence to challenge behaviour** they viewed as hurtful or inappropriate. Many young people also suggested that people would feel they had 'grassed' if they went to tell an adult and would be mocked for taking things so seriously.

*'A girl went and told my girlfriend that I was flirting with her – so my girlfriend slapped me. I dumped her – can't let a girl slap you and not do anything.'*

**Young man, Year 8**

*'Sometimes go and slap them or punch them [boys] – it's not like they don't deserve it.'*

**Young woman, Year 10**

*'Sometimes they do it to you more if you tell a teacher. They say, "Oh you're such a grass." ... Sometimes telling is worse.'*

**Young woman, Year 7**

**Young woman 1:** *'You are scared of saying things, can't trust teachers.'*

**Young woman 2:** *'My form tutors are good friends – they will sit in the staff room and talk about it – coz all teachers are like that.'*

**Young woman 2:** *'It's never going to stop [the way the boys treat you]; but if you told the teachers – [the boys] might like get more vicious over it, might do it more to wind you up.'*

**Year 9, single-sex group discussion**

Young people's resistance to approaching members of staff (if they felt they had been discriminated against, sexually bullied or harassed) is supported by other research, which suggests low levels of help-seeking behaviour in similar circumstances. Thus, Barter et al. (2009) found that the most frequent and almost sole source of advice and support accessed by young people experiencing violence in their relationships were friends.

Interviews with young people in this same study highlighted how responses from peers to disclosure of having experienced violence were 'not necessarily always very helpful or appropriate. In addition, the ability of peers to assist friends was often very limited' (p. 193).

## CASE STUDY 1: RESEARCH IN SCHOOL BY STAFF AND PUPILS

The Equality Working Group in School A developed a short questionnaire for young women in Years 9 and 10, and it was completed by 57 young women. All but two of the respondents had heard words like 'slag' or 'slut', and 'suck me off' being said in the school. Only seven young women reported that they had felt uncomfortable hearing these words.

Other young women said they did not mind being called a 'slag' as they called others a 'slag' too. Of the 57 respondents (mostly Year 10s), 28 said they had been touched inappropriately. More than a third of these young women said they felt uncomfortable and embarrassed about it, while others said they perceived it to be a joke as their friends had done it. When the young women were asked what they had done about hearing sexualised name-calling or being touched inappropriately – 55 respondents said, 'nothing'.

A small group of Year 9 young women formed a peer research group (supported by the PSHE and Citizenship co-ordinator) and developed a questionnaire on attitudes to body image. The focus on body image emerged as some staff reported students making negative comments about their

own bodies. The questionnaire was administered to a sample of fellow Year 9 students (10 young men and 23 young women). Questions explored how respondents would describe their size; what they considered to be the average size in their year group; what parts of their bodies they did not like; what they would change about their bodies; and did they feel appearance affects people's views of themselves. The peer researchers then presented their findings to Year 7s and facilitated further discussions about body image and plastic surgery.

The peer researchers also facilitated male-only and female-only group discussions on bullying. Reasons young men and women reported they were bullied were similar and often focused on their looks. Young men in Year 7 explained they felt bullied if they chose to do Performing Arts, while Year 9 students felt it was an acceptable subject.

There were future plans to develop different ways of presenting the research to date and disseminate the findings through the curriculum, through school assemblies and so forth. The peer researchers also explained they would like to continue researching these issues further.

### Signs of impact

- The survey developed by the staff Equality Working Group was presented at a whole-school staff INSET session. Members of the Equality Working Group and other members of the staff team interviewed by the research team suggested the results of the survey on young women's experiences had shocked and surprised people, and raised awareness that sexual bullying might be an issue within the school. One member of the Equality Working Group said: **'We [appear] to have had fewer sexual bullying incidents – girls being called names or being slapped on the bottom... a lot of that is because it is taken more seriously by staff. Since we had the INSET session, it did make some staff think – who before would have dismissed language and behaviour that was inappropriate. Now staff are more aware and are talking about it – and that in itself has stopped incidents – [the students] can't get away with it.'**
- The young female peer researchers spoke about issues related to body image and bullying with insight and enthusiasm, about the need to tackle young people's poor self-image and, as they saw it, unrealistic ideals about 'the perfect body and looks'.
- The staff-led survey for young women in Years 9 and 10 was repeated one year later with the following results: a 40 per cent reduction in inappropriate touching reported; an 18 per cent reduction in sexualised language heard in school; and 82 per cent of pupils asked felt that they were more aware of what to do if they felt uncomfortable in a situation.

### Reflections/lessons learned

- Peer researchers demonstrated considerable insight into the research process: what methods and questions had facilitated open and honest discussion (smaller group discussions, tweaking wording of questions to be more age-appropriate); how to engage young men in the research process (peer researchers found that young men engaged more seriously in discussions about bullying than body image); and how to make students in the lower years comfortable and confident enough to discuss sensitive issues with their older peers.
- The peer researchers concluded that 'body image is more of a problem; bullying issues are less common'.



# Reasons why schools must promote gender equality and challenge violence against women and girls

## Introduction

This section presents three arguments – the legal, business and moral cases – why schools must promote gender equality and challenge violence against women and girls.

## Key findings

- Schools have legal responsibilities that require them to promote (gender) equality, prevent (sexual) bullying and support those affected by violence against women and girls.
- There is a strong ‘business case’ for challenging gender inequality and violence: young people and staff affected by violence and bullying are likely to have lower attendance rates, as well as being less able to engage in education and therefore attain. Furthermore, there is evidence that programmes to improve literacy attainment can promote gender equality, and that violence against women and girls prevention programmes can change attitudes and behaviours.
- The moral case for prioritising work on the issues is that schools should play a role in reducing the gender pay and opportunity gap, and in influencing young people’s attitudes to inequality and violence.

## Recommendation

Schools should consider and develop a work plan that aims to promote gender equality and challenge violence against women and girls.

The argument in favour of schools taking on work in relation to gender equality and violence is an important one. However, while most school professionals participating in the research supported the view that a focus on wellbeing, equality and the ‘whole person’ was important, many described a busy curriculum, with little capacity within the school to take on the development of new work.

For some interviewees, a focus on gender, especially the needs of young women, was not a priority. While raising awareness of domestic violence was considered part of the school’s responsibility, this was often only touched on briefly over the course of secondary schooling (if at all). Other sections of this report examine the time and resources required for the development of the work. They also offer suggestions for ways in which schools might already be tackling this agenda, or could ensure a clearer focus on these issues within existing schemes of work.

## Legal case

**1.** Schools have had a legal responsibility to implement the **Gender Equality Duty** since April 2007 (Equality Act 2006). There will continue to be a public sector duty in relation to equality under the Equality Act 2010 (see [www.equalityhumanrights.com/advice-and-guidance/equality-act-guidance-for-](http://www.equalityhumanrights.com/advice-and-guidance/equality-act-guidance-for-education-providers-schools/)

[education-providers-schools/](http://www.equalityhumanrights.com/advice-and-guidance/equality-act-guidance-for-education-providers-schools/) for more details).

**2.** Schools have a legal responsibility under **Section 89 of the Education and Inspections Act 2006** to have a behaviour policy, which includes measures to encourage ‘good behaviour and respect for others on the part of pupils and, in particular, **preventing all forms of bullying** among pupils’ (1b) ([www.legislation.gov.uk/ukpga/2006/40/section/89](http://www.legislation.gov.uk/ukpga/2006/40/section/89)).

**3.** The ‘**Safeguarding Children in Education**’ guidance **2004** supports the legal duty of schools to safeguard and promote the welfare of children (Section 175 Education Act 2002). The guidance states that ‘**a distinction needs to be drawn between behaviour best dealt with by anti-bullying policies and more complex behaviour which can be particularly sexually harmful and where both the perpetrator and the victim may need specialist help ... even when sexualised behaviour is identified and a pupil is on a treatment programme, they still have to be educated and managed in a school setting. Management of this behaviour in school needs to be approached on a whole school, classroom/curriculum and individual level**’ (DfES, 2004, Paragraph 27, p. 28).

**4.** Then there is the Council of Europe’s Plan of Action to Combat Violence Against Women (1997) and

Recommendations – Rec (2002) 5 of the Committee of Ministers to member states on the protection of women against violence – which calls on member states to develop strategic responses for preventing violence against women (<https://wcd.coe.int/ViewDoc.jsp?id=280915>); and Recommendation CM/Rec (2007)13 on gender mainstreaming in education, which calls on member states to implement a number of recommendations aimed at promoting gender equality (<https://wcd.coe.int/ViewDoc.jsp?id=1194631&Site=CM>).

### **Business case**

Around one third of students in any school are likely to be living in, or have had experience of living in an abusive or violent home situation (Alexander et al., 2005; Burman and Cartmel, 2005; Povey et al., 2009). There is evidence that being affected by violence impacts on a **young person’s ability to engage with their education**. This may have an effect on their behaviour and attainment.

Furthermore, if young people are experiencing harassment or bullying within the school, they are likely not to feel safe or be able to focus on their education (Oliver and Candappa, 2003).

Similarly, it is likely that **some members of school staff** will be living with, or have a history of experiencing, abuse and violence. Such experiences will impact on an adult’s capabilities, the input they are able to give to the young people in their care, and may include needing to take time off work (Walby and Allen, 2004).

Finally in terms of the ‘business case’, **evaluation of previous programmes** to promote gender equality and prevent attitudes and behaviour related to violence

against women and girls have found that well-designed and implemented programmes can have an impact and be **effective at changing attitudes and behaviour**.

Recent reviews of evidence on what has worked to promote gender equality in schools are focused specifically on improving attainment, often in relation to literacy (Forde et al., 2006; Younger and Warrington et al., 2005; DfES, 2007; DCSF, 2009c). These reviews conclude that the evidence supports the development of a whole-school approach to the issue of gender equality in attainment. The most robust evaluations of programmes aimed at preventing violence against women and girls tend to focus on developing young people’s attitudes and skills to engage in healthy, respectful intimate relationships. There is some strong evidence supporting an investment in such programmes of work. For details on these programmes and the evidence of their impact, see Appendix D.

### **Moral case**

Young men and women’s **subject choices are strongly gendered** (Forde et al., 2006; DfES, 2007), which can impact on their **future careers and earning potential**. The continuing gap between male and female hourly wages and lifetime earnings has been directly linked to gender inequality across our society (Women and Work Commission, 2006). As Manning (2006) states, ‘*The current generation of working women is doing only slightly better relative to men than the previous generation*’ (p. 14). Schools have an important role to play in promoting equal opportunities and challenging gender-biased career and life aspirations to reduce the gender gap in pay and opportunities.

### **How the experience of abuse and violence in the home can affect young people**

‘Children’s **cognitive abilities and academic performance** are ... often affected when they live with violence (including domestic violence). In some cases, children who are affected by violence can be high academic achievers. However, the majority of these children do not perform well in schools. One study found that children who had recently left violent situations and were residing in refuges, showed significantly lower levels of competence on a number of parameters, including school performance, than children from a comparison group (Wolfe et al. 1986), with younger children being particularly affected (Rossman, 1998). A small-scale study in America (Montminny-Danna, 1997) compared children living with violence at home with a control group, and reported **below average school performance** in the children from violent homes, a **doubled rate of absence** from school and **behavioural problems** observed in class’ (DCSF Violence Against Women and Girls Advisory Group, 2010: point 24).

The UK Government has ratified the following **international declarations**:

- United Nations Beijing Platform for Action, United Nations Fourth World Conference on Women (1995; ratified by the UK Government in 1995),
- United Nations Convention on the Elimination of all forms of Discrimination Against Women (1979; ratified by the UK Government in 1986), and
- United Nations Convention on the Rights of the Child (1989; ratified by the UK government in 1991).

These declarations stress the need for children and young people to have access to information on violence against women and emphasise the importance of gender equality. Thus, the Beijing Platform for Action calls for governments and other organisations to (among other things) ‘organise and fund information campaigns and educational and training programmes in order to sensitise girls and boys and women and men to the personal and social detrimental effects of violence in the family, community and society; teach them how to communicate without violence’ (section 125, g). While the Convention on the Elimination of all forms of Discrimination Against Women argues that it ‘provides the basis for realising equality between women and men through ensuring women’s equal access to, and equal opportunities in, political and public life – including the right to vote and to stand for election – as well as education, health and employment’. Finally, UNCRC Article 17 states, ‘the child has access to information and material from a diversity of national and international sources, especially those aimed at the promotion of his or her social, spiritual and moral wellbeing and physical and mental health’.

**Teachers** in participating schools **called on the obligations of school professionals** to support their students to maximise their future potential, and also made the moral argument that as members of society and persons in authority, they have a responsibility to take a stand against inequality and violence. Teachers who were leading the development of this work in their schools commented:

*‘If we want pupils (girls and boys) to have the full range of choices then they need to have the self-esteem and value in themselves to make those choices, and I think this is a way of making sure that happens. And I think because of increases in*

*domestic violence and the research that shows that a girl is more likely to be affected by the crime of domestic violence than by any other crime ... well to me that speaks eons. Because if you can do something to prevent that from happening, even if it is the one girl or one couple or one lad – victim or perpetrator – then we have done our stuff. To me it seems an obvious step and I think it is something that the government should be putting into statute.’*

*‘I think schools are a microcosm of society in general. You have a chance when you are dealing with young people to change attitudes... I think if you don’t take a stand over it [violence against women and girls] then what you are doing is basically colluding with that kind of violence... and that just isn’t OK. It is the same as you would take a stand over any exploitation of one group against another – it is like asking why we should take a stance against racism or whatever ... it is just as important!’*

## CASE STUDY 2: ANTI-SEXUAL-BULLYING PEER MENTORS

The anti-sexual-bullying peer mentoring scheme was developed as a result of earlier involvement with WOMANKIND. The school already had a group responsible for tackling bullying in general and promoting cyber-safety.

Peer mentors are recruited annually at the end of Year 9. They apply by writing a supporting statement explaining why they should be selected, and up to 20 young people are asked to join. They receive training on sexual bullying and peer mentoring before they start their work. Peer mentors wear a special badge and have their photographs displayed on a notice board in the school. Their work includes:

- administering questionnaires to fellow students on attitudes to and experiences of sexual bullying,
- delivering assemblies and facilitating PSHE sessions on sexual bullying, and
- mediating between pupils when an incident occurs.

Mediation is described in the following exchange: 'Depends if people want to talk about it – is it called reparation? Where we talk to the victim?' You have half an hour after school – depends on the offence; we'd be part of that – talking to the victim and the offender trying to make sure it didn't happen again, we do it through [teacher supporting the group].'

The teacher supporting the group identified two incidents in which the peer mentors played a role:

- A young man in Year 8 was name-calling two girls in his year 'lesbos', so two of the mentors held a session with him about appropriate and inappropriate language and behaviour.
- Two students (a young man and woman) were found in the school toilet together – two mentors held a session with them on appropriate and inappropriate behaviour.

The peer mentors discussed how sexual bullying could be defined:

- 'Sexual bullying is basically interrupting someone else's personal space. Sexual bullying is when you do it and touch someone in a place which is their own "special" [group members laugh] area.'
- 'The term "sexual bullying" – like not many people can talk about it seriously. They don't hear the term "bully" they just hear the term "sexual".'
- 'It could be sexism or making fun of someone because of their sexuality, like calling someone "gay". Even though the term has changed slightly now ... it could still be offensive.'
- 'I don't think you can actually define sexual bullying, because it is up to what the person feels is OK. Like some people might not be offended by being called "gay", but some people might.'
- 'If one of us heard [the word "gay"] we might go up and say, "please do not use that word". If they still carry on, then that is about sexual bullying.'

### Signs of impact

- A teacher commented, 'It gives young people ownership of the whole idea [of challenging sexual bullying] – they are not just having rules foisted on them. They work together promoting different ways of doing things'.
- However, responses by students indicated relatively ambivalent attitudes to the peer mentors, in terms of what their role was, and how necessary and approachable they were. A few students noted that sexual bullying was more of an issue in out-of-school settings.
- Teachers reported that students in the lower years who experienced the peer mentoring team-led awareness-raising sessions on sexual bullying had responded very well to the sessions.

### Reflections/lessons learned

- The need to increase greater awareness of the mentor role among the student population.
- Developing strategies to ensure that fellow students in the same year or the year above the mentors 'take mentors seriously' when they intervene in an incident.
- Redevelop the sexual bullying/harassment questionnaire and reflect further on how it would be best administered, and the results fed back to the school.
- The need to integrate a focus on sexual bullying and harassment into the broader curriculum – so that teachers are seen to reinforce the messages being given by the mentors.



## Whole-school approaches

### Introduction

This section introduces and discusses the concept of a whole-school approach to gender equality and violence against women and girls.

### Key findings

- Taking a whole-school approach to an issue is likely to have broader benefits for the school community (such as developing connectedness between and supporting engagement with learning by members of the school community).
- There are a number of frameworks that offer ways of conceptualising and beginning to develop a whole-school approach to gender equality and challenging violence.

### Recommendations

- As gender inequality pervades every aspect of a school, it is imperative to take a whole-school approach to this issue.
- One simple way of setting out a whole-school approach includes:
  - ◆ a focus on institutional and policy development,
  - ◆ awareness raising and support for staff (both universal and targeted), and
  - ◆ awareness raising and support for young people (both universal and targeted).

In commissioning the present study, WOMANKIND stated that it wished to examine how schools developed a whole-school approach to the issues of gender equality and violence against women and girls. This interest derived from the evaluation of the first phase of the WOMANKIND UK Education Programme, which found that the impact of delivering the *Challenging Violence, Changing Lives* resource in PSHCE lessons was more limited if the messages were not supported by other initiatives and the broader culture within the school. As one of the PSHCE co-ordinators who took part in the second phase of the Programme explained:

*'The problem for PSHCE is that there are one hundred more negative lessons being taught in the corridor, lunch queues etc, compared to what they are learning in a lesson! Gender issues are being reinforced during break and lunch times – we might be focusing on lessons and learning, but we are failing them outside. Many young people are just having to learn to cope with this place!'*

Research evidence on whole-school approaches suggests that this kind of approach can promote 'school connectedness' (Rowe et al., 2007; Rowe and Stewart, 2009), which can in turn be linked to engagement in terms of learning (Younger and Warrington et al., 2005; Thurston, 2006), while at the

same time supporting the development of an inclusive, more respectful ethos (Rowe et al., 2007).

A second argument for the need to develop a whole-school approach to gender equality in particular, derives from the fact that gender pervades every aspect of school life. Gender shapes interactions between members of the school community, affects the behaviour of pupils and influences their attainment. For this reason, raising awareness of gender roles and relationships in schools, and taking steps to challenge gender inequality, arguably requires the adoption of a whole-school approach.

But what is a whole-school approach to promoting gender equality and challenging violence against women and girls? Here are some of the suggestions made by the teachers leading the work in the participating schools:

- *'[The work] needs to be **supported from the top, but action needs to come from all sectors** of the school. It's not good enough to come up with a policy through the senior management team – it has to be formulated by involving every single group at the school. Every group should become aware of what is being done – there should be a **shared language and everyone should have an awareness of the ethos of an issue**. I want to see **kids active in bringing about change**. I want **there to be a buzz about it...**[at our school] I am line*

managed by the head; then I have the working group and we work with the school council; and the rest of the kids will get curriculum bits.'

- 'I think that means that **when a teacher is in a lesson, they are mindful** that there are more boys than girls in the group and that they should be aware of how the boys are dominant, know how to achieve greater equality for young women ... similarly we need to be more aware of what's going on **in the playground** – the cussing and so on ... we also need to **be more explicit with [the parents]** and challenge the stereotypes ... it is about challenging things, about **having things front lobe** – the way things operate, **how we behave towards one another, towards students and about accountability...** we need to think about the nuts and bolts of what needs to be done on a day-to-day basis; how to enable staff to embrace it so they **don't feel it's an extra**. If you don't make people accountable, they tend to just go to the default position. For instance, we had a meeting with a family and the head just talked to the father the whole time. The mother didn't speak English.'
- '[Should] be part of **School Improvement Plan... [not just] include [those] who we consider to be the key players** – the pupil development staff (heads of year, Every Child and Adult Matters and PSHE co-ordinators, teaching assistants and other support staff) ... we have to broaden [our focus] out now because it should be everybody. It is not that others are not aware, but they are not really involved. It **needs to be filtered through not just PSHE, but the whole curriculum** – then it reaches those not directly involved in the pupil development side. We need to raise the profile now of the [anti-sexual bullying peer mentor] group and **raise awareness of what sexual bullying is** – through the drama department, doing assemblies...'
- '[The work should not be seen] as an **appendage, a separate issue**, but rather embed it in what the school is doing anyway and ensure that as staff and a school community we are **aware of gender issues within the school**.'

The literature review identified a number of whole-school approach frameworks – for promoting health, gender equality and challenging violence against women. Diagram 1 summarises the key frameworks which offer perhaps a more-developed and structured approach to thinking about a whole-school approach.

### Diagram 1: Suggestions for developing a whole-school approach to promoting gender equality and challenging violence against women and girls

**There are ten elements to the whole-school approach, according to The National Healthy Schools Programme (DH/DfES, 2007):**

- A** leadership, management and managing change,
- B** policy development,
- C** curriculum planning and resources, including working with outside agencies,
- D** learning and teaching,
- E** school culture and environment,
- F** giving children and young people a voice,
- G** provision of support services for children and young people,
- H** staff professional-development needs, health and welfare,
- I** partnerships with parents/carers and local communities, and
- J** assessing, recording and reporting children and young people's achievement.

The DCSF initiative The Gender Agenda (2009a) published some guidance on how to promote achievement for young men and young women through a whole-school approach:

- **Behaviour:** the school establishes an expectation of high levels of self-discipline, and supports this by prompt attention to misdemeanours and by responding in a constant and consistent manner to issues of behaviour. Staff show courtesy to pupils.
- **Equal opportunities:** there is a commitment to valuing diversity through curriculum content, classroom grouping arrangements, school activities and worship. This is particularly in the context of challenging gender cultures, including a strong and dynamic equalities policy, and zero tolerance of homophobia and other forms of discrimination/harassment.
- **Fostering pride, effort and achievement:** the school places emphasis on pupils having pride in their work, effort and behaviour, as well as having high expectations of responsibility and independence. Pupils are aware that staff care about their effort, progress and happiness.
- **Pupil involvement in the life of the school:** there are many opportunities for pupils to become engaged in the life of the school, and the school is keen to ensure that individual pupils become involved.
- **Values and aims:** these need to be transparent, consistent, shared by colleagues and pupils, and permeate all the work of the school.

The DCSF Violence Against Women and Girls Advisory Group (2010) promoted a whole-school approach to the issue:

**1. Creating a strong ethos of respect:**

- exemplified by staff behaviour and leadership, and
- made clear throughout relevant policy and procedure.

**2. Creating an environment that challenges violence against women and girls:**

- teaching boys and girls to build respectful relationships.

**3. Supporting girls and young women experiencing violence, discrimination and sexual bullying by:**

- acknowledging, identifying and intervening in violence against girls and young women,
- engaging and working in partnership where possible with parents and carers,
- ensuring that staff are aware of signs and symptoms — and alert to them,
- providing support for them directly through its pastoral role and securing effective referral to appropriate facilities and services, for example counselling services,
- working in partnership with specialist and generalist support services, and
- prominently displaying information about advice services, such as ChildLine, in public and private spaces in school.

## What is a whole-school approach?

The Younger and Warrington et al. (2005) report on raising boys' achievement proposes a multi-layered approach to tackling gender inequality:

- **Pedagogic strategies:** including teaching approaches, classroom interactions and dynamics, and learning styles.
- **Individual strategies:** mentoring and target setting, enhancing students' confidence and self-assurance, and approaches which focus on the academic as well as the pastoral.
- **Organisational strategies:** developing a school ethos and culture, a leadership (or prefects) system for students, examining and utilising data, and organising extra-curriculum activities linked to the identified focus area.
- **Socio-cultural approaches:** challenging images of masculinities and femininities held by the peer group or perhaps the family and community, and identification of particular students or groups of students who might be able to lead the challenge for gender equality in various ways.

The ideas suggested by teachers in participating schools, and the frameworks for a whole-school approach identified in the literature, together point to a number of ways in which a school might set about and organise its work. Reviewing the ways the five schools in the second phase of the WOMANKIND programme set about conceptualising their work plan has led us to develop a simple framework for understanding a whole-school approach: action at the institutional and policy levels, work directed at staff, and programmes and support for young people. The work with staff and students includes universal programmes and more targeted initiatives, as well as a mix of awareness raising, skills development and support. The development of a school culture that promotes equality and challenges violence should come from the combined efforts of work across these three levels.





## Action taken by schools

### Introduction

This section describes the work done by the five participating schools over the 12–18 months they were part of the WOMANKIND programme: activity at the institutional/policy level, work focused on staff and work directly with young people.

### Key findings

- All but one of the five participating schools developed a number of areas of work to promote equality and challenge violence against women and girls.
- There was considerable commonality between areas of action across the participating school communities – including development of new policies, training for staff, more work on violence against women and girls within the PSHE curriculum, development of the peer mentoring role and targeted work with young women.

### Recommendation

There are many ways in which schools can easily and quickly start the process of actively promoting gender equality and challenging violence against women and girls.

Each of the five schools developed a series of actions over the course of the 12–18 months. Each school was first visited in early September 2008 by the WOMANKIND UK policy manager, one or two of the consultants hired to provide each school with (up to four days of) support over the period of the programme (two academic years) and the lead researcher for the present study.

These initial meetings provided an opportunity to introduce the programme in more detail and to discuss possible lines of action each school might develop. However, subsequent to these meetings

none of the schools started to develop any work related to gender equality and/or violence against women and girls until early-to-mid-2009, and one of the schools disengaged from the process without stating a reason. A replacement for this school was recruited in March 2009.

The various initiatives developed by each school are identified in Table 7 using a simple structure for clustering actions into categories. This structure gives a sense of how a whole-school approach to the issues was implemented across the schools.

**Table 7: Summary of work undertaken by each school**

	<i>Institutional and/or policy</i>
<b>SCHOOL A</b>	<ul style="list-style-type: none"> <li>● <i>The Equality Working Group is a formal working group which reports directly back to Senior Management Team; members are given time allowance to attend. The work of the group has been included in the School Improvement Plan.</i></li> <li>● <i>A Gender Equality Scheme has been written (and passed by the Governing Body).</i></li> <li>● <i>The school is working towards becoming a UNICEF 'Rights Respecting' school .</i></li> <li>● <i>Links have been made with other initiatives – including SEAL and Creative Partnerships.</i></li> <li>● <i>The school lead sits on the Education Steering Group of county Domestic Violence Strategic Partnership.</i></li> </ul>
<b>SCHOOL B</b>	<ul style="list-style-type: none"> <li>● <i>Before joining the WOMANKIND programme, the school had a Gender Equality Working Group in place and had undertaken some research to support its development. However, the chair (who was a governor) resigned, and the school decided to amalgamate the equality strands into one working group. The new lead governor and one of the deputy heads was to develop the equalities work further from September 2010.</i></li> <li>● <i>Draft Equality and Diversity Framework in place from September 2010.</i></li> </ul>

<p><b>SCHOOL C</b></p> <p><b>SCHOOL D</b></p> <p><b>SCHOOL E</b></p>	<ul style="list-style-type: none"> <li>● Anti-sexual bullying work was due to be put into the School Improvement Plan from September 2010.</li> <li>● All aspects of gender equality and violence against women and girls will sit underneath the Behaviour Strategy, which will be co-ordinated by a member of the Senior Management Team (from September 2010).</li> <li>● A Gender Equality Scheme has been written.</li> <li>● All incidences of gender-based violence are reported to the governors (just as racist incidences are).</li> </ul> <ul style="list-style-type: none"> <li>● Anti-bullying is a key priority for the school.</li> <li>● Work on gender, sexual bullying and violence against women and girls was put in the School Development Plan.</li> <li>● A Gender Equality Scheme has been written.</li> <li>● The school put up posters in every room stating that sexist, racist and homophobic language and behaviour will not be tolerated. The head teacher met with the students and went through the meaning of discrimination.</li> <li>● A member of staff has been given a reduced teaching workload to develop a literacy programme for the school, which will eventually lead to a focus on emotional literacy.</li> </ul> <ul style="list-style-type: none"> <li>● A 'Respect' policy has been developed – with gender as an underlying aspect to respect. This has been written into staff handbooks.</li> <li>● A Gender Equality Scheme has been written.</li> <li>● Improving attainment by young women is a priority for the school.</li> <li>● A conference for the local area is planned for November 2010 on addressing gender equality, young women's attainment and challenging violence against women and girls (drawing on work in the school).</li> </ul>
	<p><b>Staff</b></p>
<p><b>SCHOOL A</b></p> <p><b>SCHOOL B</b></p> <p><b>SCHOOL C</b></p> <p><b>SCHOOL D</b></p> <p><b>SCHOOL E</b></p>	<ul style="list-style-type: none"> <li>● Training for whole staff team on sexual bullying by Equality Working Group (one-hour session).</li> <li>● Training on domestic violence for Equality Working Group members by county Domestic Violence Strategy Partnership (two hours).</li> <li>● Training for the six teachers who teach PSHE on delivering the Challenging Violence, Changing Lives resource (one hour).</li> <li>● New lesson plans written on gender, gender inequality, violence against women and girls, and respectful relationships.</li> </ul> <ul style="list-style-type: none"> <li>● Interested staff invited to join the Gender Equality Working Group, now Equalities Working Group.</li> </ul> <ul style="list-style-type: none"> <li>● A group of core staff received a two-hour training session on domestic violence by an external consultant.</li> </ul> <ul style="list-style-type: none"> <li>● Basic domestic violence training session (two hours) for Year 8 and 10 tutors (led by an external consultant).</li> <li>● Whole staff INSET training day on equality and diversity (including homophobia).</li> <li>● New lesson plans written on violence against women and girls.</li> </ul> <ul style="list-style-type: none"> <li>● Whole-day training for a small number of members of staff (who lead on PSHE and support for students) on violence against women and girls, so they are able to deliver work from the Challenging Violence, Changing Lives resource (run by external consultants).</li> <li>● Development of a pack for teachers called 'The Whole Girl' on creative teaching and learning strategies, with an emphasis on emotional literacy, to raise girls' achievement.</li> </ul>

	<b>Students</b>
<b>SCHOOL A</b>	<ul style="list-style-type: none"> <li>● Survey, developed by Equality Working Group, completed by 57 young women in Years 9 and 10 on attitudes to, and experiences of, sexual bullying.</li> <li>● Peer-led research: Year 9 group of peer researchers administered a questionnaire examining attitudes to body image across a sample of Year 9 form groups; same peer researchers facilitated two group discussions on bullying.</li> <li>● Gender and violence against women lessons incorporated into Years 7-11 PSHE curriculum.</li> <li>● 'Respect' subgroup of the school council to support the Equality Working Group.</li> <li>● A group of students attended a countywide SEAL event to discuss the work being done on gender, sexual bullying and violence against women and girls.</li> <li>● All young men and women have to take part in dance lessons.</li> <li>● Assertiveness training for Year 8 young women identified as being vulnerable.</li> </ul>
<b>SCHOOL B</b>	<ul style="list-style-type: none"> <li>● A Year 10 assembly led by a teacher who also sat on the Gender Equality Working Group, discussing young women's experiences of sexual bullying causing them to self-harm.</li> <li>● A group of Year 11 students were trained in research skills and supported to develop a survey, which they would then administer, analyse and disseminate the findings from. Unfortunately, the group was not supported to administer the survey following the training workshop.</li> </ul>
<b>SCHOOL C</b>	<ul style="list-style-type: none"> <li>● An anti-sexual bullying peer mentoring scheme has been running for three years. Annually, a large group of Year 9 pupils are recruited to take on the work from the beginning of Year 10. They run PSHE lessons on sexual bullying, do Year assembly awareness-raising work, undertake survey research with pupils at the school, and intervene when they observe or are approached by someone who is being sexually bullied. See case study (page34).</li> </ul>
<b>SCHOOL D</b>	<ul style="list-style-type: none"> <li>● A new bullying logging incident system was developed for students and other members of the school community (via text, e-mail, voice mail and internal post box service). All incidents are to be responded to within 48 hours and dealt with by the 'Be Safe' team. There is a commitment to let the complainant lead the decision on how to manage the incident. Learning support assistants launched the new programme through visits to each form group.</li> <li>● A group of young women spent one session a week for a term with an outside consultant discussing gender and violence against women and girls. The group then developed into a peer mentoring initiative with support from two members of staff.</li> <li>● A group of young men linked to an alleged sexual assault incident joined a small group, led by the school's family support worker and an external organisation sexual exploitation worker, for a term to explore attitudes and behaviour in relation to violence against women and girls (this initiative is written up as a case study on page 41). The initiative was repeated with other groups of young men identified as behaving inappropriately towards young women.</li> <li>● A girls' school football team established.</li> <li>● Group work with young people involved in cyber-bullying, led by 'Be Safe' team co-ordinators.</li> <li>● Work with parents to raise their awareness of the kinds of language and intimidation (cyber-bullying) occurring between young people.</li> </ul>
<b>SCHOOL E</b>	<ul style="list-style-type: none"> <li>● There are regular workshops (run by a local third sector organisation) on violence against women and girls at school.</li> <li>● Meditation sessions three times a week in every class, where students explore scenarios in pairs related to managing relationships and respect.</li> <li>● Training for peer mentors on sexual and homophobic bullying.</li> <li>● Sexual bullying campaigners 'Merched Mentrus' (Powerful Girls): delivered PSHE session on respectful relationships to peers; taught self-defence; raised money for local Women's Aid; performed a theatre piece on sexual bullying for a regional conference organised by School E.</li> <li>● Discussion through assemblies about how girls can take back part of the playground (usually taken over by young men playing football and rugby).</li> <li>● Group for young women with low aspirations – Adventurous Girls (see case study, page 47).</li> <li>● Sixth Form had a PSHCE Theme Day on 'Personal Safety', which included a focus on various aspects of violence against women and girls (domestic violence, cyber-safety and the importance of body language and using it in 'challenging' situations).</li> </ul>

### CASE STUDY 3: GROUP WORK WITH YOUNG MEN

Concerns had been raised regarding a group of six young men (aged 13 years) as a result of their involvement in or association with an alleged sexual assault in the school. A group work programme was developed by an external professional with experience of sexual exploitation work (who was supported by the school's family liaison worker). Eight sessions were run over a period of four weeks.

#### Group-work facilitator's report on the initiative

- **Sexual exploitation** – using a case study approach, the group became immediately engaged. Although they felt the young woman might deserve sympathy, the young men still felt she should have pre-empted the abuse.
- **Rape** – group asked about rape and consent, and what the laws were. One young man wanted to know if a young woman 'calls rape' (as he put it) after having sex, can a man be 'done' for rape. When the group was asked why they thought people were raped, they came back with responses such as 'because people are horny'.
- **Consent, power and control** – exercises in this session included understanding what consent meant and what might prevent someone from being able to give consent.
- **Sex** – the young men could identify possible implications if the reasons two people wanted sex differed. They understood that this might lead to

some people getting hurt or being taken advantage of. Unfortunately, the young men appeared unable to engage in detailed discussion about boundaries in relation to sexual activity and interactions.

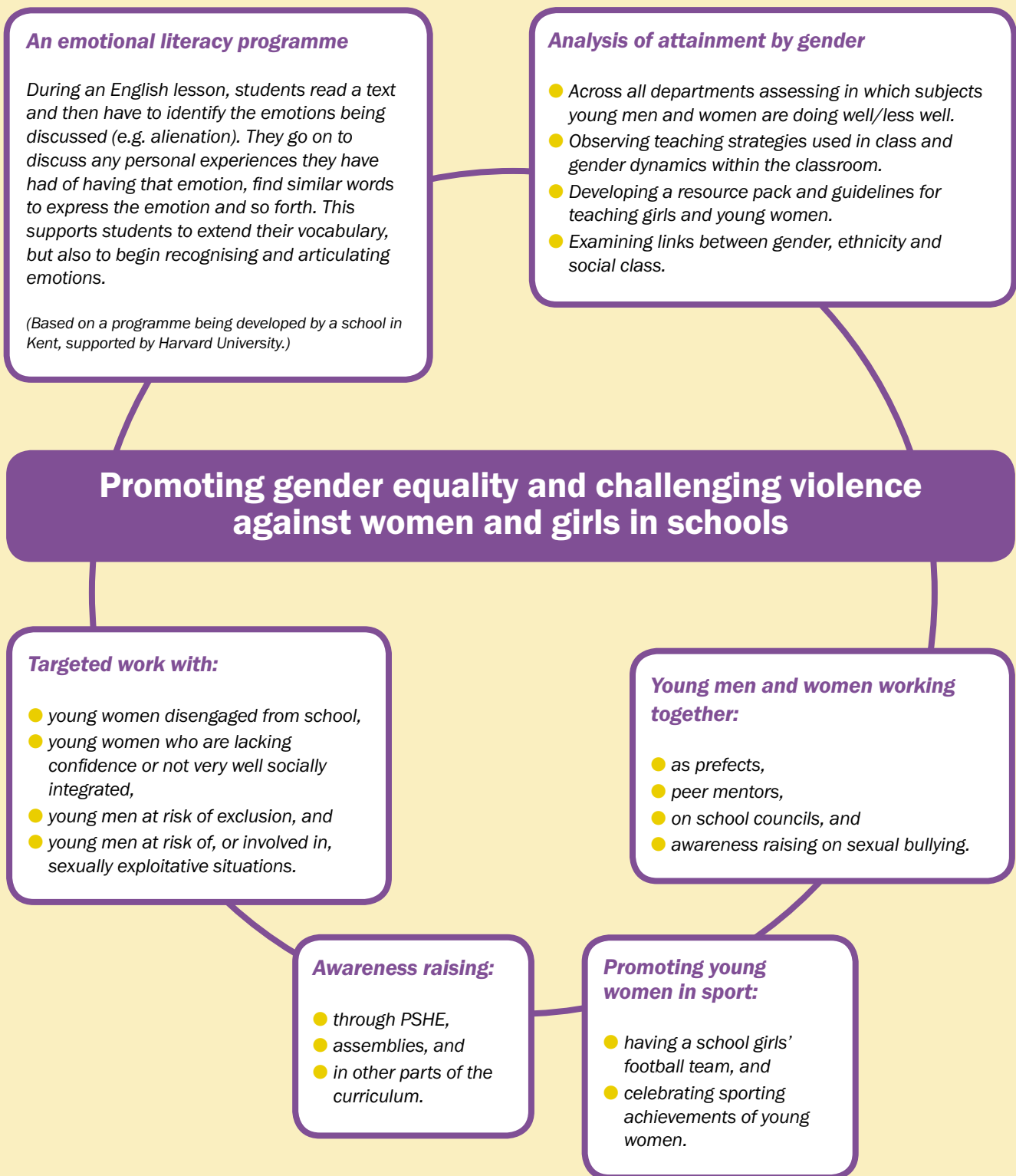
- **Pornography** – the young men were inquisitive in a sensible way; they wanted to know the differences between real life sex and 'porn sex'. It was clear that they access pornography and get information about sex from it. The young men suggested that sometimes it is 'ok' to learn about sex from pornography as it tells you how to do things.
- **Gender roles** – the young men very much supported traditional views of young men and women. They also expressed the view that young women should be more responsible for sexual behaviour than young men. The young men suggested that if men's sexual behaviour was exploitative and/or linked to sexual violence, they were simply living up to dominant expectations in society and in friendship groups, and seemed unwilling to take responsibility for their actions.
- **The ideal partner** – the exercises exploring what young men wanted from a relationship showed a disparity between what young men wanted their relationships to be like, and the attitudes and values in their day-to-day relationships with young women. This may reflect the difference between what they think they want now in their relationships, and what they might want in the future.

#### Reflections/lessons learned

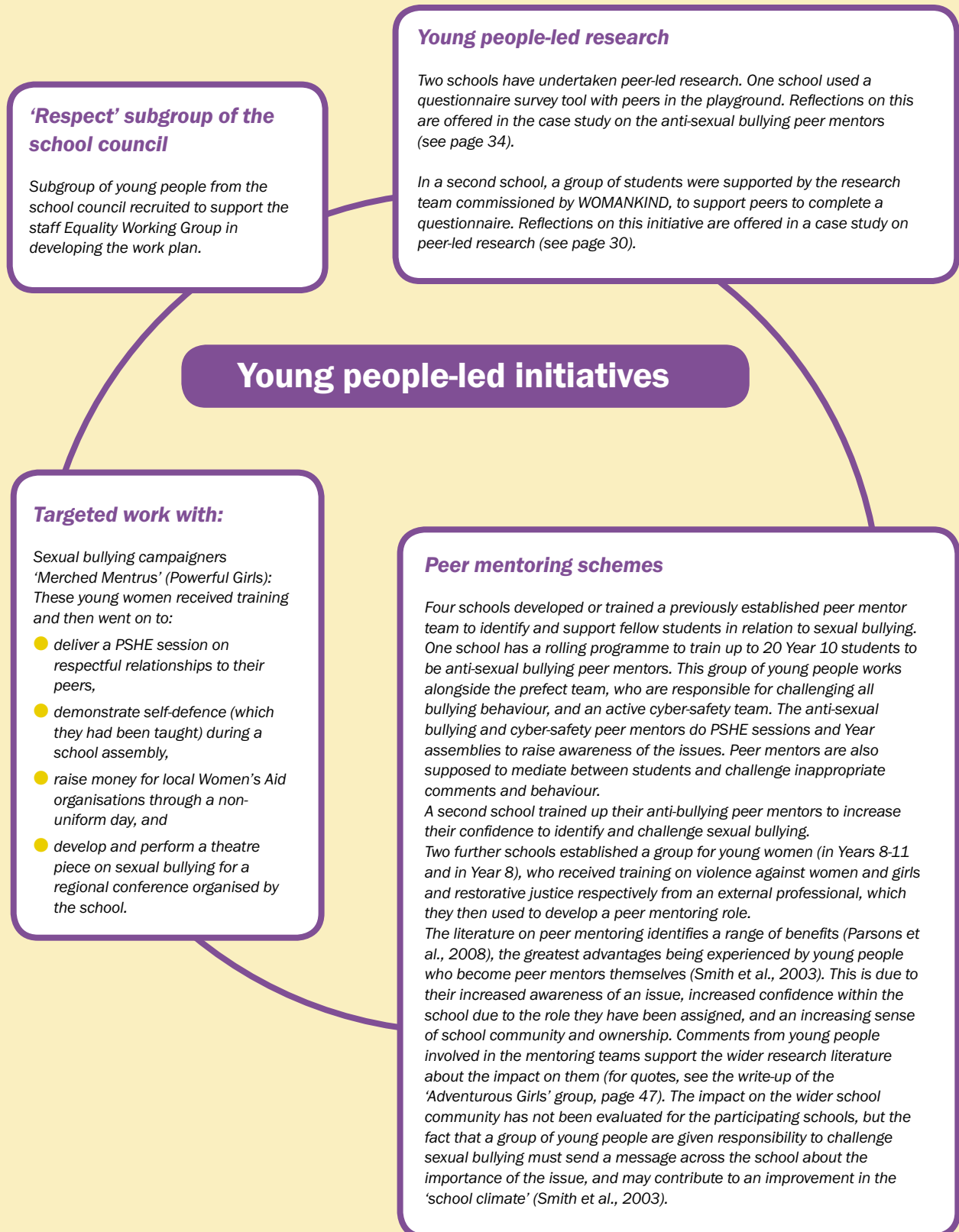
- While the young men were able to understand the issues being discussed, they did not necessarily associate these with their own lives and their attitudes towards young women. During many conversations the young men's language was sexist and derogatory. They did not draw on the knowledge they had gained during sessions around sexual exploitation, consent and power. When the young men started to get excited, they began to talk about sex and young women in a way that was very disrespectful and violent.
- It appeared as if peer group dynamics often affected the language the young men used and the reference points drawn upon. The young men behaved as they thought they should in the group setting.
- The young men wondered if they could ask the facilitator personal questions and it was agreed that this was not allowed. This was a rule established from the first session and the young men were respectful of it.
- Some of the young men had been involved in worrying behaviour, and presented themselves and could behave inappropriately; however, their socialisation experiences had clearly shaped some of their views.
- The young men appreciated the group, where they were not judged, not shouted at, but where someone took them seriously, listened to them, negotiated with them and respected that they had their own views – even if these views were challenged. The group work moved away from viewing men as perpetrators to engaging with them in a way that strengthened communication and mutual understanding.
- The evaluation forms completed by the young men also demonstrated they had engaged with, and enjoyed the process, and felt they had learned more about the law and sex, issues around consent, the reality of pornography, and what they might like from a relationship. Comments made by the young men about what they had learnt included: never do sexual stuff with someone that doesn't like it; never have sex to show off. This group work input was repeated with other groups over the next two years of the WOMANKIND programme.



**Diagram 2: Summary of actions developed by participating schools**



**Diagram 3: Summary of actions developed by participating schools in which young people were directly involved**



## Positioning the work

### Introduction

This section discusses the ways in which the five participating schools linked a focus on gender equality and violence to their broader priorities and agendas.

### Key finding

Schools linked work on gender equality and challenging violence against women and girls to an equalities/social inclusion agenda, and a focus on behaviour within the school and/or priorities in improving attainment.

### Recommendation

The promotion of gender equality and challenging violence against women and girls can fit easily alongside a number of contemporary core priorities and policy areas in schools.

This section looks at how the five participating schools responded to the challenge of promoting gender equality and preventing violence against women and girls. Schools adopted different approaches to linking the work to existing priorities such as equalities, behaviour and attainment. Key to the sustainability of the work was the fact that it was embedded in current school priorities – especially the School Improvement Plan. Four of the five schools made work on the issues part of their School Improvement Plan for at least one year between 2008/09 and 2010/2011.

### **Diagram 4: Positioning of the gender equality and challenging violence against women and girls work in participating schools**



Two schools framed their work on gender equality and challenging violence against women and girls specifically around **equalities**. Both these schools were located in ethnically mixed communities. In one school (School B), Ofsted had recommended that it focus more closely on issues of equality. This school had done a lot of work on gender, race and disability equality before the commencement of the WOMANKIND programme, with each strand having its own working group to develop a separate scheme of work. Over the course of time, however, this structure appeared to become unsustainable (given the time commitment required of staff and governors), and equalities work was temporarily dropped as a priority while the school refocused all its energies on raising attainment and coping with a number of key members of staff being on long-term sick leave. However, a commitment to equalities and diversity was reinstated during the latter half of the 2009/10 academic year, and has become a school priority for 2010/11.

In the second school that framed its work around equalities – School D – the ethnically mixed demography of the students had led to considerable tensions between different cultural and ethnic groups. For this reason, the school had a history of focusing on the issue of **social inclusion** and community cohesion. Such a focus led to an awareness of the differences between young men and women within these various groups – in terms of engagement, attainment and future aspirations. Alongside this emphasis, the occurrence of a small number of incidents of sexual harassment and assaults involving students, as well as disquiet among a small group of staff at the overtly homophobic attitudes of students and some colleagues, were drivers for this school to take part in the WOMANKIND programme. It was hoped to put the challenging of attitudes that condone sexual violence, homophobia and gender inequality at the heart of their ethos.

In School D, a focus on equalities (and social cohesion) was directly linked to behaviour and **challenging bullying and discriminatory behaviour** as one of the main means of achieving such equality. School C, meanwhile, thought the work developed through its involvement in the WOMANKIND programme would sit most naturally alongside its behaviour strategy, as its main focus in engaging with the programme was to proactively prevent and challenge sexual bullying. School E developed a ‘Respect’ policy and plan of work during the course of

the WOMANKIND programme, which aimed to promote the development of respectful interactions and relationships between members of the school community. This school linked respect, social cohesion and ‘equality, equal opportunities and fair play’ (head teacher).

All schools were concerned about **pupil attainment**, and appreciated that certain groups of pupils achieved better than others. While all had a series of initiatives to promote attainment, only School E specifically positioned the WOMANKIND programme as having a direct bearing on and link to this focus:

*‘What [our involvement in the WOMANKIND Programme] has done is raise our eyes to look far more significantly at the boy/girl relationship and look at whether there are any lessons to be learned. Are the data throwing up some questions we need to address regarding boys outperforming girls in certain subjects and vice versa? ... Getting to grips with course content, teaching materials and teaching styles has made us think about this. For instance, observing a lesson of all girls doing graphics this year and no boys – so all the course content and materials are adapted for girls, having no boys in the group. It does make people far more aware of situations.’*

**Head teacher**

*‘We had an induction day for Year 9 recently and asked them, “What is the next 10 years about?” It was surprising how many of the boys were quite clear about where they were going – ranging from a barrister to a surgeon or fire fighter. But one of the first responses from one of the girls was, “Have a baby”. Even those girls that had some idea didn’t have the same understanding of what types of skills, training, qualifications they would need to do it. “My aunty runs a hairdresser, I will get a job with my aunty”, was a relatively common comment.’*

**Deputy head**

School D did draw links between gender and attainment by, for example, explaining that its focus on behaviour was in part to ensure that students felt safe to learn. Similarly, a focus on improving literacy (especially among young men) and supporting young men at risk of exclusion through daily 10-minute mentoring sessions (in School D) links to some of the best practice guidance written by the Gender Agenda initiative (DCSF, 2009c)a) and Forde et al.’s (2006)





review for the Scottish government on the promotion of gender equality in schools.

While School D and School A acknowledged the often low and gendered aspirations of many of their female students, no specific programmes of work had been developed (with the exception of School A's career advice programme, which attempted to bring in women and men working in 'non-traditional' employment sectors for their career fairs and talks). In contrast, School E had developed a specific resource for teachers, 'The Whole Girl' (detailing creative teaching and learning strategies to raise girls' achievement) and had developed a group for Year 8 young women who were deemed at risk of underachieving.

Arguably, a whole-school approach to the promotion of gender equality and challenging violence against women and girls would require that schools understand the relevance of this work across all these school priority areas — as the 'impact' of action on gender could support the achievement of equalities, better behaviour and higher attainment. What the work in the five participating schools demonstrates is that a focus on gender equality and challenging discriminatory attitudes and behaviour could fit into a

number of central policy areas or school priorities. It also shows that the particular school context — demography, attainment, head teacher and senior management team's vision, staff team enthusiasm and so forth — will influence which agenda the issues might be positioned alongside.

When WOMANKIND developed the second phase of the programme (2008–2010) the **Gender Equality Duty** was seen as a potentially important entry point for schools, as it is a legal requirement (since April 2007) for schools to have a Gender Equality Scheme (and the guidance made clear a link between the promotion of gender equality and the prevention of violence against women and girls). All but one of the schools prepared a Gender Equality Scheme during their participation in the WOMANKIND programme. However, the process whereby these schemes were developed lacked the depth of data collection/analysis, consultation on priority setting and action-plan development set out in the 'best practice' guides available (see the Equality and Human Rights Commission guidance on the gender equality duty and schools at [http://www.equalityhumanrights.com/uploaded\\_files/PSD/46\\_gender\\_equality\\_duty\\_and\\_schools\\_guidance.doc](http://www.equalityhumanrights.com/uploaded_files/PSD/46_gender_equality_duty_and_schools_guidance.doc)).

## CASE STUDY 4: ADVENTUROUS GIRLS' GROUP

Just under one fifth of the young women in Year 8 — who were either underachieving, not seen to be adhering to school rules or appeared to not really be involving themselves in school life — were invited to join the group. The young women were invited out for a restaurant meal, where they discussed what they liked and did not like about the school and what they would like to see change. The group facilitator noted, 'they were so pleased about going out for the meal and that they were selected; they got very excited, got all dressed up and felt very special'.

Some of the young women attended an abusive relationships conference, which South Wales Police organised, and actively took part in discussions. A local police officer then came in and supported those young women to develop a PowerPoint presentation on abusive relationships for them to deliver as part of the PSHE programme. Fellow students were said to have reacted positively, and the young presenters were excited about the work. They will be delivering the work again next year, and in some feeder primary schools as well.

In another initiative, young women formed a weekly Lunch Club, where they came together, cooked a meal

and then sat together and discussed issues with the group facilitator over lunch.

The whole Adventurous Girls' Group received restorative justice training, and next year will work as mentors to resolve conflicts between younger pupils. They will also attend a regional conference for other pupils involved in such work in the autumn term 2010. These young women have now become mentors in one of the three peer-mentoring initiatives within the school, alongside the anti-bullying and academic mentoring programmes. According to the young women, the benefits of such a peer-led restorative justice programme are: 'some people are quite shy to go to the teachers to talk about things — so they might feel more comfortable to go to people who perhaps went to the same primary school as them... and the teachers have not had the training that we have — so we would know how to deal with it in a better way'.

It is planned that this group of young women will continue to meet so that they can contribute to school life and maintain their engagement in their learning.

The school plans to develop a similar group for disengaged young women in Year 9.

### Signs of impact

- Teachers and parents report that some of the young women involved in the group are more actively participating in class discussions and receiving better school reports.
- Some young men are asking why the young women have their own group; discussions are taking place within the school about developing an initiative focusing on those young men in Year 7 or 8 who are disengaging from school.
- One young woman commented: 'we had self-defence practice for girls, and it was really helpful and quite reassuring as well. And we learned a lot about life skills because we also talked a lot about our future jobs and what goals we had set. And that was really beneficial'.
- Another young woman said: 'I definitely think this work should be taken to other schools, because it like makes us closer and we are more like a little community... it makes you closer to the teachers as well, and you learn a lot more than you did before because you have that one-on-one with them and not just in a group — you kind of learn what kind of person they are and not just as a teacher. So you can like go to them and talk to them'.
- 'It doesn't sound like it would, but I think it helped my education as well... because it makes me feel more confident and I feel more mature and it makes you really think about what you want to do...'
- 'We used to be a bit naughty and arguing in class... and it makes you think that you should just get on with things you need to and forget the things that don't really matter. It really makes you think about what is important'.
- 'I [went] home after learning about abusive relationships and it made me feel like encouraged that I have got a nice home to go to and I am a bit more like... my attitude has lifted... I didn't stomp up the stairs when asked to clear my bedroom — I just got on with it'.

### Reflections/lessons learned

- There were discussions about the balance of sustaining resources to continue running this group, when other groups of young people who are similarly disengaged from school might be able to benefit from targeted input as well (some Year 8 and 9 young men, Year 9 young women).

## Developing and resourcing the work

### Introduction

This section discusses how the schools organised and resourced the development and management of work to promote gender equality and challenge violence against women and girls.

### Key findings

- There were two main ways in which participating schools organised the staff and resources involved in developing the work – through a working group structure or through a management structure.
- The main resources needed to develop the work are staff time and, maybe, using an external agency or professional to act as a ‘critical friend’ in developing ideas and facilitating wider school-community discussions.

### Recommendation

Before embarking on the development of work promoting gender equality and challenging violence against women and girls, it is important to consider how structurally to position and resource the development and management of the work, as this is likely to increase its success.

### **Internal school structures facilitating the development of work**

A key recommendation from the evaluation of the first phase of the WOMANKIND programme in 2007 was that commitment and leadership from the senior management team within a school is central to increasing the impact of a programme to raise awareness of gender inequality and challenge violence against women and girls.

Central to the energy, commitment and vision for developing this area of work was the lead or liaison point for involvement in the WOMANKIND programme. In all but one of the schools, this person was a member of the senior management team – often a deputy or assistant head teacher.

Examining the way the five schools participating in the second phase of the WOMANKIND programme managed the development of their work, led to the identification of two main ways in which schools could set about that work. These were:

- A. The school lead might develop and review the work through the support of a working group (newly established for the purpose or a currently existing group), with responsibility for action delegated to members of this group.
- B. The school lead might manage a number of staff who would be called on to support the development of work on gender equality and challenging violence against women and girls.

A common feature across all the schools was the presence of a designated ‘lead’ in the form of one person who took responsibility for developing the school’s approach to gender equality and challenging violence against women and girls. In all five participating schools, this person was a woman, who, with the exception of one school, was a deputy or assistant head. The designated **school leads all demonstrated an understanding of gender inequality and, most importantly, a clearly articulated passion to challenge (gender) inequality and discrimination.**

Only one school – School A – set up a working group to develop the school’s response to (gender) inequality. The working group was identified as a **formal working group within the school and reported back to the senior management team on a termly basis.** Within this working group, the lead still co-ordinated much of the work, but was able to delegate some of the work. Importantly, in her view and those of her working group colleagues, she was also able to utilise a partnership approach (working with staff across departments, young people on the school council – and the research team) to identify issues of relevance to gender inequality and violence against women and girls, and to develop possible actions to tackle these. ‘Bringing on board’ others was felt by these staff members to be crucial for developing a whole-school approach. In addition, while the working group fed formally into the senior management team, the school lead (who was not herself a member of the

senior management team) met regularly with the head teacher to discuss the work.

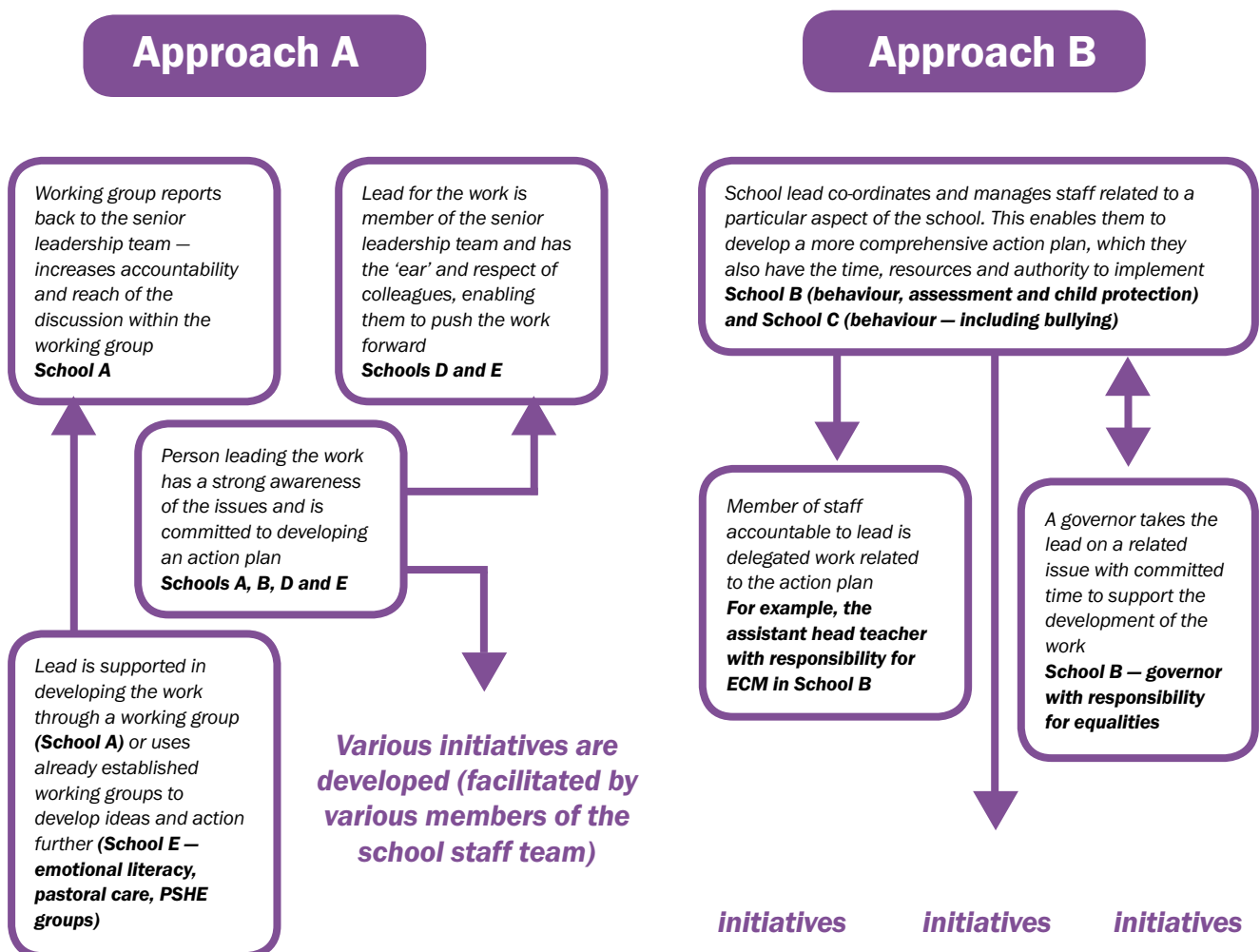
In two schools, the lead for the work was a deputy head teacher, who (although no specific working group for the gender equality and violence against women and girls work had been established) used **already established working groups** to discuss some of the issues (and at times delegate some of the work). However, in these schools, the school lead remained the only person really to have an overview of the work, and had the sole responsibility of envisaging a coherent, comprehensive approach to the issue. Nonetheless, given the seniority of these leads, the fact they were responsible for the pastoral care provision of the school and – from reports by colleagues – were said to be highly respected, meant they **had the potential to develop quite innovative and comprehensive action plans** as part

of the WOMANKIND programme.

Without the support of a working group or the ability to delegate work and share responsibility for it across a group of interested staff, two school leads suggested that the only way to sustain the development of the work was **to create a 'coherent management strand'**. This meant identifying initiatives, school priorities and staff roles linked to gender equality and violence against women and girls, and making all these staff and areas of work the responsibility of one designated lead person (an approach being adopted by Schools B and C for 2010-11 and which appeared to be the way in which responsibilities were already allocated in Schools D and E).

None of the participating schools reported using their Gender Equality Scheme as a vehicle for developing, managing and reviewing the work.

**Diagram 5: Two main ways in which the work on gender equality and challenging violence against women was developed in the participating schools**





However, in all but one of the schools, gender equality work had either already been included in the **School Improvement Plan** for the forthcoming academic year, or there was the intention to do so in the near future.

### **Other factors supporting the development of the work**

Reflecting on the factors that facilitated the development of relevant activity, staff in the five participating schools identified time available as the central and most significant resource needed. Those schools that developed the most work tended to have two key mechanisms in place:

- the promotion of gender equality and challenging violence against women and girls was easily understood as core to one or more of the school's overall priorities, and
- the school lead worked with a small group of staff to whom elements of work could be delegated.

Being a participating school in the WOMANKIND programme meant these schools were offered free training (which was partially taken up), and received some input from the WOMANKIND UK policy manager or another third sector organisation to facilitate work with young people or support the development of a Gender Equality Scheme. One further resource which participating schools mentioned being valuable was the regular contact they had with the WOMANKIND UK policy manager and the Institute of Education research team – whom they saw as playing the role of a 'critical friend'.

One example of the way in which a 'critical friend' could support work in schools came from the observations, consultations and bringing together of ideas undertaken by the lead researcher (CM) during her first visit to each school. Following each visit, she prepared a **short report** presenting some of the findings. A number of school leads explained that these reports had been read and discussed by the senior management team, and had supported the process of identifying priorities for future work. As one lead put it:

*'In the report, [the researcher] had written that the boys are out on the field and the girls just hang around on radiators [during play time]. That stayed with me, that sentence, and then I started to notice*

*how true that was. I talk a lot about how we mustn't be hanging around on radiators. I make reference to that all the time.'*

Having an external professional to support the process of identifying key issues for the school may therefore be valuable. Alternatively, other processes of consultation may lead to the same outcome – i.e. the beginning of conversation about the issues. Examples of possible audit tools or research questions are given in the Appendices.

## CASE STUDY 5: EQUALITY WORKING GROUP

The Equality Working Group is a group for School A staff. It has held eight meetings since January 2009, has been integrated into the formal school structure and reports directly to the senior management team. Members of staff volunteer to join the group. The members of the group appear to be highly committed to work on promoting gender equality and challenging violence against women and girls, and several new members have joined since its inception (particularly following the working group-led INSET training session in September 2009). What is striking is the range of staff, including those further down the 'hierarchy' of the school who feel positive about being part of the group and would like to improve the experience of staff and pupils in the school.

The working group has participated in basic domestic violence awareness-raising training, as well as created a space to debate relevant issues – such as issues

arising out of a screening of a BBC Panorama programme on sexual bullying or the WOMANKIND-commissioned research team's informal report to the school following the first and second research visits. One of the main 'actions' developed by the working group has been a one-hour awareness-raising session on sexual bullying within the school. During this session, the results of a small research study undertaken by the school lead were presented and staff were asked to discuss in small groups various sexual bullying scenarios.

The group is hoping to work alongside the 'Respect' subgroup of the school council, so staff and pupil views and efforts can be brought together to promote (gender) equality and challenge violence. After having completed the school Gender Equality Scheme, they will now focus on other equality issues, including homophobia.

### Signs of impact

- A number of school staff commented that the working group-led INSET session had had an impact – 'it did rattle people', 'the head was shocked', 'the INSET stimulated great discussion... brought to the forefront of our minds a lot of issues and made it safer to discuss things – equality issues and gender'.
- Members of the working group explained that their own understanding of the issues had changed: 'The way we use language – I didn't realise how this can influence attitudes. The word "gay" for instance. I wouldn't have challenged this before if I hadn't been in the Equality Working Group. I would have seen it as stupidity, a difference in maturity.'
- The collaborative nature of the working group format was felt to be important in increasing its sustainability, creating a greater call for change, and increasing the probability that discriminatory attitudes and behaviours would be more often and consistently challenged.

### Reflections/lessons learned

- Initially, the working group had called itself the WOMANKIND working group (as it was established as part of the school's engagement with the WOMANKIND programme). Over the course of the first academic year, the original name of the working group created tensions. During the INSET training session, a lot of time and energy was devoted to discussing why the group was called WOMANKIND rather than 'Mankind' or 'Humankind'. The name appeared to suggest to others that the group was concerned solely with 'women's issues'. As one member reported, a colleague dismissed the group as a sort of feminist support group saying, 'do you burn bras there?'. The group changed its name to the Equality Working Group. This name change might support its sustainability, beyond the lifetime of the school's involvement in the programme.
- The working group initially wished to focus almost entirely on issues for women and girls. While many would argue that such a focus is appropriate (given that women and girls disproportionately experience sexual bullying, sexual violence and intimate partner violence), many experts argue that the pressures young men experience to conform to very specific norms of masculinity need to be addressed too – not only in their own right, but in tandem, if progress is to be made towards improved, more respectful, healthier relationships between men and women.
- Over time the working group realised the need to identify other school priorities with which its work fitted, so that it could make a clearer case for its value to the broader school community, especially to those members who are not 'convinced' by the need to focus on gender as an issue.
- Additionally, the group began to work towards the development of a clearly defined set of objectives for which it could be held accountable.

# Training staff

## Introduction

This section discusses the training that staff at the five participating schools received over the two academic years they were involved in the WOMANKIND programme.

## Key findings

- It appeared difficult for schools to create opportunities for staff to be released to attend training.
- Even when staff received only minimal training, they reported how surprising and useful it had been. Staff identified a number of further training and support needs.

## Recommendations

- Offering opportunities for school staff to have their awareness raised, and develop skills in relation to the issues, is key to developing actions and a school culture to tackle these issues.
- External experts need to be brought in to facilitate the training.
- A focus on gender equality and/or violence against women and girls could be used as a focus for a member of staff's continued professional development (eg. a master's dissertation).

Ongoing continuing professional development (CPD) was identified as a key priority for the future development of work to promote gender equality and challenge violence against women and girls. This was identified in the evaluation of the first phase of the WOMANKIND programme, as well as by the DCSF Violence Against Women and Girls Advisory Group (2010) recommendations to government. To this end, WOMANKIND made available considerable resources to support schools, including training for staff in the second phase of the programme, whose work is reviewed here.

Four of the five schools received some training over the course of the two academic years. Across all schools, however, there appeared to be great difficulty in timetabling training and enabling it to be offered flexibly, on-site by WOMANKIND expert consultants. In two schools, the total training taken up over the course of the two academic years comprised a two-hour introduction session on domestic violence for a small group of staff. Despite identifying a range of further training needs following these sessions, no further commitment was given or time made available for these needs to be met. One school lead commented:

*'We have had the training for domestic violence, but everything was condensed into a couple of hours when it should have been a couple of days. And we are not sure where we should go from there.'*

Despite the low priority given by schools to ensuring staff could benefit from the opportunity to receive training on the issues, comments from staff who participated indicate how positively it was received and the value of further training for staff across the school:

- Following a voluntary two-hour session on domestic violence offered in School A, the designated lead expressed frustration that, *'No one from the pastoral team came... in a way [the trainer] was "preaching to the converted"'*. Nonetheless, the lead had herself been surprised at, *'how closely domestic violence sits with an understanding of gender roles – it is so hidden, seen as so shameful; I didn't realise how compelling the data would be.'*
- In another school – School C – the lead explained that following the basic domestic violence training, there had been an incident at the school where a young man had become very aggressive towards a female pupil who had accidentally pushed into him. The lead admitted that prior to the training, she might have viewed the young man's behaviour as *'silly'* and an over-reaction. However, after contacting his mother, it became clear the young man had witnessed violence in the home as a child, which might have explained his behaviour in school. The lead acknowledged she was still unsure how best to support him.
- The majority of staff at School D were enthusiastic

about devoting a whole day to training and discussion around equality and diversity. They reported that the sessions had been stimulating, promoted continued discussion between colleagues, highlighted some strong homophobic attitudes which required further challenging, and that a focus on equality and diversity needed to be continued through discussions at departmental levels.

The main reason identified for the lack of commitment to taking up training was the fact that staff INSET days were already planned one to two years ahead. Organising additional training opportunities for staff was deemed difficult unless staff agreed to attend outside school hours – which had to be a voluntary decision.

In two schools – Schools A and B – two members of staff made violence against women and girls the focus for a CPD module they were undertaking and a master’s dissertation they were writing respectively. This proved a time-efficient way for those members of staff to increase their understanding of the issues

and develop a specific action plan of work for their school, as well as gaining external support and recognition (in the form of the qualification received) for this work.

**Table 8: Summary of training received by participating schools**

<b>SCHOOL A</b>	<ul style="list-style-type: none"> <li>● Survey, developed by Equality Working Group, completed by 57 young women in Years 9 and 10 on attitudes to, and experiences of, sexual bullying.</li> <li>● The Equality Working Group ran a one-hour awareness-raising session on sexual bullying for the whole school staff team.</li> <li>● The Equality Working Group received two one-hour sessions focused on raising awareness of domestic violence.</li> <li>● The PSHE/Citizenship team received one hour of training on how to engage and teach students about issues related to violence against women and girls.</li> <li>● A whole school staff INSET day was planned on violence against women and girls, but unfortunately had to be cancelled due to snow. It has yet to be rearranged.</li> </ul>
<b>SCHOOL B</b>	<ul style="list-style-type: none"> <li>● No training taken up.</li> </ul>
<b>SCHOOL C</b>	<ul style="list-style-type: none"> <li>● Two-hour basic domestic violence awareness-raising session for 18 members of staff.</li> </ul>
<b>SCHOOL D</b>	<ul style="list-style-type: none"> <li>● Prior to its involvement with the WOMANKIND programme, the school had set aside one whole-staff INSET day to receive training on equality and diversity (including homophobia).</li> <li>● Twenty-one members of staff also received a two-hour session on domestic violence.</li> </ul>
<b>SCHOOL E</b>	<ul style="list-style-type: none"> <li>● Six-hour training session for a small number of staff, raising awareness of violence against women and girls and supporting staff to deliver parts of the Challenging Violence, Changing Lives resource.</li> </ul>



# Supporting students affected by violence against women and girls

## Introduction

This section explores the forms of violence against women and girls that were identified by schools and how confident school leads were that their child protection systems could effectively identify and appropriately manage these.

## Key findings

- All schools reported a number of incidents experienced by students that could be understood as violence against women and girls.
- Most schools felt confident their staff team would refer such incidents to more senior staff with appropriate training to manage such issues.

## Recommendation

All members of the school staff team should, as a minimum, receive training on the links between violence against women and girls and child protection/safeguarding. Ideally, those staff more actively involved in managing potential child protection concerns should develop a deeper and greater expertise in relation to these issues.

A significant minority of students in all schools are affected by violence against women and girls. More specifically, it can be anticipated that:

- Around one third of students are likely to be living in, or have had experience of living in, an abusive or violent home situation (Alexander et al., 2005; Burman and Cartmel, 2005; Povey et al., 2009).
- A proportion of students in any school will be experiencing abuse within their own intimate or sexual relationships (Burman and Cartmel, 2005; Barter et al., 2009).
- Many young people will be experiencing mild or more serious forms of sexual bullying and harassment within schools (Duncan, 1999; AAUW Educational Foundation, 2001; Timmerman, 2002).

This section provides some examples of incidents related to sexual bullying, harassment, domestic abuse and violence against women and girls that were reported to have taken place in the five participating schools. It then analyses how school leads responded to fictional child protection scenarios around violence against women and girls. The purpose of this exercise was to examine school leads' confidence in current child protection procedures and levels of training, and whether these were adequate for appropriately and effectively responding to the fictional scenarios.

Incidents that school leads identified as being linked to violence against women and girls, and which had occurred in the five participating schools, included:

- A young woman revealed she was in a relationship with a boyfriend who hit her. Staff wondered how best to support this young woman. This was reported in two of the schools.
- A Year 8 young man and woman had been name-calling and pestering each other, which culminated in the young man hitting the young woman. The young man found it really hard to understand why he should be disciplined more severely than the young woman because he hit her.
- A group of young men were involved in an alleged sexual assault against a young woman in the school grounds.
- A young man was seen 'mooning', then at a later date pulled down a young woman's trousers in the school corridor 'as a laugh'.
- It was rumoured a young woman in Year 11 had been married.
- A young woman became involved with much older men she had met outside of school.
- A young person told a teacher he is too frightened to go home.
- A young man went to Pakistan or Bangladesh for an extended period of time, and marriage is suspected.

Lack of training taken up by school staff on violence against women and girls, general lack of awareness of the real extent of such violence (Amnesty International UK, 2005), and the consistent minority view that it is acceptable to be violent towards women in certain circumstances (Amnesty International UK, 2005; Ipsos Mori, 2009) led us to explore how well participating schools felt their child protection procedures could manage situations in which students might experience violence against women and girls.

Schools were presented with three scenarios focusing on different aspects of violence against women and girls – teenage relationship abuse, experience of violence in the home and forced marriage – and were asked how they felt their child protection procedures would work and how colleagues presented with these situations might respond.

The three scenarios and main responses given by the school leads in participating schools are summarised below:

### 1. Teenage relationship abuse

Fiona is in Year 9 and is 15. She has started to date a boy in the Year above and they spend all of their time together in school, he even meets her from class. Fiona starts to dress differently and to ignore her friends. One day you find Fiona crying in the toilets, her hair is in disarray and she has a red mark on her face. What do you do? What risk factors can you identify? What will be the options?

- In one school, the lead responded that s/he would need to find out from the young woman what had happened. If a sexual assault or sexual violence had occurred, the school would need to invoke the relevant child protection mechanisms. However, in another school, the respondent felt that all members of staff would take this scenario directly to the designated child protection officer.
- All the staff in one school were reported to ‘know the rules about questioning and what we can and cannot ask’.
- One lead explained that she hoped staff would have noticed a change in the young woman, and would have proactively taken steps to talk to her about what was happening in her life to bring about these changes.

### 2. Domestic violence

Morgan is a Year 8 student aged 12. He has recently become withdrawn in class and his grades have begun to drop. He is not keen to go home at the end of the day, and hangs around the school fields. Morgan looks like he has not slept and is jumpy and nervous. Morgan tells you that his mum has a new boyfriend and he is worried about her. What do you do? What risk factors can you identify? What are the options?

- School D reported that all tutors have an ‘inclusive class list’, which has relevant information on each child (whether they are on the special educational needs (SEN) register and so forth). On the reverse of these lists is a comments box that asks, ‘are you concerned about a child?’. This is one mechanism that might identify Morgan as a child who is experiencing some difficulties. He would probably be referred to the school’s Panel (a multi-agency group that meets every week and includes a representative from Child and Adolescent Mental Health Services) and perhaps also to the school’s social worker.
- In School C, the case would be referred to the head of year, the school lead explained, which would trigger a ‘round robin [message to] find out what else is known about Morgan’. ‘Morgan might be referred to the health mentor or the school nurse [for support] and the designated child protection lead would refer the case to Social Care as appropriate. We have direct access to the Domestic Violence Team within the Local Authority’.

### 3. Forced marriage

Lena is 16 and a Year 11 student in your school. Recently Lena’s school attendance has dropped to 36 per cent; she has become withdrawn and nervous. When questioned about her attendance, Lena claims she has a medical condition and will not discuss it. Lena’s family are from Pakistan and she has been talking about a trip to visit her family. You have overheard Lena’s friends teasing her about an upcoming marriage. What do you do? What risk factors can you identify? What will be the options?

- All school leads reported they would seek external advice and refer the case on to social care agencies.

**Recommendations made by school leads on dealing with violence against women and girls included:**

- 'I think the most important thing is that a) the students are able to talk to us and b) that we are able to follow it through. But it does help having our own social worker here, because it means that they are not reliant on finding a teaching member of staff'. School D
- 'We take all these situations [linked to the scenarios] very seriously – it is better to over-react than to let things slip'. School C
- '[We have] very clear procedures that would be followed by all staff ... the bottom line is that it is a case of [staff] identifying [a] safeguarding issue and then passing it on – you don't deal with it yourself – you pass it on.' School D
- Annual training on child protection should take place for the whole school staff team, as well as for identified members of staff who undertake additional training.
- Schools should directly support young men affected by violence against women and girls – particularly those involved in incidents of sexual bullying and violence, and/or displaying attitudes that support

violence against women and girls. This could be done by asking expert third sector organisations/ professionals to facilitate group work with them, to challenge their behaviour and views (as is the case in School D).

The research team also interviewed a number of professionals in the third sector working on issues related to violence against women and girls. Respondents suggested the following recommendations for schools/staff in terms of appropriate continued professional development, to ensure that students and staff are adequately supported if affected by violence:

- Staff must remain open to how experiences at home might help to explain poor or challenging behaviour or absenteeism.
- Schools should examine how safe students' journeys to and from school are with respect to experiences of sexual bullying and violence.
- Schools should ensure staff are aware of support they themselves can access if they are affected by violence against women and girls.



## CASE STUDY 6: YOUNG WOMEN PEER MENTORING TEAM

Initially, a group of 18 young women from School D expressed an interest in becoming part of a young women peer mentoring team. The young women were in Years 8–11, and received an intensive training programme delivered by an external consultant. The training was specifically developed for them. When the young women asked for further sessions following the three originally planned, the consultant ensured these later sessions covered topics the young women wished to discuss further.

This initiative was part of the school's wider anti-bullying programme. In October 2009, a new bullying logging service was launched – 'Be Safe' – where all members of the school community could report a bullying incident by text, e-mail, voice mail or via a postal box in the Reception area of the school.

Following the in-depth training, the young women peer mentors received special sweatshirts. They then made themselves available to mediate in incidents reported through the new logging system, or intervened when they observed incidents of bullying or were approached by a fellow student for support. The school counsellor and family liaison worker met with the peer mentors on a weekly basis.

Comments made by the young female peer mentors at the beginning of the initiative included:

- '[We are needed] so that girls out there can have someone to talk to at their level.'
- Boys don't see the effect they have on women – how they can make you feel.'
- 'Girls need to stand up for themselves.'

### Signs of impact

We were not able to fully assess the impact of this initiative in the same way as the other case studies, because it was not possible to re-interview the young female peer mentors at the end of WOMANKIND's involvement with the school. The group was disbanded and a new one was being recruited when we last visited the school. However, we have included this initiative as a case study given the in-depth training the young women received and the focus on young women supporting other young women, rather than a mixed-sex peer mentoring team.

The external consultant who ran the eight-week training programme explained that the young women responded excitedly to the content of the programme, evidenced by their request for the training to continue beyond the initial three sessions. The consultant also reported that the young women began to make links between discussions about gender inequality and violence against women and girls with their own experiences.

The eight-week training programme covered:

- what is domestic violence? (two sessions),
- global forms of domestic violence,
- risk to girls in intimate relationships; girls and gang-life: sexual violence/sexual exploitation,
- the dating game: young girls with older men (two sessions), and
- role play managing different violence against women and girl scenarios (two sessions).

### Reflections/lessons learned

- The school lead for the WOMANKIND programme reported that, 'I think... you have to keep revisiting it because for the kids themselves, you might get a glut of reports (of bullying) and then nothing for a while ... so to keep that sustainability going is probably the most difficult thing. It is about revisiting things on a regular basis and finding slightly different ways of relaunching things and reminding children that the mentors are there'.

Evidence for the 'impact' of the young women peer mentoring team is based solely on comments made by the young women, their teachers and the external professionals who worked with them. However, there is some recent research evidence which supports the rationale behind the intervention – raising young women's awareness of gender, gender inequality, violence against women and girls, and creating a space in which young women can talk and develop skills. Martin (2008) evaluated an 18-week, full-time programme for educationally disengaged young women in the USA that focused on the above issues, and found that they became more aware of experiences they were having which constituted sexual harassment and began to challenge incidents of sexual harassment more than previously.



# Developing curricular work on gender equality and violence

## Introduction

This section discusses how and the extent to which the five participating schools developed their curricular input in relation to gender equality and violence.

## Key findings

- Most schools, initially at least, understood work on gender equality and violence against women and girls as being most appropriately delivered through curriculum areas such as PSHE and Citizenship.
- Possibilities for further developing the PSHE programme to include more work on gender, gender equality and violence against women and girls appeared to be limited by factors such as time and the confidence and skills of staff delivering PSHE.

## Recommendation

The most effective and efficient way of increasing curriculum input on the issues would be through integrating them across relevant curricular areas. A curriculum review tool can be found at the end of this report to support schools to start this work.

The first phase of the WOMANKIND programme focused on the extent to which schools had integrated the *Challenging Violence, Changing Lives* resource into their PSHE programmes and the impact of this. During the second phase, which provides the focus of this report, WOMANKIND had envisaged that as part of a whole-school approach, schools would use the *Challenging Violence, Changing Lives* resource to engage students on issues related to gender and violence against women and girls.

In the event, only one school – School A – actively redeveloped its PSHE and Citizenship programmes to include some of the lesson plan ideas presented in the *Challenging Violence, Changing Lives* resource. A second school – School E – had quite a comprehensive PSHE programme, but delivered this through off-timetable days (when students did not attend any classes, just a number of workshops on PSHE themes/topics), using a combination of teachers who had developed some expertise in an area of the PSHE curriculum and external agencies.

Despite a strong commitment by at least three of the schools (Schools A, D and E) to developing a whole-school approach to promoting gender equality and challenging violence against women and girls, the development (or revision) of the school's PSHE and broader curriculum to increase the input young people received on these issues through formal teaching was relatively limited. In addition, despite an interest

expressed by PSHE co-ordinators across all schools to include a greater focus on violence against women and girls in their existing work, a number of factors constrained these good intentions:

- In two schools – B and C – sick leave meant that staff were not able to devote the time necessary to redeveloping the curriculum using the *Challenging Violence, Changing Lives* resource.
- PSHE co-ordinators in all schools struggled to find the time to develop new schemes of work.
- Limited time given to PSHE within the school timetable meant it was hard to find a way to increase the focus on violence against women and girls, when there was a large number of other 'issues' that needed to be addressed.
- Given the complex nature of why such violence takes place, PSHE co-ordinators felt to examine these issues within PSHE required a number of lessons – making it even more difficult to find the space within the curriculum to do this.
- In School D, the PSHE co-ordinator explained that form tutors were expected to deliver much of the PSHE curriculum. As many tutors were not comfortable or confident delivering sessions on violence against women and girls, he felt some would not facilitate discussions and work on this issue. Furthermore, PSHE was delivered in short 15–25 minutes slots, which the co-ordinator did not

feel offered enough time to discuss the issues that might arise.

PSHE co-ordinators identified a number of possible solutions to the long-standing challenges concerning the effective delivery of PSHE in schools, which include lack of time and lack of confidence and knowledge on the part of staff facilitating the work. For example:

- In School D, during the second year of its participation in the study, the way in which PSHE was delivered to the lower years changed, so that it was being delivered by one of the school's departments rather than through all form tutors. (A similar change in method of delivery was also planned by School C for the forthcoming academic year). It was hoped that by reducing the staff teaching PSHE to just one department (Humanities in the case of School D and English in the case of School C), it might be easier to develop the skills and knowledge needed by staff and increase the consistency of delivery.
- In two schools – Schools C and E – young people who had received some education about sexual bullying and/or violence against women and girls developed a session, which they delivered to peers as part of the PSHE programme. The teachers, peer mentors and other students reported that these sessions were well received, raised awareness of the issues and stimulated a great deal of discussion.
- In School D, the aim was increasingly to embed PSHE across the curriculum, as well as some specific sessions delivered in tutor time or through a particular department:

*'PSHE and Citizenship (PSHCE) is embedded across the curriculum – in English they do a scheme on homelessness and the holocaust; in Geography they are looking at the Copenhagen conference and women's roles across the world, as well as modern slavery. They have looked at this during drama as well – doing role plays about abusive relationships. It is harder to integrate SEAL aspects and PSHCE into Science though.'*

Among some school staff interviewees, there appeared to be interest in examining how a focus on gender could be more clearly highlighted across the curriculum. One PSHE co-ordinator stated:

*'We need to review the curriculum – link it all together so that we are all aware and are giving the same messages – that's where the power comes ... need to be [discussing gender and violence against women and girls] across the curriculum ... it would be good to map out how this is integrated across the curriculum.'*

Despite almost universal consensus among school leads on the need to identify possible areas within the curriculum where issues related to gender and violence against women and girls could be (or were already being) discussed, and ensuring that all teachers were aware of this, none of the schools undertook a curriculum review during the course of the WOMANKIND programme. As noted above, one school was planning to integrate PSHE within the English curriculum, while another had started to implement PSHE through the Humanities Faculty curriculum for Key Stage 3 (Years 7–9). However, other opportunities exist within the curriculum. Not only might such an approach ensure that awareness of issues related to gender, gender inequality and violence against women and girls are more frequently and consistently raised, it could also provide an effective way of delivering on this agenda. This is especially the case given the significant limitations of relying on PSHE – an already marginalised, over-subscribed curriculum area.

WOMANKIND has developed a curriculum review tool to facilitate this process for schools (see Appendix F).

## Facilitators and barriers to successful work

### Introduction

This section offers an overview of barriers to developing work to promote gender equality and challenge violence against women and girls as identified during the research. Using the experience of the five schools participating in the WOMANKIND programme, a series of ‘solutions’ to the barriers are presented.

### Key findings

- A number of barriers to undertaking this work were identified, including lack of capacity within the staff team and the curriculum to develop new areas of work, making a case for prioritising the work, determining where and how best to start developing an action plan.
- The experience of the five schools offers a number of ways to overcome these barriers, including some school-based analysis of issues relevant to the local context, developing structures to support the identified school lead, and integrating work on issues of gender equality and violence within current work.

### Recommendation

School leads and external agencies should use the table in this section to identify ways to overcome barriers for developing a whole-school approach to promoting gender equality and challenging violence against women and girls.

Table 9 has been developed from discussions with members of each school team and professionals from external organisations who have experience of engaging with and working in schools on issues of gender equality and the prevention of violence. When engaging with schools, practitioners are often faced with a list of reasons of why schools find it difficult to undertake work on gender equality, and particularly violence against women and girls. ‘Solutions’ for each

identified barrier are offered, based on examples of ways the five schools tried to overcome obstacles to developing the work.

**Table 9: Barriers and facilitators to developing work in schools**

<b>Barriers</b>	<b>Facilitators/Solutions</b>
<i>Time to develop the work and send staff on training or organise training for all staff/a group of staff</i>	<p>Offer a very <b>short, initial awareness-raising session</b> on one of the key issues for the whole staff team, and then offer follow-on training to a group of interested staff (perhaps at a series of twilight or lunchtime sessions). School A</p> <p>Integrate a focus on gender within other training offered to staff – such as behaviour management, or teaching and learning strategies. Schools B and C</p> <p><b>Interested staff</b> may take on small pieces of work to move forward the school’s understanding of an issue and develop a response to it. Schools A, B, C and D</p> <p>Staff may focus on an element of the work as <b>part of their professional development</b> – for example, a master’s or leadership course. Schools A and B</p>

<p>A <b>senior lead</b>, even if passionate, who does not have the capacity to develop the work, or a colleague to whom they can delegate</p>	<p>Establish a small <b>working group</b> that can support the development of the work, ensure a range of voices is included and lead on different parts of the work. School A and one planned in School C</p> <p>Identify another member of staff to lead on the work, who reports back to the governor or senior leadership team colleague. School C</p>
<p>Sudden change in <b>priorities for a school</b> (due, for example, to poorer than expected exam results), with planned work/training being cancelled</p>	<p>Discuss whether and how a focus on equalities might actually support the school to meet the new priorities. Schools B and E</p> <p><b>Delegate:</b></p> <ul style="list-style-type: none"> <li>● some aspects of the work to less senior staff as an opportunity for skills and career development (such as newly qualified teachers), Schools A and C</li> <li>● to an external organisation that could come in and support the work, School D</li> <li>● to a group of students, with the support of a member of staff, to develop an action plan for further discussion. Schools A and B</li> </ul> <p>Integrate work on gender equality and/or violence against women and girls into the <b>School Improvement Plan</b> – to make it a priority, ensure the work continues to move forward and that there is accountability. Schools A and C</p>
<p>Not knowing where to start</p>	<p><b>Identify some key priorities</b>/areas of work in relation to gender equality, and develop an action plan with a small number of objectives over a three-year timeframe to slowly move the work forward. School B</p> <p>Ask a group of <b>young people to undertake an ‘audit’</b> (see page 30 for an example) of issues to help with the priority setting exercise. Schools A, B and D</p> <p>Identify a number of items from the suggested checklist for schools to start the work.</p> <p>In 2008, when some schools were trying to develop their Gender Equality Schemes, there were few examples of good practice available. Now there are many more web-accessible resources on developing equalities schemes.</p>
<p>An already <b>full timetable/curriculum</b></p>	<p>Using the <b>curriculum review tool</b> (see page 100) – identify where issues of gender and violence are already being discussed as part of the curriculum, and ensure the teacher emphasises the links to wider issues of gender inequality and violence against women and girls.</p> <p>Develop a cross-school <b>emotional literacy programme</b>, to explore with students how to listen and talk respectfully to one another. Aim to improve literacy and the school ethos. Arguably, such a programme could also improve relationships between young men and women and the way they interact. School D</p> <p>Aim to integrate at least one lesson on violence against women and girls across each year as a starting point. Schools A and E</p> <p>Have a <b>display</b> on violence against women and girls, and domestic violence – so all members of the school community can learn about some of the issues and identify further sources of support.</p> <p>Offer a very <b>short, initial awareness-raising session</b> on one of the key issues for the whole staff team, and then offer follow-on training to a group of interested staff (perhaps at a series of twilight or lunchtime sessions). School A</p> <p>Integrate a focus on gender within other training offered to staff – such as behaviour management, or teaching and learning strategies. Schools B and C (planned)</p> <p><b>Interested staff</b> may also want to take on small pieces of work to move the school’s understanding of an issue forward and develop a response. Schools A, B, C and D</p>



<p>An already full timetable/curriculum</p>	<p>Staff may focus on an element of the work as <b>part of their professional development</b> – for example, a master’s or leadership course. Schools A and B</p> <p>Get a member of the pastoral care team (who has received appropriate training) or a professional from an external organisation to <b>facilitate some small group work with targeted students</b> (vulnerable young women, peer mentors, young men involved in, or at risk of being involved in, a sexually exploitative incident). Schools D and E</p> <p>There are several published <b>resource packs on domestic violence</b>. To reduce the time teachers need to spend searching for these and identifying which lesson(s) to use, we recommend you use those listed on page 81.</p>
<p>Connecting one-off initiatives or <b>developing a whole-school approach</b> from seemingly unrelated actions</p>	<p>Identify which school priority the various actions sit under, and link them to the relevant policies. Schools A, D and E</p> <p>Support one-off initiatives with a few of the items listed in the checklist for schools, to make them more than a ‘bolt-on’. Schools A, D and E</p> <p>Work on equalities and violence against women and girls should be the <b>responsibility of the senior leadership team member and governor</b> who also leads on related issues – so they can make the links between the various areas of work (behaviour, bullying, child protection, pastoral care, equalities). Schools C, D and E</p>
<p>Anxiety about ‘opening Pandora’s box’ / ‘a can of worms’</p>	<p>Ensure staff have sufficient training to deal with these anxieties.</p> <p><b>Co-facilitate</b> some of the work <b>with a professional from an external organisation</b> who has expertise in these areas. Schools A, C, D and E</p> <p>Remember that disclosing an experience of violence in an intimate relationship is <b>a child protection issue</b> and should be dealt with in the same way as other child protection concerns.</p>
<p>‘Violence against women and girls’, domestic violence and gender inequality are not issues in this school/in this community’</p>	<p>Contact your local domestic violence, violence against women and girls, crime and disorder partnership co-ordinator and ask for <b>local statistics</b>. School A</p> <p>Use the young people’s ‘audit’ tool to identify issues. Schools A, B and D</p> <p><b>Talk to some of the support staff</b> about behaviours and attitudes they have observed among students in the classroom and outside. Schools A and D</p> <p>Use the <b>research evidence</b> in this report to show that gender inequality and violence against women and girls are serious issues affecting all young people.</p> <p>Once <b>awareness has been raised</b> among members of the school community of the types of behaviour and attitudes that constitute gender inequality – they will become more aware of their prevalence. Schools A and D</p> <p>It is important to <b>make the links between violence against women and girls and gender inequality</b> if work is to be preventive. Schools A, D and E</p>
<p>There are <b>no resources</b> or external sources of support for this work</p>	<p>The number of paper and web-based resources for developing this work is growing – such as this report and others (see list of additional resources on page 81).</p> <p>Contact your <b>local domestic violence, violence against women and girls, crime and disorder partnership co-ordinator</b> and the <b>local authority equalities officer</b>. They may well have some resources in terms of funding and expertise. Schools A, C, D and E</p>
<p>Making the <b>gender equality scheme more than a paper policy</b></p>	<p>Most schools are now developing single equalities schemes, which include a specific section on how they plan to meet the Gender Equality Duty. Schools A, B, D. Yet many schools appear to approach the development of the ‘gender equality’ strand of the work without the same depth as, for example, the disability or race strands. This may well be linked to a lack of awareness of the key issues, or the relevance of some of these issues within the school. Engaging in debates around</p>

	<p>gender equality, perhaps with the support of an external professional, might help to identify priority issues. School A and D</p>
<p>Promoting gender equality and challenging violence against women and girls is not <b>just about doing work with girls and young women</b></p>	<p>Just as attainment should not just be about boys and young men (but also about those groups of young women who are not achieving), so too work on gender and violence must be <b>made relevant to, and engage, boys and young men</b>. Some young men are bullied because they are not ‘masculine’ enough, or may not have learned about respectful, loving relationships from their family environment. Some young men in the participating schools demonstrated an eagerness to learn about and discuss issues of violence against women and girls, and the young men in the group work in School D appeared to actively engage in this work.</p>
<p>Difficult for staff and young people (specifically peer mentors) to assess whether behaviour or attitudes constitute sexual bullying or are discriminatory</p>	<p>Drawing on definitions available in government and third sector organisation documents of ‘violence against women and girls’, ‘sexual bullying’, ‘domestic violence’, ‘gender equality’ (see additional resources, page 81) – discuss and <b>decide how the school community will understand these issues</b>, display posters stating behaviour and attitudes that are not tolerated and reinforce the message through school assemblies or in tutor groups. School D</p> <p>It is important that behaviour should only be labelled discriminatory or abusive if it is perceived by the ‘victim’ as such. Given the extent of acceptance of gender stereotypes, and a fear of speaking out, there should be clear lines about appropriate and inappropriate behaviour (even between friends, where some respondents felt use of the terms ‘gay’ and ‘slag’ was ‘just jokey’).</p>
<p>The need for a <b>consistent policy for challenging such behaviour and attitudes</b> across the school</p>	<p>As one member of staff explained, it is important not just to challenge violence if it occurs, but also to ‘explore why the behaviour occurred’. And another member of staff explained, ‘often the young person doesn’t realise it is a sexist comment ... sometimes young people don’t realise things will be perceived as hurtful – we need examples to make it real to them’.</p> <p>Other school staff said it was important that cover staff were aware of the policy to consistently challenge discriminatory behaviour and attitudes, and the school had to be clear whether to tackle behaviour in lessons and outside the classroom.</p> <p>Develop <b>staff training or a resource</b> that restates the school policy in relation to challenging anti-discriminatory and/or bullying behaviour and attitudes, and, drawing on suggestions from staff and students, suggest ways to manage such incidents. The resource/training should guide on managing situations where lower-level abusive behaviour or attitudes are observed.’ Schools A, D and E</p> <p>As one member of staff said, ‘behaviour can lead to a change in attitude!’, i.e. that if you start to manage behaviour more closely, attitudes will change as well.</p>
<p>If you really want to change attitudes and behaviour you need to work closely with parents and the wider community</p>	<p>Include details of the school’s policy on gender equality, anti-discrimination, (sexual) bullying in Home-School Partnership Agreements (or equivalent), are signed by parents/carers. Or include a statement in the school’s prospectus, on a display board in the school reception area or have a stand at the next parents’ evening. Schools A and D Integrate conversations about gender and gender equality in discussions with families about subject choice and career pathways. Schools A and D</p>
<p>Developing a culture of gender equality within a school when the local culture reinforces gender stereotypes</p>	<p>Ensure there is a balance of men and women in senior leadership roles. Support male students who are not viewed as traditionally ‘masculine’ to positions of responsibility, as well as those who are seen as very ‘masculine’, to disrupt the consensus that only certain types of young men occupy particular positions. Schools A, B and C In one school, dance lessons were compulsory for all students in the lower years of secondary schooling, and they had recruited a male dance teacher. School A Raising staff awareness of how subtly gender inequality influences interactions, teaching and learning styles and so forth. As one teacher noted, ‘I am very conscious of how I learn all the boys’ names first and go easier on the girls... [we therefore need] more training. It is good to get back to basics and remembering we are all teachers and thinking about our practice, including the language we use’.</p>

*Girls*

# Discussion

## Lessons learned – 2004 to 2010

As WOMANKIND brings to a close its UK Education Programme, the preparation of this report provides an opportunity to reflect on the six-year programme and to consider how schools can become stronger partners in promoting gender equality and challenging violence against women and girls in the UK.

Looking across all three studies commissioned by WOMANKIND (the scoping review by Ellis, the evaluation of the first phase of the programme conducted by Roehampton University, and the in-depth study of the five schools participating in the second phase of the programme undertaken by the Institute of Education, University of London), the following key findings emerge:

**1.** Young people and adults in schools continue to **report gender stereotypical attitudes** and appear to lack the understanding needed to see how experiences reflect deeper inequalities between men and women.

There is some **resistance** to seeing gender as a social structure that leads to inequality, as well as violence towards women and girls. Even if gender inequality is acknowledged, respondents express **ambivalence or perhaps apathy** at whether (and how) this could be challenged. There is also an anxiety about how best to challenge deep-seated cultural stereotypes of gender and women's roles in society through the school. At the same time, the link between social class and attainment, as well as ethnicity and attainment, was more openly acknowledged by the schools participating in the second phase of the WOMANKIND programme. Indeed, some schools encouraged a **focus on working-class young women or men, or black young men** (see Schools D and E, particularly). There appears as yet to be little work to challenge **homophobia** and discuss sexual orientation within schools.

Furthermore, young women and men (and some school staff) readily provide **examples of everyday sexual bullying and harassment**, as well as incidents of more serious violence.

**2.** Schools on the whole made **little use of the training being offered** by WOMANKIND during either phase of the programme, explaining there was no time in the school calendar to allow staff to attend. When training was requested, schools appeared to only have an hour or two available, and usually did not encourage the whole staff team to attend. Given the lack of awareness and understanding of the nature and causes of gender inequality and violence against women and girls, ensuring staff are released to attend training is a prerequisite for the success of prevention of violence interventions in schools.

**3.** For those schools participating in the second phase of the programme, the work appeared to be **becoming more embedded** than initiatives evaluated during the scoping study or the first phase of the programme. Although the energy and drive of one key person was still crucial in moving the agenda forward, in a number of the participating schools the lead had **delegated part of the work to a working group or some colleagues** (Schools A, C, D and E and planned for School B). Importantly, by embedding work in particular school structures or policies, a **mechanism of accountability** can be established (Schools A and D, particularly, but also in School B through the Equalities Working Group and a lead governor).

Three of the five schools in the second phase of the programme were **developing a whole-school approach** to gender equality and violence against women and girls. Although PSHE was still seen as one of the main vehicles for the work, other initiatives were being linked to an overall focus on gender, sexual bullying and, to a lesser extent, violence against women and girls in all its forms. School A appeared to be moving towards positioning the work under an **Equalities** banner, while School D had linked the work to its focus on bullying and behaviour. Following changes in anticipated results for its female students, School E had a **'Respect' policy** alongside a **renewed focus on the attainment of girls and young women**.



**Table 10: Key findings 2003-2010**

<b>Key findings</b>	<b>Ellis (2004) review of violence against women and girls</b>	<b>First phase evaluation of Challenging Violence, Changing Lives – (2004–2007)</b>	<b>Second phase research on the whole-school approach – (2008–2010)</b>
<p>Young people across all studies and schools shared views and experiences of gender inequality and violence against women and girls.</p>		<p>The study found young people expressing attitudes that support violence against women and girls – through their discussions on gender roles and relationships. Diversity Framework written.</p>	<p>Although some young people (and adult participants) identified <b>some of the inequalities</b> that pervade young women’s lives, <b>gender stereotyping</b> was still a significant feature of their discussions, as well as a certain level of <b>resignation</b> that there is little schools can do to challenge gender inequality.</p> <p>The research also found numerous incidents where young women were being <b>inappropriately touched</b> and where <b>sexualised name-calling</b> was almost commonplace.</p>
<p>Young people appreciated the opportunity to discuss issues related to gender inequality and violence against women and girls.</p>		<p>The majority of young people and teachers <b>welcomed the opportunity to discuss the issues</b> around violence against women and girls.</p>	<p>When asked what schools could do to promote gender equality, many young people, especially young women, said they would like to have <b>more opportunity to discuss the issues</b>, as they had done during the group discussion for the research.</p> <p>A number of adult participants commented that they felt issues of gender needed to be tackled in schools more comprehensively, or that they had not been so aware of the issues until the school had begun to develop initiatives related to gender equality and violence against women and girls.</p>
<p>Programmes were largely dependent on an individual lead’s enthusiasm and commitment.</p>	<p>Programmes were being <b>delivered variably</b> across England, Wales and Northern Ireland.</p>	<p>In most schools, the degree to which the programme was implemented depended to a large extent on an <b>individual lead’s commitment and hard work</b>.</p>	<p>The programmes across the five schools were still largely dependent on the project lead’s drive, but all but one of the leads were in the <b>senior management team</b> during this phase of the programme. Furthermore, in at least three of the schools the lead was <b>able to delegate</b> some of the work to others, or a working group.</p>

			<p>All the schools developed their own programme of work – yet there were many <b>common elements</b> across the schools: policy development, training for some staff, training for peer mentors, some PSHE sessions on violence against women and girls, and young women’s groups.</p>
<p>Continuing issues of limited commitment and possibilities for staff training on the issues.</p>	<p>A <b>majority</b> of staff delivering programmes identified through the survey had received <b>some training</b> on violence against women and girls. However, little training supported the development of <b>skills to facilitate and manage group discussions on these issues</b>.</p>	<p>Schools made <b>little time available for staff to be trained</b> to implement the programme, and never prioritised violence against women and girls as a focus for a whole school staff training session.</p>	<p>Despite WOMANKIND making available the possibility for bespoke training for staff in a variety of formats, <b>few schools took advantage of this opportunity</b>. While one school set aside a whole day for violence against women and girls training, this was only for a small group of staff. In another school, the whole staff team participated in a short course, and two other groups of staff received some more tailored training, although this was only for a few hours.</p>
<p>A whole-school approach to the issues appeared to develop incrementally.</p>	<p>Most of the programmes identified in the review were short-term, largely due to the <b>short-term</b> nature of the funding sources that supported them.</p>	<p>In most cases, <b>the programme was seen as a ‘bolt on’</b>, with little or no <b>senior management team commitment</b>.</p>	<p>The majority of schools that participated in the second phase of the programme tended to adopt a <b>whole-school approach</b> to gender equality and violence against women. This was not always explicit, but the cumulative effect of various initiatives and priorities were arguably going to promote an awareness of how gender shapes interactions and aspirations.</p> <p>However, as the experience of one of the schools highlighted, despite developing a lot of initiatives, it was only over time that the lead and colleagues began to examine how best to bring together the various strands of the work <b>into a more coherent whole</b>, and how to position it so that it would be seen as a core part of the school’s work.</p>
<p>Although PSHCE was the key curriculum area in which to explore</p>	<p>Programmes delivered in schools were almost <b>exclusively delivered through PSHCE</b>.</p>	<p>The Challenging Violence, Changing Lives programme was <b>delivered through PSHE and Citizenship lessons</b>.</p>	<p>During the second phase, PSHE, and to a lesser extent Citizenship, were <b>still seen as the main vehicle</b> through</p>

<p>gender inequality and violence across all schools, this limited the extent to which work could be developed due to the challenges this subject faces in many schools (time devoted to it, lack of status and so forth). Other opportunities for raising awareness and developing the skills of students became evident – in different curriculum areas and through other school-based initiatives.</p>		<p>There was a relatively <b>high turnover of staff</b> teaching these subjects and PSHE was <b>seen as a ‘poor relation’ to other, more academic subjects</b>. The positioning of the resource within PSHE therefore affected the perceived value of the programme and its likely impact.</p>	<p>which issues related to gender and violence against women and girls could be highlighted.</p> <p>There was a growing awareness that <b>other curriculum</b> subjects offer the opportunity to introduce these issues, but few schools had explicitly teased out where and how this occurred. One school was planning to integrate its PSHE programme within the English curriculum, and another implemented PSHE through the Humanities Faculty curriculum for Key Stage 3.</p> <p>Furthermore, a number of <b>specific initiatives</b> were developed which were aimed at raising awareness and tackling gender inequality and violence against women and girls, such as the peer mentoring schemes, the young people-led research or the young women’s groups.</p>
<p>The lack of staff knowledge and engagement with issues of gender and violence against women and girls acted as significant barriers to the development of a more comprehensive work plan across the school.</p>	<p>Although some programmes drew on feminist understandings of violence against women and girls, many did so tentatively, and others used <b>‘gender-neutral’ ways of framing inter-personal conflict</b>.</p>	<p>While teachers’ perceptions of the programme were generally positive, they often <b>lacked confidence and felt ill equipped to handle the perceived ‘political nature’ of the content</b>.</p> <p>In fact, a number of teachers expressed attitudes that might <b>endorse gender stereotyping and to some extent condone violence against women and girls</b>.</p> <p>The researchers noted that few teachers had a <b>deep understanding of the socially constructed nature of gender</b> and how gender inequality was linked to violence against women and girls.</p> <p>Some teachers expressed ambivalence about <b>a focus on women and girls</b> as opposed to men and boys.</p>	<p>The issues identified by the evaluation of the first phase of the programme <b>remained evident</b> during the second phase.</p> <p>The leads responsible for the programmes in the participating schools expressed an understanding of gender informed by feminist frameworks and politics, as did some of the other staff involved in supporting the work. However, engaging the wider staff team in a discussion about the issues demonstrated some resistance to focusing on gender, particularly on girls and women: ‘we see everyone as an individual, gender doesn’t matter’-type attitudes; why is it WOMANKIND and not ‘Mankind’ or ‘Humankind’?; and the expression of homophobic attitudes. The trainers supporting the programme regularly</p>

	<p>Teachers lacked confidence in <b>engaging in a values-based discussion about violence against women and girls.</b></p> <p>Teachers lacked confidence in <b>engaging in a values-based discussion about VAWG.</b></p>		<p>encountered disbelief at the rates of domestic violence in their local communities (despite these figures being provided by local crime reduction partnerships or domestic violence partnerships).</p>
<p>The method, depth and focus of work around gender equality and violence against women and girls varied widely across the schools—even if similar types of actions were developed.</p>	<p>Programmes being delivered across the UK were <b>quite varied</b> in terms of length and format.</p>	<p>Young people preferred <b>teaching methods</b> such as group discussions, role plays, student-led tasks and using visual material to deliver the lessons.</p>	<p>A <b>variety of formats</b> were being used across the schools in promoting gender equality and challenging violence against women and girls—for example, whole class PSHE sessions led by teachers, peer-led PSHE sessions and assemblies, small group sessions led by external professionals, small group work with targeted young people, and displays and posters.</p> <p><b>Length of input</b> on the issues continued to be varied. In one school, the PSHE lead introduced new schemes of work in every year to include a focus on gender and violence against women and girls, while in another few schools there had not been any real changes made to the PSHE curriculum, or just one peer-led session on sexual bullying had been added.</p>
<p>Evaluation and feedback from initiatives suggested participants felt they had benefited and become more knowledgeable about the issues.</p>	<p>Few programmes were being <b>rigorously evaluated</b>, with most using pre- and immediately post-intervention surveys focusing on knowledge, attitudes and understanding of violence.</p>	<p>Young people and teachers alike noted that, as a result of participating in the programme, <b>awareness of violence and gender inequality had been raised.</b></p> <p>Students reported they felt more able to <b>think and talk about relationships and their own feelings.</b> They also felt more informed about <b>sources of support</b> that could be invoked on their own and others' behalf.</p>	<p>Although some schools noted their intention to evaluate an initiative, <b>few robust mechanisms</b> for doing this had been put into place. Evaluation often relied simply on feedback from participants and observations from teachers.</p> <p><b>Feedback from students</b> participating in initiatives was in the main <b>extremely positive</b> (see examples in the case studies of interesting practice).</p>



## Key findings and recommendations for action

The Institute of Education, University of London, research study followed the progress of five schools over two academic years, each of which had agreed to take on the challenge of examining what a whole-school approach to promoting gender equality and challenging violence against women and girls might involve. This final section of the report summarises key findings from the study and recommends a four-step approach that other schools might wish to consider when engaging with this agenda.

### 1. Why do it? Make the links

Findings reveal three different ways of making the case for schools to promote gender equality and challenge violence against women and girls – (i) schools have legal responsibilities to do this, (ii) there is a strong business case for this area of work and, finally, (iii) there is a moral imperative to do so (the argument most frequently made by the school leads in the WOMANKIND programme).

Data collected in the five participating schools and a review of other literature highlights the pervasive nature of gender inequality, sexual bullying, harassment and violence against women and girls in schools. It is therefore recommended that schools develop the case for, and set out their priorities for, work on gender equality and violence in a policy framework. Suggestions for positioning the work include: equality, diversity and social/community cohesion, behaviour and attainment.

### 2. Advocate for change

Leadership by one individual who is passionate about and committed to promoting gender equality and challenging violence against women and girls is key to progress. Leaders may wish to consider whether they take an ‘incremental approach’ to their work – developing work and bringing all members of the school community slowly on board – or a ‘public challenge’ approach – where the senior management team declares tackling (gender) inequality and challenging discrimination and violence as a fundamental principle underpinning the work of the school.

The types of resistance leaders may encounter relate to issues of language and a lack of

understanding of how gender structures everyone’s experiences of the world, along with a concern that taking on this work will require significant time and other resources.

The experiences of the five schools suggest that the whole staff team should be involved in awareness raising and discussion to develop understanding of gender and how central these are to staff and students’ experiences of the school and pupil attainment. This report also calls for the development of a ‘shared language’ within schools, but also nationally on work in this area. The study found that if appropriate structures are set up to support the development of this work, the time and resources required to move the agenda forward may not be as significant as feared.

Schools should examine how their current work and policies support the promotion of gender equality and challenge violence against women and girls, and should explore how to develop these further. There are a number of ways of ‘starting small’ so as to make engagement in this work less overwhelming.

### 3. Share leadership

The need to involve all members of the school community and make work more sustainable means that although the promotion of gender equality and challenging violence against women and girls requires a strong senior leader within the school, the leadership role is best shared with other members of staff, students, ideally parents and families, and through support from external agencies.

### 4. Change culture through a whole-school approach’

Given that gender inequality and violence against women and girls affect all aspects of school life, a ‘whole-school approach’ to tackling this agenda is required. The report recommends developing work at the institutional and policy levels, as well as through staff awareness raising, training and support. It is further suggested that work takes place directly with students – through input to the curriculum, through peer-led advocacy and mentoring, and by targeted work with those most vulnerable to the effects of gender inequality and violence.

## Why do it? Make the links

There are three ways in which the case can be made for schools to promote gender equality and challenge violence against women and girls: (i) they have legal responsibilities, (ii) there is a strong business case for this work and (iii) there is a moral imperative to engage with this agenda.

- i. Schools have legal responsibilities that require them to promote (gender) equality, prevent (sexual) bullying and support those affected by violence against women and girls.
- ii. There is also a 'business case' for challenging gender inequality and violence — as young people and staff affected by violence and bullying are likely to have lower attendance rates, as well as reduced capabilities to engage in education and therefore attain. Furthermore, there is evidence that programmes to improve literacy attainment can promote gender equality, and that violence against women and girls prevention programmes can change attitudes and behaviours.
- iii. The moral case for prioritising this work links to the opportunity to play a role in reducing pay and gender opportunity gaps, positively influencing young people's attitudes and taking a stand against inequality and violence.

Among teachers participating in the second phase of the WOMANKIND programme in their school, the moral argument case was that most often used.

Research in the five schools supports the need for continued development of work on gender equality and violence. Although the participating schools were demographically quite different, staff and students identified similar issues relating to gender inequality and experiences of sexual bullying and violence. Young men and women reported frequent incidents of sexual bullying (although young people did not always categorise these as such). These included:

- sexualised name-calling ('slag', 'gay'),
- being judged according to looks ('ugly', 'fat', 'fit'), and
- being inappropriately touched (on the breasts, bottom, having skirts lifted up).

The above experiences reflect the findings from other studies undertaken in the UK and further afield, which emphasise an almost endemic culture of gender

inequality, sexual bullying, harassment and occasional violence in many schools.

Some female members of staff in participating schools reported feeling that young men acted inappropriately towards them, perhaps by using local sexual slang to make them feel uncomfortable, being aggressive to them or less willing to accept their authority than that of male teachers. School leads also reported a number of incidents that could be understood as examples of violence against women and girls, and which had prompted the use of child protection procedures.

Despite the research literature demonstrating how pervasive gender inequality and violence is in society and schools, School A in particular identified how undertaking their own research had led to a greater awareness among staff and students that these issues affect their community as well.

Furthermore, school-specific research (as conducted by the Institute of Education, University of London, research team and reported back to schools in the form of a short, confidential research report) was seen as a useful vehicle for driving forward the work and challenging the idea held by some members of the school community that gender and violence were not issues relevant to them.

The research literature and the leads in the five participating schools also argued that creating a policy framework that identified the issues and linked these to wider policy areas and priorities could be an important step in developing the work and making the links.

Rudduck (1994) identified three levels at which policy needs to be developed in order to effect change within the school:

- 1. Clear guidelines for teachers** to raise awareness of the issues (School E developed a resource for teachers aimed at raising young women's attainment called 'The Whole Girl', which provides creative teaching strategies and emphasises emotional literacy).
- 2. To facilitate organisational coherence**, policy must underwrite the basis of practice and set up a monitoring and accountability process (as the Gender Equality Scheme might, or an Equality Working Group that reports directly to the senior management team as in School A).
- 3. Clear policy offers not only a structural framework** within which to position the work, but also an

analytical coherence to demonstrate the values basis of the work and ensure these values are consistently linked across policies and to the wider objectives of the school.

Examining the way in which the five participating schools positioned their activities, it is clear that the promotion of gender equality and challenging violence against women and girls links neatly to a number of core priorities and policy areas for schools. In this study, schools linked WOMANKIND work most often into an equalities/social inclusion agenda, behaviour within the school and/or improving attainment.

### **Advocate for change – the importance of leadership and challenging resistance**

During the course of the study, one senior local authority equalities lead explained:

*'The driver is not the legislation [the Gender Equality Duty]. It would only be a driver if there were a real penalty, either through the courts or through sanction by the media. The real driver is if someone is passionate about the agenda, if the head believes their school should be free of discriminatory practice.'*

Elsewhere, Rudduck (1994) has argued that in promoting change, senior school leaders can either take an **'incremental approach'** – by building support and slowly getting all members of the school community on board; or they can issue a **'public challenge'** on issues related to gender equality and violence against women and girls in order to 'disturb' colleagues into change.

'Gender leaders', according to Rudduck (1994), must be committed, tenacious and ready to challenge established and accepted practices and understandings within the school. The following two comments by different school leads highlights the kinds of the awareness raising and changing 'hearts and minds' work that was needed in the participating schools to make this agenda a priority:

*'Gender feels for all staff, at all levels, that it is something extra; there are still questions among staff as to why so much time is being spent on this ... it is hard to push through; it is easier with disability for instance where there is legislation.'*  
*'We're a school which is boy heavy and boys'*

*achievement is a big issue ... it is hard to do anything extra ... I can't see us doing anything which will change in terms of what it's like to be a girl in school.'*

Both statements also highlight some of the resistance school leaders are likely to encounter when trying to bring about a focus on gender equality and violence against women and girls in their work. The statements point to fundamental misconceptions existing in this area of work: first, that the promotion of gender equality is not law (when in fact it is), and second, that raising boys' achievement is not linked to raising girls' attainment which (as Younger and Warrington et al., 2005 argued), is not the case. Interventions to promote young men's achievement have been shown to benefit young women as well, through a focus on better-quality teaching, and whole-school approaches that aim to promote student leadership and increase understanding of the role gender plays in shaping approaches to learning (see also DCSF, 2009c).

Overall, Schools A and C appeared to adopt an 'incremental approach' to developing a whole-school approach to promoting gender equality and challenging violence against women and girls. They developed work that continued to gather evidence of need and which, in School A in particular, included staff and student awareness raising about the issues. The approach taken by Schools B, D and E was much more a 'public challenge' – where the senior leadership team announced discriminatory behaviour and attitudes would not be tolerated, and that there was going to be a whole school focus on respect or social inclusion. These declarations were supported by policy developments – School E's 'Respect' policy – or new initiatives such as School D's 'Be Safe' anti-bullying initiative.

Resistance by the staff team is a real issue that needs to be addressed to facilitate the development of a whole-school approach. One of the significant barriers to this work appeared to be a lack of knowledge and understanding of the importance of gender and gender inequality in understanding the way current society operates. A second area of resistance was the anticipation that developing a programme of work in relation to gender equality and violence against women and girls requires significant time and resources, and is somehow separate to the other priorities of the school.

Discriminatory attitudes or lack of understanding was one type of resistance observed. In School D, for example, significant homophobic attitudes emerged during an INSET day on equality and diversity. This did not seem to slow down the development of work on the issues, perhaps because the senior leadership team took a 'public challenge' approach. However, strongly held homophobic attitudes by a group of staff are likely to limit the extent to which the school's culture will promote gender equality at a deep and consistent level.

Resistance within the staff team was also observed in School A, where, despite developing a comprehensive action plan to promote equality and challenge violence against women and girls, there appeared to be some resistance within the senior management team to making this a school priority. Discussions with members of the school staff team suggested that there was a gap between those who felt gender inequality and sexual bullying were 'real' issues at the school, and other members of staff who were more reluctant to see these as significant concerns.

How then can we make sense of the disagreements observed, and the resistance among some key members of the staff team evident during the first year of School A's involvement in the WOMANKIND programme? On reflection, it appears as if members of staff drew on a different language or frames of reference in making sense of gender and how gender shapes life experiences. The school was very committed to every individual being equally important – that every child mattered and that everyone should be seen as an individual. For some, this led to a feeling that a focus on 'gender' was inappropriate (as the focus should be on the individual, not on grouping students).

Different views concerning the importance of gender in a school are linked to how people understand what is meant by gender, and their understanding of how gender shapes people's understanding and experiences of the world. This finding calls for the need for awareness raising and discussion within staff teams to examine different understandings and how what appear to be disparate viewpoints can be brought closer together. It may be that bringing in an external facilitator with expertise in gender equality and/or violence against women and girls may support the process of discussion and 'winning hearts and minds', alongside the collection

of school data relevant to the issues.

Initial resistance among some staff in School A was also evident in reactions to the name of the working group originally formed to develop the work – the WOMANKIND Working Group. At the staff INSET training session, working group members had to spend some time dealing with challenges to the focus on women. What about boys and men? Following these reactions and in an attempt to ensure the sustainability of the work, the group renamed itself the Equality Working Group and expanded its focus from girls and women only to gender equality and other equality issues more broadly. This experience also led the research team to reflect on language and how to make the issues most accessible – given a general societal resistance to the idea of 'violence against women and girls' being a significant issue or that gender inequality persists.

National and international organisations and agencies concerned with violence against women and girls have argued that gender inequality in its broadest sense is both the cause and a consequence of intimate forms of violence, and that women and girls are most likely to be affected. The rationale behind the WOMANKIND programme was that if violence against women and girls was to be prevented, all forms of gender inequality needed to be challenged, from gender stereotypes to differential attainment between young women and young men. Thus, while the political argument and evidence base supports the need to put women and girls at the forefront of concern to prevent violence, it can also have the effect, in some schools, of generating resistance to this area of work.

Research with the participating schools suggests that a focus on gender equality more broadly could be more palatable to some schools. It can be argued that an overarching concept such as 'gender equality' covers a wider range of issues, and has the advantage of placing the needs, roles and responsibilities of boys and men alongside those of girls and women. It could be suggested, therefore, that there is a need to engage in discussion nationally about developing a 'shared language' for work in this area which is likely to offer the most leverage to the agenda. Does an exclusive focus on 'violence against women and girls' limit what can be done in schools to move the work forward? Are the needs of boys and young men sidelined as a result? Is there a case for this work to be repositioned as being about the **promotion of**



## gender equality and challenging gender-based violence?

A second area of resistance to developing work on gender was concern about lack of time and financial resources. The experience of the five participating schools suggests the resource implications are not as large as may be imagined. Although one or more individuals need to take the lead – and this takes commitment, enthusiasm, knowledge and time – there are structural mechanisms for supporting leads in their work, and these have the advantage of creating opportunities for delegating the work and increasing its sustainability. Suggestions for ways of sharing leadership are provided in the next section.

One further finding emerged in relation to the ‘cost’ of developing a work programme around gender equality and violence against women and girls. Initiatives developed by the five participating schools demonstrated that these could be seen to have a knock-on effect on broader outcomes to which the schools are committed. For example, initiatives to train groups of young people to act as peer mentors challenging sexual bullying may have a positive impact on attainment and school engagement (as the example of the Adventurous Girls’ Group in School E suggests). Promoting gender equality through more creative teaching and learning strategies for underperforming groups of students (such as ‘The Whole Girl’ pack developed by School E) may also promote attainment and engagement. Finally, a number of schools developed opportunities for students to take leadership roles linked to promoting equality and challenging violence which appeared to promote school engagement and develop a more inclusive, respectful culture within the school (the peer mentoring schemes in Schools C, D and E; the ‘Respect’ subgroup of the school council in School A; the anti-sexual bullying campaigners in School E; and the peer researchers in School A).

Finally, findings from the experiences of the five participating schools suggest that ‘starting small’ is perhaps a more sustainable approach to adopt. This way, a focus on gender inequality and violence can be relatively easily integrated into existing work such as: targeted work for improving attainment, highlighting and deepening discussion of gender throughout the curriculum, the prevention of bullying, peer mentoring, school council work and PSHE. Examples of work already in place, or first steps schools could take include:

- Training peer mentors to understand what sexual bullying is and how to challenge it.
- Ensuring the school’s bullying policy defines ‘sexual bullying’ and states that it will not be tolerated.
- Ensuring that the logging of bullying includes the logging of sexual bullying incidents.
- Ensuring pupil attainment data is disaggregated by gender.
- Examining how many child protection cases the school has dealt with are associated with experiences of violence in the home or community, and reviewing whether staff and child protection leads might benefit from further training.
- Reviewing existing policies and ensuring that, where appropriate, gender equality and violence issues are included.
- Writing a Gender Equality Scheme.
- Integrating at least one session on healthy relationships or domestic violence or violence in young people’s intimate relationships into the PSHE curriculum.
- Bringing together a small group of staff and/or students to develop ideas for the actions the school might take in relation to gender equality and/or violence against women and girls.

## Share leadership

*‘Senior management has an important role to play in highlighting the importance of the issue and giving it legitimacy, [but] distributed forms of leadership in taking initiatives forward are also seen as effective.’*  
Forde et al., 2006: 25

As discussed above, committed, knowledgeable, enthusiastic and strong leadership to move the agenda forward is central to developing work on promoting gender equality and challenging violence against women and girls. However, given the significant demands on all school staff time, but especially on senior leaders’ time, and to promote the sustainability and acceptance of these issues across the school, a key facilitator was the sharing of leadership.

Research in the five participating schools highlighted a number of ways in which the leadership of the agenda could be shared and developed in partnership:

**1. Senior leaders delegating and supporting more junior members of staff** to take responsibility for part

of the work, as part of their professional development. In three of the participating schools, the school leads developed the work through the establishment of a specific working group, or used existing working group structures to generate ideas and share responsibility with others. In the other two schools, the senior leads worked with the staff whom they managed to delegate responsibilities. This enabled the development of a coherent set of actions delivered through the policy and work-plan streams within their remit.

**2. Young people initiating change** – through challenging inappropriate attitudes, language or behaviour (as the peer mentoring schemes aimed to); by conducting research into the issues (as the peer researchers did); or by sitting on a school council subgroup charged with improving equality, diversity and respect within the school environment.

**3. Working with professionals from external agencies** – who have expertise they can share, who can provide a sounding board for developing ideas and act as a ‘critical friend’, and who may be able to implement or support some of the programmes of work.

### **Change culture through a whole-school approach**

*‘The focus has to be on a whole-school approach; it is as much or more about the ethos of the school and the response to, for instance, sexual bullying, as it is what is taught [in Sex and Relationships Education], as some teachers might be sitting around reading The Sun newspaper!’*

The above comment, made by one of the external professionals with expertise in the field, is supported by recommendations from the DCSF Advisory Group on Violence Against Women and Girls report to the government (2010), findings from other research (Thiara and Ellis, 2005; Meyer, 2008) and comments made by some school staff involved in the present study. Participants in schools, when asked to describe their school, often referred to its ‘ethos’ or discussed how people treated each other – indicating such behaviour was key to capturing how they experienced the school. Experiences of gender inequality and sexual bullying or harassment could occur in many settings – in the subject choices made by young men and women; in the teaching strategies used; in pupil experiences of physical education lessons, in the playground, in lunch queues and corridors; and in the responsiveness of school behaviour policies and child

protection procedures. Given the ways in which gender inequality and violence pervade every aspect of school life, a whole-school approach to this issue should be taken.

Our literature review identified a number of frameworks that offer ways of conceptualising and developing a whole-school approach to gender equality and challenging violence. However, based on the actions developed by the five participating schools, the report offers the following strategy for developing a whole-school approach:

- institutional and policy development,
- awareness raising and support for staff (universal and targeted), and
- awareness raising and support for young people (universal and targeted).

The study found that there was considerable commonality in the action taken by the participating schools – including development of new policies, training for staff, work on violence against women and girls within the PSHE curriculum, the introduction of peer mentors, and targeted work with young women disengaged from education or interested in developing their understanding of gender and violence issues and with some young men involved in or expressing inappropriate attitudes and behaviour.

Table 11 provides a more comprehensive list of the types of action schools might take.

**Table 11: Ideas for possible areas of work**

<p><b>Institutional and/or policy</b></p>	<ul style="list-style-type: none"> <li>● Identify a lead (who expresses a commitment to and passion for this area of work).</li> <li>● Bring together an equalities or safeguarding working group to support the lead in their work; or add gender equality and violence against women and girls as one of the focus areas for another working group.</li> <li>● Invite a professional with expertise in equalities and/or violence against women and girls from the local authority or third sector to sit on the working group, or at least mentor the school lead to support a more in-depth engagement with the issues and provide specialist advice on best practice.</li> <li>● Find a way to clearly position the work within current school priorities.</li> <li>● Use the various whole-school approach framework, and the framework of a four-step approach for developing the work.</li> <li>● Ensure the school has an Equalities Scheme in place.</li> <li>● Focus on gender within behaviour/learning and teaching strategies.</li> <li>● Sexualised name-calling, sexual bullying, sexual harassment and violence should be integrated into the school's anti-bullying policy and statements.</li> <li>● Ensure all types of bullying incidents are recorded, and that all types of bullying are dealt with consistently (this may require additional training for staff and students to become more aware of what constitutes 'sexual bullying').</li> <li>● Prevention of violence against women and girls and domestic violence specifically should be mentioned in the school's child protection policy and statements.</li> <li>● Monitor subject choice and academic results by gender on an annual basis.</li> <li>● Keep an annual record of the ratio of men to women in the senior leadership team/group and full governing body.</li> <li>● A governor and member of the senior leadership team should have responsibility for equalities work, which should include a focus on violence against women and girls.</li> <li>● Put up displays or posters – defining key terms, stating that the school will not tolerate discriminatory or violent attitudes and behaviours, and identifying sources of support within the school and beyond. This sends the message that the school is a 'safe place', that it recognises students, staff, parents and governors might be experiencing these issues and that support is available.</li> </ul>
<p><b>Staff</b></p>	<ul style="list-style-type: none"> <li>● Key staff should have training on violence against women and girls – for example the deputy heads with responsibility for pastoral care and support, the child protection lead, the SEN co-ordinator, PSHE and SEAL co-ordinators, school nurse, school counsellor and lead for the learning support assistants – led by an organisation/consultant with expertise in the prevention of violence against women and girls in schools.</li> <li>● Assess staff satisfaction in relation to training opportunities made available and support with career progression – to ensure female members of staff feel opportunities and support are equally available to them.</li> <li>● Are staff aware of the range of discriminatory behaviours they may observe, and do they feel confident challenging all discriminatory behaviours?</li> <li>● Integrate a focus on gender in other staff training – on learning and teaching strategies, on pastoral care, on behaviour management etc.</li> </ul>
<p><b>Students</b></p>	<ul style="list-style-type: none"> <li>● Students should receive some lesson time in relation to at least one of the following topics – gender roles, sexual bullying, domestic violence, violence within young people's own sexual and romantic relationships, definition of violence against women and girls, and homophobia – at least once a year.</li> <li>● Raise awareness about gendered subject choice and career pathways, with specific initiatives put in place to challenge these across all year groups.</li> <li>● Identify a group of young women or men to take part in a 6–8 week group on sexual exploitation run by a third sector organisation.</li> <li>● Find ways to facilitate relationship building between young men and women –</li> </ul>

	<p>through seating arrangements in classrooms, working together as peer mentors or on the school council, and so forth.</p> <ul style="list-style-type: none"> <li>● Challenge gender stereotypes through group discussions in relation to careers and attributes that characterise the different sexes (e.g. that girls are 'bitchier' than boys was a common perception among research participants).</li> </ul>
<b>Other</b>	<ul style="list-style-type: none"> <li>● Use the curriculum review tool to identify where across the curriculum issues of gender equality and violence against women and girls are discussed, so that these will be emphasised. Each year, aim to review and redevelop at least one curriculum area to include a few more lessons on these issues.</li> </ul>

## Summary of key recommendations for schools

### Why do it? Make the links

- Increase awareness of the issues (through training, small research studies and group discussions – perhaps with the support of an external expert professional) and build the legal, business and moral case for why a focus on gender equality and violence against women and girls is relevant across the school and the wider community.
- Clearly position the work within the school's policy framework and priorities. Suggestions for positioning the work include: equality, diversity and social/community cohesion; behaviour; and attainment.

### Advocate for change

- Ensure the person leading the work is passionate and committed to promoting gender equality and challenging violence against women and girls.
- Build on what is already in place and start small – such an approach is more realistic and is likely to make the work on more sustainable.
- Involve the whole staff team in awareness raising and discussion to develop their understanding of gender and how central this factor is in explaining staff and students' experiences of the school and pupil attainment. Develop a 'shared language' within the school, but one that engages with and takes on internationally agreed definitions of key terms.

### Share leadership

- Develop structures that support the person or working group taking a lead for the work, and involve members of the school staff team.

- Get young people involved in initiating change.
- Develop partnerships with external agencies with expertise in gender equality and/or violence against work and girls – so they can play the role of a 'critical friend', input into the development of work plans and perhaps facilitate training to staff and students or deliver PSHE sessions.

### Change culture through a whole-school approach

- Develop a 'whole-school approach' to the issues – action should occur at the institutional and policy levels; through staff awareness raising, continued professional development and support; and work with students (through the curriculum, targeted work and young people raising awareness of the issues and challenging one another).
- Ensure the school's support structures and child protection procedures take account of and are ready to manage possible violence against women and girls issues – such as abuse within young people's intimate relationships, the experience of violence or abuse in the home, forced marriages and the possibilities of sexual exploitation.
- The National Curriculum already discusses issues of gender and there are numerous opportunities to emphasise the reality of gender inequalities, the existence of violence against women and girls, and the links between gender inequality and violence. Schools may find it helpful to use the curriculum review tool (see Appendix F) to support them in this work.



## **Recommendations to the Department for Education**

### **Policy lead**

- The Department for Education must provide leadership on preventive work in schools and academies by championing a ‘violence against women and girls’ strategy.
- Ensure that violence against women and girls is part of the sexualisation review led by Sarah Teather MP, the child protection review led by Eileen Munro, and the curriculum review – and linked to a departmental action plan to stop violence against women and girls. This could include advice and guidance to schools.
- Develop a advisory group on the role of schools in stopping violence against women and girls.
- The Department policy lead should co-ordinate and implement a clear action plan on violence against women and girls – working closely with colleagues within the Department of Health and the Home Office.

### **Teacher training**

- Ensure teacher training includes work on gender inequality and violence against women and girls.
- Promote continuing professional development for all school staff on gender inequality and violence against women and girls, including specific training on child protection and violence against women and girls, and on facilitating classroom discussion.
- Deliver training on the role of schools to promote gender equality as required by the Equality Duty.

### **Curriculum development**

- Include work on developing respectful relationships, violence against women and girls and promoting gender equality in the curriculum and sex and relationships education – to include work on sexual consent that discusses violence against women and girls, gender inequality, and power and control in relationships.

### **Collect and provide information**

- Establish effective ways of collating young people’s attitudes to and experiences of violence against women and girls.
- Communicate the important role of schools to promote gender equality and prevent violence against women and girls through a whole-school approach.
- Work with organisations like the Centre for Excellence and Outcomes in Children and Young

People’s Services to ensure best practice is disseminated widely across the sector.

## **Recommendations to the Government Equalities Office**

### **Equality Duty**

- Ensure that gender equality is a key part of the public sector duties (PSDs) and that violence against women and girls is understood as a central component of gender inequality.
- Make it a requirement under the new Equality Duty on public bodies to collect data on children and young people’s experiences and attitudes to violence against women and girls, in all its forms.

## **Recommendations to the Equality and Human Rights Commission (EHRC)**

- Monitor and investigate the implementation of the Equality Duty in schools.
- Promote and publicise the role of schools in stopping violence against women and girls and promoting gender equality.

## **Recommendations to Ofsted**

- Continue to monitor schools’ equality schemes and action plans.
- Recognise the negative impact of violence against women and girls on behaviour, attendance and achievement – and incorporate appropriate indicators within the new Ofsted framework.

*‘There is a lack of understanding, awareness and empathy about sexual bullying in schools. Of course, it would be much easier to pretend that there is equality between men and women. However, the truth is that any girl or woman is a possible victim of power and control. Domestic abuse is an issue that needs to be tackled from the cradle to the grave.’*

*‘Children must learn about respect and self-respect from a very early age. The promotion of equality and challenging violence should be a natural and imperative part of the school curriculum and, at the very least, part of the PSHE agenda.’*  
(school ‘lead’, school participating in study)

## **Recommendations to local authorities**

Develop and co-ordinate a local violence against women and girls strategy

- Include prevention as a main strand and recognise the role of schools.
- Children's services should have an action plan on violence against women and girls, including supporting young people and work in schools.

### **Local data**

- Collect local data on young people's experiences of violence against women and girls, including sexual bullying, teenage relationship abuse, FGM, sexual exploitation, forced marriage and domestic violence.
- Include relevant questions in local authority 'behaviour and wellbeing' surveys

### **Local champions**

- Identify and support local 'champions' to work together on gender equality and violence against women and girls. This will build momentum, and increase people's knowledge, skills and ability to innovate. It may also lead to pooling resources for priority areas of work.
- Offer secondment opportunities between sectors and across relevant departments.

### **Provide guidance**

- Pool resources and facilitate training and the sharing of good practice in relation to the promotion of gender equality and challenging violence against women and girls in schools as well as out-of-school settings.

### **Support services**

- Provide funding for specialised support services for children and young people experiencing violence, including teenage relationship abuse, gang-related violence, domestic violence, sexual exploitation, forced marriage, FGM, and sexual bullying.

### **Big society**

- Help local police chiefs develop their understanding of violence against women and girls by providing training and information.
- Appoint specialised violence against women and girls 'leads' or specialist commissioners.
- Ensure young women can participate in and influence local decision-making by providing training and putting the right structures in place.

## **Recommendations to the voluntary sector**

### **Support services**

- Secure funding to work with schools and across the local authority to offer relevant and specialised support services.
- Build understanding and develop services that can meet the specific needs of young people.

### **Teacher training**

- Offer training to school staff and governors on VAWG.

### **Partnership with schools**

- Explore how to secure funding for work on the promotion of gender equality and challenging violence against women and girls through developing partnerships with schools.

### **Shared language**

- Work with government, and across the third sector to examine whether a consensus can be reached about a 'shared language' in relation to these issues. This shouldn't shy away from the feminist principles underpinning work on gender inequality and violence against women and girls, but must acknowledge and respond to some of the resistance such terms still generate.





# Additional Resources

## Education resources

**Teacher training — Against Violence and Abuse (AVA)**  
Organisation that works to improve the safety of women, children and young people experiencing relationship abuse. Also runs training courses.  
[www.ava.org.uk](http://www.ava.org.uk)

**Challenging Violence, Changing Lives resource — WOMANKIND Worldwide**  
Twenty-four secondary school-level lesson plans to raise awareness and transform attitudes to stop violence against women. Also looks at gender equality and sexual bullying. Free.  
[www.womankind.org.uk/Education\\_resources.html](http://www.womankind.org.uk/Education_resources.html)  
**Accompanying young people's website - [www.respect4us.org.uk](http://www.respect4us.org.uk)**

**Expect Respect pack, Women's Aid**  
The *Expect Respect Educational Toolkit* consists of one easy-to-use 'core' lesson for each year group from Reception to Year 13. Free.  
[www.womensaid.org.uk/page.asp?section=0001000100280001&sectionTitle=Education+Toolkit](http://www.womensaid.org.uk/page.asp?section=0001000100280001&sectionTitle=Education+Toolkit)  
**Accompanying young peoples website — [www.thehideout.org.uk](http://www.thehideout.org.uk)**

**Westminster Domestic Violence Prevention Pack for Schools, Westminster Domestic Violence Forum**  
Pack and supporting video for schools examining domestic violence.  
[www.westminsterdomesticviolenceforum.org.uk/](http://www.westminsterdomesticviolenceforum.org.uk/)

**Spiralling, National Youth Theatre and Safer Bristol**  
DVD and lessons documenting how a relationship can become increasingly controlling and abusive.  
[www.bristol.gov.uk/ccm/content/Community-Living/Crime-Prevention/safer-bristol-partnership/crime-prevention-information-and-advice/spiralling-toolkit.en;jsessionid=20E5EE3C3EB9C8FE09B376C95DC51A9E.tcwwwaplaws3](http://www.bristol.gov.uk/ccm/content/Community-Living/Crime-Prevention/safer-bristol-partnership/crime-prevention-information-and-advice/spiralling-toolkit.en;jsessionid=20E5EE3C3EB9C8FE09B376C95DC51A9E.tcwwwaplaws3)

**Respect, Zero Tolerance charitable trust**  
Pack for primary and secondary schools that aims to challenge the notion that abuse is an inevitable part of our lives and offers strategies for developing

healthy relationships.

[www.zerotolerance.org.uk/merchandise/merchandise.php](http://www.zerotolerance.org.uk/merchandise/merchandise.php)

**Women's Rights, Amnesty International UK**  
Information, facts and activities themed around six topics including domestic violence, rape and campaigns to stop gender violence. Free.  
[www.amnesty.org.uk/uploads/documents/doc\\_19116.pdf](http://www.amnesty.org.uk/uploads/documents/doc_19116.pdf)

**Bwise2 Sexual Exploitation, Barnardo's**  
Preventative education programme based on real-life experiences of children and young people who have been supported by a specialist Barnardo's service.  
[www.barnardos.org.uk/books\\_and\\_tools\\_tools\\_for\\_professionals.htm](http://www.barnardos.org.uk/books_and_tools_tools_for_professionals.htm)

**Nottingham Domestic Violence Forum**  
Website for young people about relationships and domestic violence.  
[www.respectnotfear.co.uk](http://www.respectnotfear.co.uk)

**Silence is not always golden, National Union for Teachers (NUT)**  
National guidelines on domestic abuse for teachers.  
[www.teachers.org.uk](http://www.teachers.org.uk)

## Government guidance

HM Government (2010) *Working Together to Safeguard Children*. [London: DCSF].  
<http://publications.education.gov.uk/eOrderingDownload/00305-2010DOM-EN.PDF>

HM Government (2009) *Sexual, Sexist and Transphobic Bullying Guidance*. [London: DCSF].  
<http://publications.education.gov.uk/eOrderingDownload/DCSF-01136-2009.pdf>

HM Government (2006) *What to do if you're worried a child is being abused*. [London, DCSF].  
<http://publications.education.gov.uk/eOrderingDownload/6841-DfES-ChildAbuseSumm.pdf>



## Gender equality

Department for Education and Skills (DfES) (2007) *Gender and Education: The evidence on pupils in England*. [Nottingham: DfES Publications].  
[www.education.gov.uk/research/data/uploadfiles/DFES-00389-2007.pdf](http://www.education.gov.uk/research/data/uploadfiles/DFES-00389-2007.pdf)

Department for Children, Schools and Families (DCSF) (2009c) *Gender issues in school – What works to improve achievement for boys and girls*. [Nottingham: DCSF Publications].  
<http://publications.education.gov.uk/eOrderingDownload/00601-2009BKT-EN.pdf>

Forde, C., Kane, J., Condie, R., McPhee, A. and Head, G. (2006) *Strategies to Address Gender Inequalities in Scottish Schools: A review of the literature*. [Edinburgh: Scottish Executive Education Department].  
[www.scotland.gov.uk/Resource/Doc/113809/0027653.pdf](http://www.scotland.gov.uk/Resource/Doc/113809/0027653.pdf)

Myers, K. and Taylor, H., with Adler, S. and Leonard, D. (eds) (2007) *Genderwatch: ...still watching* [Stoke-on-Trent: Trentham Books].  
Handbook containing more than 60 sections examining school issues such as: relevant legislation, leadership, inclusion, what happens in assemblies, working with boys, working with girls, how to ensure that when young people's views are sought all are heard, and how to enhance equality in each curriculum subject. Aims to support schools to address gender equality through reviewing practice, tackling inequalities and monitoring outcomes.

## Support services

### ChildLine

Free, confidential 24-hour helpline for children and young people in the UK. ChildLine's counsellors are there to help you find ways to sort things out.  
Freephone: 0800 1111  
Minicom: 0800 400 222  
Email: [info@childline.org.uk](mailto:info@childline.org.uk)

### Women's Aid and Refuge

Runs free, 24-hour national domestic violence helpline. Freephone: 0808 2000 247  
Website: [www.womensaid.org.uk/](http://www.womensaid.org.uk/)

### Sexwise

Helpline providing information, advice and guidance for young people aged 12–18 on sexuality and sexual health.  
Freephone: 0800 28 29 30  
Website: [www.ruthinking.co.uk](http://www.ruthinking.co.uk)

### Victim Support

Charity that helps young people if they have been a victim of abuse or violence.  
Telephone: 0845 30 30 900  
Website: [www.victimsupport.org](http://www.victimsupport.org)

### Rape Crisis

Offers range of specialist services for women and girls who have been raped or experienced another form of sexual violence – whether as adults, teenagers or children.  
Freephone: 0808 802 9999  
Website: [www.rapecrisis.org.uk](http://www.rapecrisis.org.uk)

### Respect

Charity that runs support services and programmes for those who inflict domestic violence, and an advice line for men who are victims of domestic violence.  
Telephone: 0845 122 8609  
Website: [www.respectphoneline.org.uk](http://www.respectphoneline.org.uk)

### Men's Advice Line

Also run by Respect, this is a helpline for male victims of domestic violence.  
Freephone: 0808 801 0327  
Website: [www.mensadviceline.org.uk](http://www.mensadviceline.org.uk)

### Broken Rainbow

National charity providing support for lesbian, gay, bisexual and transgender (LGBT) people experiencing relationship abuse. Includes a national helpline.  
Freephone: 0300 999 LGBT (5428)  
Website: [www.broken-rainbow.org.uk](http://www.broken-rainbow.org.uk)



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# Appendices

## Questionnaires and discussion tools

### Appendix A: Eliciting young women's views and experiences

- Anonymous questionnaire to be handed out to Year 9, 10 or 11 young women – perhaps in PSHE or tutor time.
- Young women should be able to complete the questionnaire privately – either in a classroom where the task is clear and students respect one another's privacy; or young women can take the questionnaire away to return at the next session.
- The purpose of the research should be clearly spelled out, and anonymity guaranteed.
- Young women should be told who will see the completed questionnaires, how they will be analysed and with whom the findings will be shared.
- It should be made clear whom young women can turn to (within the school or outside), if completing the questionnaire raises any issues they would like to discuss further.
- A group of young people might like to be involved in the research process – and support the analysis and dissemination of findings.

#### **Sample questionnaire aimed at young women**

*We'd like to ask you some questions about the use of sexual language in the school – particularly the sort of sexual language that makes you feel uncomfortable.*

*You do not have to answer any questions, but we are keen to learn of your views and opinions.*

*The findings from this and other questionnaires will be reported anonymously – so please do not write your name on the questionnaire.*

**1. Have you ever heard any sexual language used in school?** *If yes – what sorts of things were said?*

**2. Have you ever felt uncomfortable or threatened by another pupil's use of sexual language?**  
*If so, what sorts of things were said?*

**3. Have you ever been touched by another pupil in an intimate place on your body (such as your bottom) when you did not want this to happen?**  Yes – please go to question 4  No – please go to question 5

**4. Please answer the next two questions**  
*a. How did it make you feel when you were touched in that way?*

*b. What did you do when you were touched in that way?*

**5. Do you think the school should do more to stop sexual bullying?**  Yes – please go to question 6  
 No – you have now finished the questionnaire, thank you for your time.

**6. Please give details about what things should be done**

*If you want to talk to anyone about your thoughts, feelings or experiences of sexual bullying, please see:*

[NAME OF PERSON HERE AND CONTACT DETAILS]

*Thank you for your time*

## Appendix B: Eliciting young men and women's views and experiences

This questionnaire was developed by the research team together with a group of students at one of the schools.

### Relationships, respect and consent

We would like to explore your understanding of and views on what respectful, healthy, consensual intimate relationships and experiences might look like. To support the school in developing this work we are keen to find out more about what you think and your own experiences. Can you help us by filling in this questionnaire? THIS QUESTIONNAIRE IS COMPLETELY ANONYMOUS & CONFIDENTIAL. This means we don't ask your name and we don't tell anyone what you've said. We will be using what you say to help us develop our work, but it will not mention your name at all. YOUR VIEWS & EXPERIENCES MATTER, SO PLEASE BE HONEST & ANSWER AS MANY QUESTIONS AS YOU FEEL ABLE TO & WANT TO

### Information about you

- 1. Are you?** (please tick one option only)
- |        |                          |
|--------|--------------------------|
| Female | <input type="checkbox"/> |
| Male   | <input type="checkbox"/> |
- 2. What year are you in?**
- |         |                          |
|---------|--------------------------|
| Year 9  | <input type="checkbox"/> |
| Year 10 | <input type="checkbox"/> |
| Year 11 | <input type="checkbox"/> |

### The questions

**3. Are boys and girls treated equally?** (tick 'yes' or 'no' for each option below)

	Yes	No
At school – by teachers?	<input type="checkbox"/>	<input type="checkbox"/>
At school – by each other?	<input type="checkbox"/>	<input type="checkbox"/>
At home?	<input type="checkbox"/>	<input type="checkbox"/>
In the media?	<input type="checkbox"/>	<input type="checkbox"/>

**4. How often have you been called ...?** (please tick one option only)

	Never	A few times	A lot
If you are a boy – have you ever been called 'gay' or a 'poof' or equivalent?	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
If you are a girl – have you ever been called a 'slag' or 'sket' or equivalent?	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

**5. Have you or anyone you know experienced the following at school?**

(please tick if the answer is 'yes' next to each of the options below)

Being touched by someone at the school in a way that made you/the person feel uncomfortable	<input type="checkbox"/>
Comments made about your body or appearance/ or the other person's body or appearance	<input type="checkbox"/>
Rumours being spread about your or another person's sexuality or sexual experience	<input type="checkbox"/>

**6. Has anyone you know experienced the following in a relationship?**

(please tick if the answer is 'yes' next to each of the options below)

- Being yelled at loudly
- Being put down or humiliated
- Being hit, kicked, pushed or slapped
- Being pressurised into having sex
- Being pressurised to get married
- Being threatened that they would be hurt if they did not do something their partner asked of them

**7. What do you think...?** (please tick one answer per option only)

	Yes	Sometimes	Never
It's not always wrong to hit someone, sometimes they provoke it	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Most men are unable to control their temper	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Most women are unable to control their temper	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Physical fights between parents/carers/adults are quite common	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Women provoke violence from a partner by flirting with other men	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Men can provoke violence from a partner by cheating on them	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

**8. How many young people experience violence or abuse in their relationships, do you think?**

(please tick one option only)

- 1 in 2 young people
- 1 in 5 young people
- 1 in 10 young people

**9. Where or to whom might you go to get further information or support about violence in relationships?**

(please write someone's name/title on each line)

In school?

.....

Service outside of school?

.....

THANK YOU FOR TAKING THE TIME TO FILL OUT THIS QUESTIONNAIRE

## **Appendix C: Eliciting young people's views and experiences – peer-led research**

A research project could be organised for a group of young people to lead on. The young people would ideally receive some training on research and ethics, and they should be closely supported by a member of staff to ensure they do not have to deal with any situations they feel unable to manage during the research. Those students taking part in the research should feel it is being undertaken seriously and appropriately.

### **Sample questionnaire: group discussion**

You will be speaking to groups of about eight at a time. One of you will ask the questions and another will need to write down the responses.

**1. We would like to ask you a few questions – you do not have to answer them, but we are keen to hear your views.**

**2. We would like to ask you not to share what you have heard from others in this session today. Please keep what was said among this group confidential.**

The questions are about bullying. Is it ok to begin?

**1. In this school, have you ever known anyone to be bullied about being a girl or a boy?**

**2. If yes, what sorts of things happened?**

*(Write the different sorts of things onto a piece of flipchart paper or chalk/whiteboard)*

**3. Taking each of these things in turn, how often has each happened?**

*(You could ask them to indicate whether it happens 'more than once a day', 'about once a day', 'once every few days', 'once a week', 'once a month', 'once or twice a term', 'less than once a term')*

**4. For each of these things that have happened**

a. What did it make you feel?

b. What did it make you think?

c. What did it make you do?

**5. Taking all the types of bullying, which one is most of a problem and which one is least of a problem? (Ask the students to rank the types of bullying – from those that are most of a problem to those that are least of a problem)**

**6. What do you think we could do in this school to make these things less of a problem?**

*(You might want to focus on the three things that have been ranked as most of a problem)*

THANK YOU FOR ANSWERING OUR QUESTIONS



## Appendix D: Evidence of programmes that work to challenge violence against women and girls

The DCSF Advisory Group on Violence Against Women and Girls commissioned the then-DCSF Research Division to undertake a rapid review of what has worked in school-based interventions to prevent violence against women and girls. Their report concluded that:

- Most of the literature related to interpersonal violence focused on violence within teenage relationships or on domestic violence (rather than other types of violence against women and girls).
- There was a lack of evidence from UK-based initiatives (as well as North American ones, according to Whitaker et al., 2006) on long-term outcomes of interventions and which particular components of programmes (and why) were effective in preventing violence against women and girls (the latter — in large part — because of the lack of a control or comparison group being included in the research design). The focus of the evaluations was often on examining the process of programme implementation and gathering qualitative feedback from students and teachers. (Campbell, 2009)

Despite these caveats, below we present the findings from some of the more comprehensive evaluations of programmes in schools that have aimed to tackle some aspect of violence against women and girls. We have chosen to highlight studies that either followed up on students, sometime after the intervention, and/or used a control or comparison group. Those studies that have examined behaviour changes are particularly important, as there is no proven association between attitude and knowledge changes and subsequent levels of intimate partner violence.

Using the above criteria, none of the evaluations of UK-based programmes are included in our summary of the evidence below. There is a longer history of school-based programming on tackling violence (generally), sexual harassment and intimate partner violence among young people in North America.

While the social, political and cultural context is different in North America, what the research evidence offers is a case for developing school-based programmes to tackle violence against women and girls (Whitaker et al., 2006).

As Campbell (2009) in her review and Whitaker et al. (2006) elsewhere conclude, ‘more data are needed to make stronger conclusions, and more work must be done to understand how the content of such programs changes behavior and the specific change mechanisms that they employ’ (p. 160). Nonetheless, we present some of the evidence on ‘what works’ in relation to current forms of programme content and implementation below.

### **Short summary of key studies examining the impact of programmes**

- Josephson and Proulx (1999) evaluated a Canadian programme for 11–16 year olds that aimed to promote gender equality and end violence. The initiative consists of 53 sessions and runs over three years. Using a control group research design of 1,143 students across seven schools in Years 7–9, the programme was evaluated over a three-year period. For programme participants there was a **reported decrease in physical violence incidents, in tolerant attitudes towards abuse, increased use of assertive rather than aggressive strategies within conflict situations and, by the third year, students reported they were more likely to end a violent relationship.**
- Sanchez et al. (2001) evaluated a US-based primary school programme that aimed to promote attitudes supporting safe and healthy intimate relationships over 12 sessions. Using a control group research design with 1,243 Year 5 pupils, the children who took part in the programme **reported increased knowledge about sexual harassment and a greater intention to intervene in a bullying situation** — one semester and also one year on.
- Stevenson (2001) evaluated a Canadian violence against women and girls prevention programme, which consisted of 12 one-hour, in-class workshops on healthy relationships, as well as two half-day or one-day workshops for Years 7–12. Using a control group design with 536 Year 7–11 students, those involved in the programme showed **statistically significant gains in some attitude and knowledge scores.**
- Foshee et al. (2004) evaluated a one-year prevention programme aimed at reducing intimate

partnership violence between young people in Year 8. The programme included a peer-led theatre production, ten 45-minute sessions and a poster contest based on curriculum content. Using a control group research design with 10 schools and 957 students involved in the first year of the evaluation, 460 students remained involved for the whole four-year evaluation period. Data was collected one month post-programme, and then annually thereafter for four years. Compared with controls, young people receiving the intervention **reported significantly less physical and sexual violence perpetration and victimisation within their intimate relationships four years after the programme.**

- Söchtig et al. (2004) undertook a review of all sexual assault and rape-prevention programme evaluations in North American universities from 1970 to 2002, to examine what evidence there was for such programmes leading to a reduction in the number of sexual assaults. The researchers conclude that the **strongest evidence of effectiveness is for self-defence training for young women**, but that this should include the ability to *'identify an unwanted sexual encounter as an assault, awareness of one's drinking habits, and communication and assertiveness training'* (p. 88). Although this review focused on studies in higher education settings, and therefore the young women were more likely to be sexually active, the appropriateness of offering self-defence training was noted by some of the experts interviewed for this research report, and such training was delivered in one school.
- Lamb et al. (2009) evaluated a primary school programme for children that aimed to develop their awareness and skills to challenge sexist remarks. Based on research with 153 children aged 5–10 years, at **pre-test the children were found to rarely challenge peers' sexist remarks. However, at post-test, children's challenges became significantly more common, and at six months post-test the evaluation suggested that girls were less likely to gender stereotype** (but not the boys).

The two programmes that have been most rigorously evaluated and appear to have a positive impact are the Expert Respect and Safe Dates programmes.

### **Expert Respect: Promoting Safe and Healthy Relationships for All Youth (Safe Place, Austin, Texas, USA)**

- Twelve-session programme for primary school children co-facilitated by a teacher and a Safe Place worker. Using a range of interactive methods, the focus of the programme is to explore differences between teasing and bullying, and the links between bullying and sexual harassment.
- Young people in secondary schools receive a two-session programme on sexual harassment, sexual assault and intimate partner violence within young people's relationships. There are also ongoing workshops and theatre pieces, student-led activities (such as poster competitions), support to the senior management team to review relevant policies and procedures, and a weekly support group for young people who have experienced violence at home or in a relationship.
- Training and ongoing support is offered to teachers and awareness is raised among parents through seminars.
- See evaluation by Sanchez et al. (2001) above, and a more qualitative evaluation of the secondary school programme (2008) available to download at: <http://www.safeplace.org/Document.Doc?id=52>

### **Safe Dates (University of North Carolina, USA)**

- One-year programme aimed at Year 8 and 9 students, to prevent intimate partner violence in young people's relationships through a combination of school and community-based activities. School activities include a theatre piece performed by peers, a 10-session curriculum programme and a poster competition. These activities focus on changing norms in relation to intimate partner violence, gender stereotyping, developing conflict management skills and raising awareness of support services. Training for teachers is also offered.
- Community activities include a focus on services for young people in abusive relationships and training for service providers.
- See evaluation by Foshee et al. (2000) – <http://www.ncbi.nlm.nih.gov/pmc/articles/PMC1446374/pdf/11029999.pdf> and Foshee et al. (2004) – <http://ajph.aphapublications.org/cgi/content/full/94/4/619>



Finally, below we summarise information concerning the type of programme content and method of implementation that has been evaluated as being effective. Data are drawn from literature review papers and/or evaluations of more than one programme:

- Young people report that they value programmes of work that tackle relationships and abuse within relationships (Hester and Westmarland, 2005).
- Teachers need training, and to feel supported, in order to feel confident to engage in discussions on issues related to violence against women and girls (Dusenbury et al., 1997; Hester and Westmarland, 2005; Humphreys et al., 2008).
- Programmes should use interactive, experiential methods; these have been found to be more effective in delivering the content to young people (Dusenbury et al., 1997; Hester and Westmarland, 2005; Humphreys et al., 2008).
- Primary school-age children should also receive age-appropriate input around developing mutually respectful and healthy relationships (Hester and Westmarland, 2005).
- Interventions should have clearly stated values — such as gender equality (Humphreys et al., 2008; also supported by in-depth research by Meyer, 2008).
- A whole-school approach to challenging violence against women and girls is central to developing a successful intervention (Dusenbury et al., 1997; Hester and Westmarland, 2005; Humphreys et al., 2008).

## Appendix E: WOMANKIND's UK Education Programme

The programme had three key elements:

- 1.** Supporting schools — through the production of education resources, training for staff and students, and individual guidance to school leads on developing work to challenge violence against women and girls.
- 2.** Developing understanding through research — to analyse the processes of development and impacts of

education initiatives in the schools through in-depth qualitative methods.

- 3.** Campaigning to change policy — at a national and local level to ensure that all young people receive education on violence against women and girls.

### TIMELINE OF WOMANKIND'S UK EDUCATION PROGRAMME

**2000** Strategic decision that WOMANKIND could have a unique role in raising awareness of violence against women and girls with young people in schools.

**2004** Jane Ellis (University of Warwick) completes review of current violence against women and girls prevention programmes in schools.

**2004** Atlantic Philanthropies grants WOMANKIND the funding for a three-year violence against women and girls education prevention programme in UK secondary schools.

**2004** Challenging Violence, Changing Lives resource developed.

**2004** Recruitment of pilot schools and training teachers.

**2005-7** Implementation of Challenging Violence, Changing Lives resource in schools.

**2007** Roehampton University finishes the evaluation report of the first phase of WOMANKIND's UK Education Programme: *Challenging Violence, Changing Lives: Gender on the UK Education Agenda* ([http://www.womankind.org.uk/documents/0711\\_final\\_popular\\_report.pdf](http://www.womankind.org.uk/documents/0711_final_popular_report.pdf) [accessed 13 Aug 2010])

**2007** Grant received from Comic Relief to continue the UK Education Programme. Drawing on findings from the first-phase evaluation, it was decided to focus on working with five schools over two years, exploring how to develop a whole-school approach to creating an environment that promotes gender equality and challenges violence against women and girls.

**2008** Second phase of the UK Education Programme starts, supported by a research study led by the Institute of Education, University of London.

**2010** Decision made by WOMANKIND to end its UK Education Programme to focus on its work in Africa, Asia and Latin America.

**2010** Launch event for the report on the WOMANKIND's UK Education Programme held on 25 November 2010: *Freedom to achieve. Preventing violence, promoting equality: A whole-school approach*.

**2010** Comic Relief funds WOMANKIND to develop a legacy of the programme by building sustainable partnerships to take the work forward.



## Supporting schools

The first edition of the *Challenging Violence, Changing Lives* education resource was developed in 2004. It details six lessons per year that could be included within the Personal, Social, Health and Citizenship Education (PSHCE) curricula. The resource incorporates the core principles and approaches of the *National Healthy Schools Programme* and *Every Child Matters*. Materials are designed to be delivered to mixed-sex groups and promote the active involvement of young men and boys. The key message of the resource is that although women and girls are more likely to be survivors of violence at the hands of men and boys, young men and boys may also be

subjected to violence. Lessons therefore explore masculinity and the role of young men in not condoning or remaining silent about violence they witness or experience. Citizenship lessons contained within the resource focus on ‘challenging our communities’ and look at subjects like women’s rights as human rights, violence against women across different cultures, the legal framework of violence against women and girls, and developing a campaign to stop violence against women and girls. PSHE and Citizenship lessons focus on change by exploring gender stereotypes, discussing examples of violence against women and girls, and developing the skills to recognise and deal with abuse in relationships.

**Table 12: Outline of Challenging Violence, Changing Lives resource topics**

Year group	Section	Lesson plans
Whole school	Stop sexual bullying	<ol style="list-style-type: none"> <li>1. Sexual bullying scenarios</li> <li>2. Survey the students</li> <li>3. Active policy to stop sexual bullying</li> <li>4. Campaign to stop sexual bullying</li> </ol>
Year 7	Who am I? (gender and identity)	<ol style="list-style-type: none"> <li>1. Sugar and spice and puppy dogs’ tails</li> <li>2. Putting names to behaviours</li> <li>3. I want my rights</li> <li>4. Righting the rules</li> </ol>
Year 8	Who are we? (gender and culture)	<ol style="list-style-type: none"> <li>1. Boys and girls, men and women</li> <li>2. Our culture, our rights</li> <li>3. How does it look to you?</li> <li>4. Talking things out</li> </ol>
Year 9	Taking responsibility (respectful relationships)	<ol style="list-style-type: none"> <li>1. Women’s rights, human rights</li> <li>2. Life in a box</li> <li>3. Problem page</li> <li>4. How do I react?</li> </ol>
Year 10 14–19 Unit 1	Working with others (domestic violence and the White Ribbon campaign)	<ol style="list-style-type: none"> <li>1. How violent are we?</li> <li>2. Why does he do it? Why does she stay?</li> <li>3. How to stop yourself ‘losing it’</li> <li>4. Starting a campaign</li> <li>5. Running a campaign (including toolkit)</li> </ol>
Year 11 14-19 Unit 2	What needs to change? (trafficking, pornography and prostitution)	<ol style="list-style-type: none"> <li>1. Trafficking, prostitution and the law</li> <li>2. Implementing the law</li> <li>3. Giving and receiving respect</li> <li>4. Pretty woman?</li> </ol>

Between 2005 and 2007 – the first phase of the WOMANKIND UK Education Programme – the lessons were piloted in five secondary schools. Following the evaluation of the first phase of the programme, a slightly revised version of the education resource was developed. The final version of the *Challenging Violence, Changing Lives* resource (2008) includes 24 lesson plans exploring gender, violence against women and girls, and developing whole-school approaches to the prevention of sexual bullying.

A short version of the above education resource was also developed to provide schools with the tools to develop a campaign to stop violence against women and girls (the White Ribbon campaign). This resource was tailored to Years 9 and 10 and included a campaign toolkit. Finally, a website called Respect4Us ([www.respect4us.org.uk](http://www.respect4us.org.uk)) was developed for young people to look at the issues and situations where they have experienced violence. Through an online neighbourhood, participants are able to go to school, ‘hang out’ with friends, call in at the newsagents, visit a refuge, go clubbing, get advice and see the police. Throughout this journey, participants are asked questions and learn about sexual bullying, violence, domestic violence, prostitution, trafficking, support services and centres.

### **Developing understanding through research**

One of the principles underlying the UK Education Programme was to evaluate and further develop the Programme in response to research evidence and stakeholder feedback.

In order to influence UK policy on prevention work in schools around violence against women and girls, and given the dearth of available evidence of ‘what works’, research became an integral part of WOMANKIND’s overall programme. At the beginning of the programme (2004) it had been hoped to design a longitudinal study examining the effectiveness and impact of the *Challenging Violence, Changing Lives* resource. Such a study would have followed a number of young people and school staff across a six-year period to track the impact of involvement in the programme. However, it proved impossible to maintain the engagement of the recruited schools over this period of time, and none of the schools from the first phase of the programme (2005–2007) committed to continuing the work into the second phase (2008–2010).

### **Key changes to the WOMANKIND UK Education Programme**

Some of the key changes to the WOMANKIND UK Education Programme as a result of research and stakeholder reflections received between 2004 and 2010:

- 1.** Before the development of the first phase, it had been anticipated that WOMANKIND would facilitate work in schools through external professionals. However, following the Ellis review of current work – which recommended that violence against women and girls prevention work should occur across all Key Stages and that supporting the work to be delivered by the school team would better support its sustainability – the *Challenging Violence, Changing Lives* resource and first phase of the programme were developed to help teachers facilitate key sessions as part of the PSHE and Citizenship curricula.
- 2.** The evaluation of the first phase of the programme identified that senior leadership commitment was central to a school offering a comprehensive teaching programme on gender and violence against women and girls. Therefore, during the second phase of the programme, WOMANKIND ensured that the identified school lead was a member of the senior leadership team.
- 3.** The evaluation of the first phase of the programme found that training for teachers involved in violence against women and girls prevention work had to focus on raising awareness of the issues, and support to develop the skills to teach on the issues and to support those affected.
- 4.** The need for a school to commit to addressing issues of violence against women and girls, both via relevant policies as well as through working directly with students, was also highlighted at the end of the pilot programme. The second phase of the work therefore prioritised supporting schools in the development of a Gender Equality Scheme.

Furthermore, a quantitative analysis of pre- and post-tests of knowledge and attitudes collected during the first phase of the programme could not be completed, because the survey questionnaires were not completed with the necessary consistency (or returned in sufficient numbers) for a comparative analysis to be undertaken. Learning from this experience, and aware that greater understanding was needed of how to develop a whole-school approach to the prevention of violence against women and girls, the second phase of the programme employed a mainly qualitative research approach.

During the second phase of the programme, WOMANKIND worked closely with the Institute of Education, University of London, research team to support and capture the experiences of the five participating schools. The WOMANKIND UK policy manager recruited the schools, developed a programme of support to meet training and resource needs (drawing on her own expertise and that of a small team of consultants), and provided some key training herself. Simultaneously, throughout the course of this programme of work, the UK policy manager engaged in national policy discussions to bring together knowledge from WOMANKIND's UK Education Programme with that from other stakeholders working in the fields of violence against women and girls, bullying, sex and relationships education.

Meanwhile, the Institute of Education, University of London, research team focused on exploring how the participating schools understand gender-related issues within the school, what actions they had hoped to (and did) undertake to promote gender equality and challenge violence against women and girls, and the factors that facilitated and inhibited the development of this work. Through regular feedback to the schools on issues identified during the research, some schools, at least in part, used the emerging research findings to help shape the ongoing focus of their work.

### ***Campaigning to change policy***

WOMANKIND made policy and advocacy a core priority of its UK Education Programme. Alongside the work with schools, WOMANKIND:

- Co-ordinated a network for practitioners working on the prevention of violence against women and girls (2007–2010).

- Was a member of various advisory/policy groups:
  - ◆ End Violence Against Women coalition committee (calling for an integrated strategy to stop violence against women, including prevention),
  - ◆ DCSF advisory group for national guidance on sexual, sexist and transphobic bullying,
  - ◆ DCSF Violence Against Women and Girls Advisory Group (developing recommendations for the role of schools to stop violence against women and girls),
  - ◆ Home Office stakeholders group for the development of the national strategy to end violence against women and girls, and
  - ◆ Home Office stakeholders group for the teenage relationship abuse campaign.
- Developed strong partnerships across the women's and education sectors to work on stopping violence against women and girls, including work with the NSPCC and Against Violence and Abuse (AVA).

## Appendix F: Curriculum review tool

There are many opportunities within the school curriculum to develop young people's understanding and skills to manage gender inequality and violence against women and girls. Many schools are already doing interesting and innovative work. This appendix will help teachers to map out opportunities across the curriculum, where work on the following main themes can be integrated:

- Gender stereotypes
- Gender equality
- Respectful relationships
- Identifying violence against women and girls
- Understanding violence against women and girls
- Acting to stop violence against women and girls

### **How to use it:**

- 1.** Make a strategic decision to integrate work on violence against women and girls and gender equality into the curriculum, ensuring governor and head teacher support.
- 2.** Put commitment into relevant school policies, for example the School Improvement Plan or link into the school equality duty (or the former gender equality duty).
- 3.** Create a working group or support a member of school staff to co-ordinate department leads' development and implementation of the work.
- 4.** Organise staff and governor seminars to raise awareness, assess aims and implementation, and develop a clear action plan.
- 5.** Plan a school INSET session on equality, with a training session for each department on how to integrate violence against women and girls and gender equality issues into the work that they are already doing.
- 6.** Work with curriculum leads to create a map across the curriculum that shows where gender equality and violence against women and girls are discussed.
- 7.** Implement the work with 'whole school' structures, activities – assemblies, use of World Days (International Day for the Elimination of Violence Against Women, 25 November) – and tutorial programmes.
- 8.** Ensure that school staff members are aware and informed of procedures for school incidents or disclosures, and that clear and active links are established with relevant external agencies, for pastoral and curriculum inputs and support.

- 9.** Seek help and guidance from local professions within the local authority or voluntary sector, including within child protection, violence against women and girls (VAWG) and youth services. Link into local partnerships and national ones, where they exist.
- 10.** Work in partnership with other schools, in clusters or federations to develop the work.

### **Curriculum review map**

The following table has been designed to map out possible subject areas that school staff can include and expand upon in their lessons. Column one shows the links to the current English National Curriculum and the Every Child Matters (ECM) agenda. Column two shows the lesson title and main theme of violence against women and girls. Column three shows ideas for lesson content, including discussion themes and ideas. If you are interested in further detail on lessons, including relevant resources, then look online at [www.womankind.org.uk](http://www.womankind.org.uk)



**Table 13: Curriculum map**

<b>Key Stage 3, National Curriculum</b>	<b>Lesson and theme</b>	<b>Lesson content</b>
<b>Design &amp; Technology</b>		
1.1a, 1.2a, 1.3a, 1.4b, 3.b, 4.g ECM 2, 3, 4	<b>School facilities</b> Act to stop VAWG	As part of pupil voice, analyse needs and products e.g. toilet safety, corridor safety, arising from pupil experiences and feedback, e.g. secure locks on toilet cubicles, and bins or similar for disposal of sanitary products.
1.1a, 4g ECM 3, 4	<b>VAWG notice board</b> Act to stop VAWG	Assist in design – and production – of facilities and resources, e.g. notice boards and display systems. Joint project with Art & Design?
1.1d, 1.2a, 3.b, 4.c ECM 1, 2, 3, 4	<b>Lycra girls and baggy boys</b> Gender stereotypes	In textiles, look at assumptions and conventions that exist in fashion and clothing – appearance of product and user/wearer, assumptions and ‘messages’ in materials and fabric used, e.g. lycra, spandex – and examine ways in which this may stereotype the appearance of girls and women in terms of viewers’ wishes rather than wearers’ needs. Consider the contribution this may make to negative or stereotyped attitudes towards girls and women. Extension: design sports apparel and equipment that reflect user requirement, not appearance or display.
1.1a, 1.1b, 1.1c, 1.2b, 1.3a, 1.4a, 1.4b, 2.b, 2.h, 3.b, 3.c, 4.k, 4.l, ECM 1, 2, 3, 4, 5	<b>Design a rape alarm</b> Act to stop VAWG	In working with resistant materials, research and design personal safety equipment, e.g. rape alarms. Include the design of a campaign to clarify the need for such products, and to raise awareness of organisations that campaign against sexual and domestic violence and harassment.
1.1c, 1.1d, 1.2b, 1.4b, 3.h, 4.g (PSHE/SRE, Citizenship)	<b>Women’s place is in the kitchen, men’s is in the shed</b> Gender stereotypes	Who does what in your family/household? Use current advertising images that portray domestic activities (washing, cleaning, childcare, cooking, shopping, repairs) and explore whether they show current reality, challenge or reinforce sex and gender roles. Compare with what happens in pupils’ own homes.
1.2a, 1.2b, 4.g (PSHE/SRE) ECM 1, 2, 3, 4	<b>Fashion, body image and gender</b> Gender stereotypes	Survey retail displays in shops and in other media (magazines, catalogues, street posters) to see how far products intended for human use reflect human physiological reality – mannequins, advertising images. Discuss the use of digital enhancement/ manipulation in visual images.
1.2a, 1.2b, 4.g (PSHE/SRE) ECM 1, 2, 3, 4	<b>Food, body image and gender</b> Gender stereotypes	Survey retail displays, advertising images and magazine and newspaper content about food and its preparation. What messages, assumptions and stereotypes are included? What implications for gender roles and tasks, in the workplace and at home?
<b>Economic Wellbeing</b>		
1.1a, 2.1a, 3.b, 4.h ECM 1, 2, 3, 4, 5	<b>70% people: women worth 27% less?</b> Gender equality	Fuller examination of male and female income differentials – women in the UK still earn on average 27% less than men. How are the figures ‘justified’ by employers and others? How does the UK situation compare with other countries? Explore the implication that women are ‘worth’ less than men. What does the law say?
1.1a, 2.1a, 3.c, 4.a, 4.h, ECM 1, 2	<b>Needs must: want to be a lap dancer?</b> Gender equality; VAWG	Explore the ways in which unequal pay, discriminating promotion practices and poverty can operate to attract/force/push women and girls into sexually exploitative ‘jobs’ – hostess in a gentleman’s club, lap dancers, commercial sex workers etc.

2.1a, 3.b, 4.a, 4.h ECM 1, 2, 3, 4, 5	<b>Do legal rights mean workplace reality?</b> Gender equality	Look at legal rights e.g. parental leave, equal wages as a reality. This is what it should be like – what can I do if it isn't? What does the law say? What rights and entitlements do employees have? How are they enforced? The role of trade unions.
1.1a, 2.1a, 3.b, 4.h ECM 1, 2, 3, 5	<b>Where to draw the line</b> Identify VAWG	An exploration of employment prospects which are negative, exploitative, oppressive or unfriendly to women – by the nature of the work, because of income differentials between the sexes, sexual harassment at work, because of reputations for parent-unfriendly practices, dismissal of pregnant staff etc.
1.2b, 2.1a, 3b, 3j, 4k, ECM 1, 2, 5	<b>Who holds the purse strings?</b> Identify VAWG	A look at financial abuse in relationships – denial of access to cash and spending also means denial of independence and autonomy.
<b>English &amp; Drama</b>		
3.2a, 3.2b, 3.2i	<b>Reading list</b> Understand VAWG	Shakespeare play: The Taming of the Shrew; Chimamanda Ngozi Adichie: Purple Hibiscus; Andrea Ashworth: Once in a House on Fire; Kevin Brooks: The Road of the Dead; Sarah Dessen: Dreamland; Berlie Doherty: Tough Luck; Alan Gibbons: The Edge; Sylvia Hall: Knife Edge; Ellen Howard: Gillyflower, Sam Kieth: Zero Girl
1.1a, 1.1d, 1.1e, 1.2a, 1.2b, 1.3a, 1.4a, 1.4d, 2.1a, 2.1f, 2.1i, 2.2a, 2.2b, 2.2c, 2.2e, 2.2f, 2.2g, 2.2j, 2.2p, 2.3a, 2.3b, 2.3c, 2.3m, 2.3o, 2.3q, 2.3s, 3.1a, 3.2b, 3.2d, 3.2h, 3.3a, 3.3b, 3.3c, 3.3d, 4.1b, 4.1f, 4.2c, 4.3b, 4.3d, 4.3g, ECM 1, 2, 4	<b>What did you say?: discriminatory language – 'slut', 'gay', 'player'</b>	Examine how the use of language in everyday life – in peer groups, on TV and radio shows, and in the printed media (including that aimed at adolescents), and advertising – shapes attitudes and can create or reinforce stereotypes, attitudes and discrimination, in particular towards girls and women. Ask class to create lists of words commonly used which can have negative impacts, overtly and more subtly. Examine/deconstruct these lists and show how the use of such language can operate in ways that are not always apparent, and can be damaging and detrimental. Examples: 'bitch', 'dog', 'doll', 'gay', 'ho', 'lesbo', 'skirt', 'slag', 'slut', 'woman'/'lady'. Include language that refers to body shape, size and appearance. Reinforce in Drama.
	<b>Dear... Writing problem pages from magazines</b> Understand VAWG	a. Examine the problem pages of teenage magazines. Do the problems printed correspond to yours and those of your peers? Do you believe the problems? What do you think of the answers and advice? In your view, are these pages responsible? What do we mean by 'responsible' in this context? b. Write your own problem page letters and replies. This task could be part of awareness raising for both sexes, and could inform school pastoral work of trends or needs in which staff need to identify responses and ensure 'sign posting' for pupils.
1.2a, 1.3b, 1.3c, 1.4a, 1.4b, 2.1f, 3.2b, 4.1f, ECM 1, 2, 3, 1.2a, 1.2b, 4.g (PSHE/SRE) ECM 1, 2, 3, 4	<b>Punch and Judy</b> Gender equality	Examine the attitudes and messages contained in a traditional Punch and Judy performance – they are violent and misogynist, but use as an 'across-the-ages' form of entertainment. Does this tell us anything about social attitudes and norms – that violence against women is an acceptable form of entertainment? Do the origins – Italian – tell us anything? How did this form of entertainment come to be imported to Britain?
	<b>Forum theatre</b> Respectful relationships	Communication skills and relationships. Respectful relationships can be acted out. Abusive relationships can also be acted out, and then stopped to discuss the feelings of the actors and the audience.
<b>Geography</b>		
1.1a, 1.7a, 1.7b, 2.1c	<b>Quality of life for women and men around the world</b>	Comparisons of specific quality of life indicators – e.g. life expectancy, infant mortality/survival rates, access to healthcare during pregnancy etc. – in different countries and regions. How far

	Gender stereotypes	is poor access/services a result of lack of resources and how far is it a reflection of attitudes and cultures, which may combine to effectively deny access and treatment to health services by women and girls. The countries and regions considered may be those for which information is readily available, or may be countries and regions represented in UK schools. Possible extension: look at female genital mutilation (FGM).
1.1a, 1.4a, 1.5a, 3.g	<b>Trafficking</b> Identify VAWG	The impact of the demand for unskilled and low-skilled labour on world and regional population movements; and the ways in which this may be one outcome of the movement towards service-based economies in some richer nations. Include 'invisible' sectors of the UK and other 'western' economies – domestic work, hotel and catering, construction and the sex trade, and human trafficking to provide labour for each of these sectors. Consider the gender implications.
	<b>Things can change</b> Gender equality	Discussions on gender and development, focusing on the role of women to make a change.
1.4a, 1.5a, ECM 4, 5	<b>Invisible market</b> Gender equality	The denial of previous knowledge, experience, qualifications and status of new arrivals, individuals and communities, in established 'host' societies.
1.1a, 1.7a, 1.7b, 2.1c, 3.g ECM 1, 2, 3	<b>Global status of women</b> Gender equality	Inequalities within and between countries in terms of the status and quality of life of women arising from cultural norms and resultant stereotyping of the sexes. Starting points could include: the number of female MPs, representation of women on business boards of directors, and proportion of university graduates who are female. UN indicators may be useful here.
<b>History</b>		
1.2a, 1.3a, 1.4a, 1.5a, 2.1a, 2.1b, 2.2a, 3.g, 3.1	<b>Has it always been like this?</b> Gender equality	Narrative/events history: The changing role of women. Look at, for example, achievements in science, the arts, sport and politics. Also women's rights: individual autonomy vs. dependence of and on males (fathers, husbands), property ownership and the vote. Do changes represent progress, stagnation or regression? Who decides/defines this? Cultural history: The changing status of women. How have women been regarded at different times in history? What has been their status? Do changes represent progress, stagnation or regression? Who decides/defines this? How is change measured or assessed? Have changes been actual or perceived? Is change always linear and in one direction, or does it stop, start and reverse? Example: the changed role of women in World War 2 from housewives to industrial workers and back to housewives.
2.1a, 2.1b, 2.3a2.1c	<b>'Herstory' – representation of women</b> Gender equality	Is a study of women in history the same as the study of the history of women? Is the study of the history of women a valid area for historians to explore? Introduce the term 'herstory' and that perceptions of gender have existed throughout history and across cultures – and are not fixed.
	<b>Suffragettes</b> Gender equality	Consider the reasons for the campaign; the arguments of those involved, for and against; the results and achievements. Ask class if they are aware of the campaign; what role they think women should play in politics and society; and which female politicians, national and international, they are aware of. In this respect, is Britain 'best'?
	<b>Misogyny</b> Gender equality	Consider the ways in which women have been delegated to roles that do not recognise their individuality or autonomy, or where they

	<b>Misogyny</b> Gender equality	have been seen as the origin of social problems and ills. Examples: the role of Henry VIII's wives and queens as solely to provide a son and heir to the English throne; the English tradition of witch hunting; the Salem witch trials in America (could be done in conjunction with a reading of <i>The Crucible</i> by Arthur Miller in English); the way in which the Spanish Inquisition of the Catholic Church became largely directed at women accused of being 'witches'.
3f and 3g	<b>Patriarchy</b> Gender equality	Examine why some attitudes and norms, including those relating to women and their status and treatment in societies and religions, have persisted across history. Ask why this might be, who benefits, and introduce the term 'patriarchy'. Consider teachings and practices of Catholicism as a case study? As an extension, consider if the present always represents an improvement on the past – is this progressive?
1.2a, 3.i, 3.j, 4.a	<b>Cultural and gender traditions, including FGM</b> Gender stereotypes	Identify attitudes to and expectations of girls and women, boys and men, which have been established or assumed in the past and which retain acceptance, implicit or explicit, in today's UK. Explore the origins of some of these attitudes and attribute them to convention, custom, culture and/or religion, and clarify the distinctions between these descriptions. This could include the nature and understanding of marriage in different societies, cultures and religions, e.g. monogamy, polygamy, pre-requisites for sexual activity, for procreation, arranged, forced and romantic marriage. This could also include female genital mutilation and other rituals and rites.
<b>Information and Communications Technology (ICT)</b>		
2.1a, 2.1b, 2.1c, 2.1d, 2.2f, 2.4c, 3.b, 4.f ECM 3, 4	<b>Find out more about VAWG</b> Identify VAWG	Use statistics to establish a knowledge base regarding gender-based inequalities (e.g. employment, pay, representation), extending to violence against women and girls – its extent (how much), prevalence (who by) and definitions. Could be a cross-curricular project with Maths.
1.5a, 2.1a, 2.1c, 2.1d, 4.f ECM 3, 4	<b>Lies, damned lies and statistics</b> Understand VAWG	Follow-up/extension to above: How reliable are these statistics? Are all statistics 'equal?' – look at the difficulties in comparing statistics that use different variants, definitions, timescales, definitions etc. Are statistics culturally biased? Don't we all want to show ourselves in the best light on social issues? Could be a cross-curricular project with Maths.
1.2a, 1.5a, 2.2f, 3.b, 4.f ECM 1, 2, 3, 4	<b>Statistics and attitudes</b> Gender stereotypes	Follow-up or extension lesson: Statistics can demonstrate and reflect attitudes; can they change attitudes? Possible topic where there is an intention to look at statistics – their collection and interpretation – as a discipline. Could be a cross-curricular project with Citizenship.
2a, 1.4a, 1.4b, 2.2a, 2.3a, 2.4b, 3.e, 4.f ECM 2, ECM 4	<b>That's not right: Safe surfing</b> Identify VAWG	Internet safety, cyber-bullying, misuse of e.g. Facebook, internet grooming, sexual exploitation. Navigating the digital world safely. Invite pupils to contribute their positive and negative internet/cyberspace experiences. Discuss the pros and cons, and examine safety measures. Emphasise use of images – by self (e.g. Facebook photos) and others – and how they can be abused. Include legal and social aspects, as well as personal and individual. Include the use of the internet as forum for display of pornography, and the attitudes this can express towards women. Type 'women' and 'girls' into a search engine and analyse the results. Could be joint PSHE/English/ Citizenship project.
1.4a, 1.4b, 2.2a, 2.3a, 3.e, 4.b, 4.f ECM 2, 3, 4	<b>Make web space</b> Understand VAWG	Create leaflets/documents/web pages about violence and discrimination against women and girls, to support and publicise school policy and practice. (KS3 Art & Design lessons 1, 2, 3, 4, 7)



	<b>Respect4us.org.uk</b> Understand VAWG	Online game: <a href="http://www.respect4us.org.uk">www.respect4us.org.uk</a>
<b>Maths</b>		
1.2a, 1.2c, 1.3b, 2.1d,	<b>Does it add up...?</b> Identify VAWG	Can statistics and figures help us to understand – and prevent? – social issues such as violence against women? For a start, how can we measure such violence? And can we do anything about it once we have the statistics? What's the point...?
1.2a, 1.2c, 1.3b, 2.1d 2.2i, 2.3a, 2.3c, 2.3e,3.3a ECM 2, 3, 4	<b>How can I find out more about?</b> Act to stop; Identify VAWG	Using statistics to establish a knowledge base on violence against women – the extent (how much), prevalence (who by) and definitions. Include causes of violence – objective and subjective, what individuals say about their own behaviour, distinctions between popular and academic explanations and approaches. Discuss correlations vs. causation, e.g. role of alcohol and other drugs, unemployment, childhood abuse. Could be a cross-curricular project with ICT.
1.2a, 1.2c, 1.3b, 2.1d, 2.2i, 2.3a, 2.3c, 2.3e,3.3a ECM 2, 3, 4	<b>Lies, damned lies and statistics</b> Understand VAWG	Follow-up/extension to above: How reliable are these statistics? Are all statistics 'equal?' – look at the difficulties in comparing statistics that use different variants, definitions, timescales, definitions etc. Are statistics culturally biased? Don't we all want to show ourselves in the best light on social issues? Could be a cross-curricular project with ICT.
1.2a, 1.5a, 2.2f, 3. b, 4.f	<b>Statistics and attitudes</b> Gender stereotypes	Follow-up or extension lesson: Statistics can demonstrate and reflect attitudes: can they change attitudes? Possible topic to look at statistics as a discipline.
1.3b, 2.2i, 2.3b, 2.3c, 2.4a ECM 2, 3, 4	<b>Don't believe everything you read in the papers</b> Gender stereotypes	Do media items on statistical and survey reports, report accurately? Why might they be inaccurate: deliberate bias? Or are issues too complicated to report briefly? Might journalists not understand the reports they report on...?
1.3d, 2.1d, 2.2g, 2.2h, 2.2i, 2.2j, 2.2o, 2.3a, 2.3b, 2.3c, 2.3e, 2.4a, 3.3a, 4.d ECM 2, 3	<b>Survey work</b> Act to stop VAWG	Design and carry out surveys to elicit local and school statistics. Clarify – in design and evaluation – the link between questions asked and answers. Survey can examine incidents and experience, and how safe pupils feel. Implications for practice from results? Could form Pupil Voice project. Could be a cross-curricular project with ICT, PSHE, Citizenship.
<b>Modern foreign language</b>		
1.4a, 1.4b ECM 1, 2	<b>When in Rome do as the Romans do</b> Understand VAWG	Look at ceremonies, rites, rituals, practices in the countries where the language being studied is spoken – focus on birth/coming of age/marriage/role and status of women. Compare practices etc. to 'our' own – and explore the nature of 'our' experience – it's unlikely to be homogenous. Is a description of what goes on in country X necessarily true for the whole country? Or all of its population? What is the 'better' way of doing things and why? Is it because we are familiar with it? Because it's different and attractive? What lies behind the ceremonies, practices etc. – what cultural, religious or other contexts have shaped them? If we disagree with or don't like others' ways of doing things, what options are open to us when visiting those countries?
1.2a, 1.2b, 1.4a, 1.4b, 3.c, 3.e, 4.g ECM 3, 1.1a, 1.7a, 1.7b, 2.1c, 3.g ECM 1, 2, 3	<b>Masculinity and femininity of language</b> Gender stereotypes	How can this help us to clarify the meanings of 'gender'; does it tell us anything about the countries and regions where that language or group of languages is spoken? Does it encourage stereotypes and assumptions?

<b>Music</b>		
1.2a, 1.2b, 1.3a, 1.3b, 1.4b, 1.5a, 2.2a, 2.2c, 3.b, 3.c, 3.e, 3.g, 4.g, ECM 1, 2, 3, 4	<b>Speak for yourself?</b> Understand VAWG	Lesson title refers to ways in which images around us are imposed on women and can be seen as making them passive and subjugated in defining their own images and identities. Look at the ways – in lyrics and in videos – in which girls and women are portrayed in contemporary music that are misogynist and degrading. Discuss the reasons for such portrayals, and the attitudes which lie behind these reasons. Is this a characteristic of specific musical forms or is it widespread? How far do such lyrics and images shape, create or reinforce negative attitudes towards girls and women? What impact might they have on young people? Do they play a part in defining the language which young people use? (c.f. KS3 English lesson 1.) Look for examples of positive portrayals, and of combative responses (e.g. jazz and blues.) Events from popular music could be used to illustrate the theme – e.g. Chris Brown and Rihanna.
1.2a, 1.2b, 1.3a, 1.3b, 1.5a, 2.1f, 2.2a, 2.2b, 2.2c, 3.b, 3.c, 3.e, ECM 1, 2, 3, 4	<b>I speak for myself</b> Gender equality	Look at the ways women have used music to express ideas about their own identities, ideas, needs and situations. Examples: Bessie Smith, Billie Holiday, Dory Previn, Joni Mitchell, Marianne Faithfull, Suzanne Vega and P.J. Harvey.
<b>Physical Education (PE)</b>		
1.1c, 1.3a, 2.5a, 3.c, 4g, ECM 1, 2	<b>Can girls do rugby?</b> <b>Can boys dance?</b> Gender stereotypes	What do we understand by 'suited to' in PE? Are the activities we are encouraged to be involved in determined by our ability, our interest, our sex? Are there activities and sports to which we are directed because they are seen as 'male' or 'female' activities? How is this illustrated in our school and sports activities? Are assumptions made based on our sex? If so, who makes these assumptions? What do we understand by 'healthy lifestyle' and 'mental and social wellbeing'?
1.4a, 1.4b, 2.5a, 2.5b, 4.g, ECM 1, 2	<b>What do we think about...?</b> Gender stereotypes	An opportunity to examine attitudes related to sport and sportspeople – performers and spectators. Look at the ways in which bodies are 'seen' differently according to the sex of the individual, and the ways in which sportspeople's behaviours are judged differently. Are female tennis players exhibiting their bodies? Do male footballers have reasons for their excesses? How do these two examples reflect on the popular reputations of those players? Racism and homophobia in football; football violence – on the field and in the terraces.
1.1c, 1.3a, 2.5a, 3.c, ECM 1, 2, 5	<b>Can they really do that...?</b> Gender stereotypes	Look at some personal assumptions about sport and physical activity and link them to perceptions and understandings of 'masculine' and 'feminine'. Examples: What do we think of male dancers? Or female body-builders? How has the media responded to: The deaths of male and female mountaineers? Male and female round-the-world sailors?
1.4a, 1.4b, 2.5a, 3, ECM 1, 2	<b>Who wears what?</b> Gender stereotypes	Do sport and physical activity clothing conventions reinforce stereotypes? Is all sports clothing designed for use and comfort? Or display of the wearer? What about the materials used in sports clothing?
2.5a, 2.5b, 4.g, ECM 4, 5	<b>Is there a life after sport?</b> Gender equality	What happens when sportspeople are past their physical prime? Consider career development. Men train and manage and women return to/start families...? Could be a joint topic with Economic Wellbeing... e.g. careers.

<b>Religious Education (RE)</b>		
1.1a, 1.1b, 1.2a, 1.3a, 1.6a, 2.1b, 2.2c 3.c, 4.d ECM 1, 2	<b>Invisible or indispensable?</b> Gender stereotypes	How are women 'treated' by the scriptures (sources) of different religions and beliefs? By the teachings? By the practices? Are women 'treated' equally? Separately? Subordinately? Are sources (scriptures) and ways of life (practices) consistent? Do some practices misinterpret or misrepresent sources? This could help to: clarify different religious teachings and practices about women; identify disparities between sources and ways of life; and expose myths about beliefs, practices, discussions and debate.
1.1a, 1.1b, 1.2a, 1.2b, 1.3a, 1.6a, 1.6b, 2.1a, 2.1b, 2.2b, 2.2c, 3.c, 4.b, 4.d, 4.g, ECM 1, 2	<b>Women and children first...?</b> Gender equality	How far do religions see women as child bearers, and less important than the children they bear (especially male children)? Is this emphasis myth or reality? Do you have to be married to have children? Are such beliefs and practices based on religion or culture? How can the two be distinguished – can the two be distinguished?
1.1a, 1.2a, 1.2b, 1.6a, 2.2b, 2.2c, 4.b, 4.d, 4.g, 4.1 ECM 1, 2, 4	<b>Burn the witch</b> Gender equality	Examine how misogyny has been expressed in the witch hunts of Europe and North America (i.e. Christian societies) – e.g. the Spanish Inquisition, the story of Joan of Arc, the Salem witch trials. This could be done in conjunction with English and a reading of Arthur Miller's The Crucible (see KS4: English: lesson 3.) Is this phenomenon unique to Christianity, or in other prophetic religions? How far is the practice based on sources, teachings and ways of life (culture)? Do the underlying attitudes continue to exist today?
1.1a, 1.2a, 1.2b, 1.3a, 1.5a, 1.6a, 2.1a, 2.1b, 2.2b, 2.2c, 3.c, 4.b, 4.d, 4.g, 4.i ECM 1, 2, 4	<b>Coincidence, culture, ignorance, religion?</b> Gender stereotypes	There are nations that have consistently high mortality rates associated with pregnancy and childbirth. Are there associations with religion and belief? Follow ups: 'Honour' killings: religion? culture? patriarchy? Abortion. Contraception. Female genital mutilation. These topics affect women's health and lives; the religious and cultural attitudes and beliefs, and their enforcement, are usually decided on by men.
1.1a, 1.2a, 1.2b, 1.3a, 1.4a, 1.5a, 1.6a, 2.1a, 2.1b, 2.2c, 3.c, 4.d, 4.i ECM 1, 2	<b>Love is a many splendoured thing...</b> Gender stereotypes; Identify VAWG	Examine sources and ways of life and what they say about marriage. What is marriage? – romantic, chosen, arranged or forced? Is marriage for social reinforcement, morality, procreation, because it legitimates sex, or as a place for love, support, growth? Who is marriage for? – the man, the woman, the children, the generation above, the community, the culture, the religion...?
1.1a, 1.2a, 1.2b, 1.6a, 2.1b, 2.2b, 2.2c, 3.c, 4.d, 4.i ECM 4	<b>Religion and misogyny</b> Gender equality	Do scientific developments and extensions of knowledge – what can be done as distinct from what should be done – require a new morality? Is scripture-based morality superseded by science? Should science be constrained by scripture-based morality? This topic could be a joint project with Science.
<b>Science</b>		
1.2b, 2.2b, 3.3e, 4.h, 4.j, 4.k	<b>Who benefits?</b> Gender equality; Identify VAWG	Medical research and pharmaceutical companies. Does scientific research and application have a bias? For example, male/female health and medical needs, investment and research, priorities by pharmaceutical companies etc.
1.2b, 1.4a, 3.3e, 4.h, 4.j, 4.k	<b>Why hasn't ... been done?</b> Gender equality	For example, mortality rates associated with pregnancy and birth. Are there knowledge barriers? Or are the mortality rates associated with pregnancy and birth a result of cultural forces?
1.2b, 1.4a, 2.2b, 3.3e, 4.b, 4.h, 4.k	<b>Nature or nurture?</b> Gender equality	Can scientific principles be used to examine and illustrate cultural and psychological subjects, e.g. attitudes to and treatment of women in different societies?

		<i>This is linked to the lesson above, but approaches the topic more from an emphasis on science as a discipline.</i>
	<b>Consent</b> <i>Respectful relationships</i>	<i>Burden of/responsibility for contraception on women: discuss power and control in relationships.</i>
<b>Art &amp; Design</b>		
1.2a, 1.3a, 1.3b, 1.4b, 1.4c, 1.4d, 2.2a, 2.2b, 3c, 4e, 4f, 4g, ECM 2, 3	<b>Love stories</b> <i>Respectful relationships</i>	<i>Examine visual depictions of love and relationships in visual art forms. How do the relationships appear: happy, consensual, loving, enjoyed, respectful, imposed, exploitative, violating...?</i>
1.2a, 1.3a, 1.3b, 1.4a, 1.4b, 1.4c, 1.4d, 2.2a, 2.2b, 3c, 4e, 4f, 4g, ECM 2, 3	<b>Naked muse.</b> <b>Soldier strong</b> <i>Gender stereotypes</i>	<i>Examine and analyse ways in which the two sexes are portrayed in the visual arts. Are men and women ascribed stereotyped roles? Or 'boundary breaking' roles? Are the two sexes shown as independent and autonomous? Or as passive and on display? Is the frequency of female nudes matched by the frequency of male nudes? Representation of women/men in art.</i>
1.1a, 1.4b, 2.1b, 4c, 4f, 4g, ECM 2, 3, 4	<b>School displays</b> <i>Act to stop VAWG</i>	<i>Reinforce ethos of stopping VAWG with visual support for the display and reinforcement of school priorities, policies and ethos. With other subjects, consider the production of a school newspaper, magazine, website, TV slot or podcast.</i>
1.2a, 1.4b, 2.1b, 2.1d, 4c, 4f, 4g, ECM 2, 3, 4	<b>Campaigns</b> <i>Act to stop VAWG</i>	<i>Create own multi-media materials to raise awareness of World Days, national campaigns, national organisations, including NGOs, local services which are relevant to violence against women and girls. Parallel national and global campaigns</i>





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