

Project Respect

NSPCC-delivered training: Training form and statement on recording and survey

Please complete the information below about today's training and then ask those attending the training to fill in their name and role on the next page. Straight after you have finished the session, please scan and email a password-protected PDF of this sheet, or post this sheet sealed in the stamped, addressed envelope provided, to the research team. This attendance sheet forms part of the evaluation of the Project Respect programme. Reports from the evaluation will not name or otherwise identify you, those attending the training or their schools.

What is the date of today's training?/...../...../

Name of trainer

What school is being trained today?

Number of staff expected to attend today

Number of staff attending today

Start time

Stop time

How many people decided not to take part because they did not want to be audio-recorded?

What time did you set out to get to the training?

What time did you get back home/to the office after training?

Is this your first time conducting this training? Yes No

If yes, how much time have you spent preparing overall to conduct the NSPCC-delivered training for Project Respect? days hours

If no, how much time have you spent preparing for the NSPCC-delivered training in general since the last training session you conducted? days hours

How much time have you spent preparing for this specific training session (today's training)? days hours

(Please see next page for statement on audio-recording and survey)

Statement on audio-recording and survey – please read aloud at the start of the training. This is read by a member of the research team if they are observing the training, and otherwise by the trainer.

As part of the research evaluating “Project Respect,” the research team has asked us to audio-record today’s training and ask you to fill in a survey afterwards. As explained in the Information Sheet and Consent Form you’ve received, the research team will produce a written record of the training, but this will not include any participants’ names or the name of your school. The audio-recording and the survey are to help the researchers better understand the Project Respect intervention overall, not to assess the performance of anyone involved in the training.

What you say on the recording and on your survey will be kept confidential. However, if you indicate at any point that a student is at risk of very serious harm or has had sex before the age of 13, the research team will need to tell someone who is in charge of safeguarding at your school. Please note that because your survey responses are anonymous, they will not be able to follow up with you about any safeguarding issues raised on a survey. If you have any concerns about a student’s well-being or safety, I am happy to discuss them with you afterwards.

If you have any questions about the recording or survey please ask. If you are happy to take part, please go ahead and fill in your consent form now. If you consent to audio-recording now, but change your mind at any point, please let me know and you will have the opportunity to leave the training.

Project Respect

Analysis: Audio-recording of NSPCC-delivered training

Date of the training?/...../...../
School being trained?
Trainer
Researcher analysing recording

Safeguarding issues

In the recording of the training, did anyone disclose that a student is at risk of very serious harm or has had sex before the age of 13? Yes No

If yes, please answer the below:

Who made the disclosure (trainer or a member of staff)?

Please describe the disclosure:

Topics covered

For a topic to be judged as being covered, it must have been touched on by the trainer and/or in full-group discussion.

Topic	Covered? y/n
Overview of the 6 aims of NSPCC training	
Introductions	
Dating and relationship violence in the school	
Schools' responsibility to safeguard against peer-on-peer abuse	
Definition of "dating and relationship violence"	
Definition of "sexual harassment"	
Prevalence / scale of dating and relationship violence among young people	
Health impact of dating and relationship violence among young people	
Educational impact of dating and relationship violence among young people	
The 6 aims of Project Respect	
Theory of change of Project Respect	
Overview of intervention components	
How to review mapping of hotspots to inform action plan to reduce risk in school site	
Review curriculum lessons 1-3 and discuss (discussion may cover one or more of these lessons)	
Review curriculum lessons 4-6 and discuss (discussion may cover one or more of these lessons)	
How student-led campaigns can be run in schools	
Parental engagement in Project Respect	

Exercises used

Exercise	Undertaken? y/n
Review of policy audit that the training participants should have done prior to training	<i>If not undertaken, tick here if audit was not done prior to training: <input type="checkbox"/></i>
Feedback on planned actions to take in school as a result of policy audit	
Mapping hotspots for dating and relationship violence/sexual harassment on school site	
Planning how to involve parents in Project Respect	
Identify next steps in implementing Project Respect	

Opportunities for discussion

Topic	Discussed? y/n
Paired discussion of dating and relationship violence: definitions and behaviours in their school	
Questions and answers	

Information on sources of support for those affected by abuse

Information	Provided? y/n
National sources of support	

Project Respect Training: Satisfaction survey

We are researchers working at your school evaluating how to prevent violence in young people's boyfriend or girlfriend relationships. As part of our research, we are asking all those who attend training provided by NSPCC to fill in a brief questionnaire on their views of the training. This should only take about 5 minutes.

The questionnaire has no questions about your personal experiences of relationships, violence or other potentially sensitive issues. It is up to you whether or not you fill in the questionnaire and you can stop taking part at any point.

We will store the information from the questionnaire on a computer file that **will not include your name or anything that can identify you**. When we write research reports based on information from all the questionnaires, you will not be named or identified in any way.

What you report will be **completely confidential** and **will not be shared with anyone outside the research team**.

1. What was the date of the training?/...../...../
2. Name of the trainer:
3. What is the name of the school where you work?
4. Please indicate below whether you found the training on the following topics useful:

Topic	Useful? <i>(please select one option in each row)</i>			
	Yes	No	Can't remember	Was not covered
Overview of aims of NSPCC staff training	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Introductions	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Dating and relationship violence in a school context	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Safeguarding responsibilities in schools	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Prevalence / scale of dating and relationship violence among young people	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Health impact of dating and relationship violence among young people	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Educational impact of dating and relationship violence among young people	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Aims of Project Respect	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Theory of change of Project Respect	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

Topic	Useful? <i>(please select one option in each row)</i>			
	Yes	No	Can't remember	Was not covered
Overview of intervention components	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Discussion about the policy audit planned for the school	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
How to review mapping of hotspots to inform staff patrols of school site	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Review and discussion of curriculum lessons	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
How the school can support student-led campaigns	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Parental engagement in Project Respect	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

5. Overall, how would you rate the usefulness of the topics covered in the training?

- Excellent
- Good
- Quite good
- Poor

6. Please indicate below whether you thought it was useful to do the following exercises in the training

Exercise	Useful? <i>(please select one option in each row)</i>			
	Yes	No	Can't remember	Did not do
Review of policy audit done prior to training	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Feedback on planned actions to take in school as a result of policy audit	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Mapping hotspots for dating and relationship violence and sexual harassment on school site	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Planning how to involve parents in Project Respect	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Identify next steps in implementing Project Respect	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Identify who is responsible for next steps in implementing Project Respect	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

7. Overall, how would you rate the usefulness of the exercises done in the training?

- Excellent
- Good
- Quite good
- Poor

8. Please indicate below whether you recall the training informing you about national sources of support for those affected by abuse: Yes No

9. Overall, has the training met your expectations?

Yes completely

Yes partially

No not at all

9.a. If “Yes partially” or “No, not at all,” please tell us about which expectations were not met:

10. Overall, has the training provided what you need to know to begin implementing Project Respect at your school?

Yes completely

Yes partially

No not at all

10.a. If “Yes partially” or “No, not at all,” what additional information would you have liked to have before beginning implementing Project Respect at your school?

11. Did your school need to pay for cover for your work so that you could attend this training?

Yes

No

12. Did attending this training mean that other work you needed to do was not done at all?

Yes

No

13. Did you have to allocate school space to the training programme? Yes No

13.a. **If Yes**, how many rooms? _____

13.b. What would this space usually be used for?

14. Were any other costs of any kind incurred by yourself or the school that are not covered in the questions above? Yes No

14.a. **If yes**, please describe them:

That is the end. THANK YOU!

Please fold this survey and place it in the survey collection box at the front of the training room.

Project Respect

All-staff training: Training form and statement on recording

Please complete the information below about today's training. Then email this sheet (as a password-protected file) or post the sheet to the research team straight after you have finished the session sealed in the stamped, addressed envelope provided. This attendance sheet forms part of the evaluation of the Project Respect programme. Reports from the evaluation will not name or otherwise identify you, those attending the training or the schools.

What is the date of today's training?/...../...../

Name of trainer

What school is being trained today?

Number of staff attending today

Start time

Stop time

How many people decided not to take part because they did not want to be audio-recorded?

How much time would you say you spent preparing for this specific training session (**not** including the time you spent attending the NSPCC-led training)? days hours

Statement on audio-recording– please read aloud at the start of the training. This is read by a member of the research team if they are observing the training, and otherwise by the trainer.

As part of the research evaluating "Project Respect," the research team would like us to audio-record today's training. They will produce a written record of the training, but this will not include any participants' names or the name of our school. The audio-recording is to help the researchers better understand the Project Respect programme overall, not to assess the performance of anyone involved in the training.

What you say on the recording will be kept confidential. However, if you indicate that a student is at risk of very serious harm, including that a student has had sex before the age of 13, the research team will need to tell someone who is in charge of safeguarding at your school.

I'm happy to answer any questions about the training and recording. If you do not want to take part due to audio recording, please let me know and you may leave before the training begins.

Project Respect

Analysis: Audio-recording of all-staff training

Date of the training?/...../...../

School being trained?

Trainer

Researcher analysing recording

Safeguarding issues

In the recording of the training, did anyone disclose that a student is at risk of very serious harm or has sex before the age of 13? Yes No

If yes, please answer the below:

Who made the disclosure (trainer or another member of staff)?

Please describe the disclosure:

Topics covered

For a topic to be judged as being covered, it must have been touched on by the trainer and/or in full-group discussion.

Topic	Covered y/n?
Overview of the 6 aims of all staff training	
Dating and relationship violence in the school	
Definition of dating and relationship violence	
Definition of sexual harassment	
Prevalence / scale of dating and relationship violence among young people	
Health impact of dating and relationship violence among young people	
Educational impact of dating and relationship violence among young people	
Theory of change	
Overview of intervention components	
What has been learned so far from whole-school actions that have taken place (learning from the policy audit and/or hotspot mapping results)	
Summary of curriculum (including at least a mention of all 6 lessons)	
Describe and/or carry out at least one example of activities from curriculum	
Describe student-led campaign component	
How parents will be informed	

Opportunities for discussion

Topic	Discussed y/n?
Paired discussion of dating and relationship violence: definitions and behaviours in their school	
Discussion of any local particular issues with engaging with parents about Project Respect	
Q&A	

Information on sources of support for those affected by abuse

Information	Provided y/n?
National sources of support	
School / local sources of support	

Project Respect

Logbook completed by teaching staff delivering curriculum sessions

Please complete the relevant log sheet for the lesson that you have delivered and either email the sheet (as a password-protected file) or place it into the log sheet collection box in the staff room straight after you have finished the lesson, sealed in the envelope provided. This log sheet is part of the evaluation of the Project Respect programme. Your responses will only be seen by the research team. When we analyse the log sheets, we will not link your name to the information you provide. Neither your name nor that of your school will feature in any articles or reports written based on the evaluation.

Project Respect

Log sheet completed by teaching staff delivering curriculum sessions

Year 9: Lesson 1

School name

Your name

What is the date of the lesson today?/...../...../

In what timetable slot is the lesson being taught? (Tick one box)

Tutor group / registration period

Off-timetable day

Personal, social & health education lesson (or similar)

Other subject lesson

Is this lesson split across more than 1 session? Yes

No

If yes, which session is this? # of

Number of students in class today

Start time

Stop time

Instructions

In the tables on the next page, for each row please tick (✓) in the right-hand column if the content was covered in the lesson. Notes in parentheses indicate the most likely slide/part of the lesson where the content would have been covered, but it may have been covered elsewhere.

Topics covered

Topic	✓ if covered
Definition of sexual harassment	
Definition of sexual bullying	
Consideration of why gender based stereotypes can lead to harmful behaviour in relationships (e.g., SLIDE 8 , “Gender expectations” section of lesson)	
Consideration of how gender based stereotypes can affect our thoughts and behaviours towards others (e.g., SLIDE 16 , “Summarise the learning” section of lesson)	
Consideration of how we can challenge or resist thoughts and behaviours that are harmful. (e.g., SLIDE 17 , “What can we do to challenge this?” section of lesson)	

Exercises used

Exercise	✓ if used
Activity – gendered behaviours SLIDE 8 What expectations do pupils have of themselves as a friend, son/daughter, brother/sister, boyfriend/girlfriend? Pupils should work in pairs to compile a list of words to the behaviours and attitudes that they think matches each relationship or role above.	
Activity - Role play SLIDE 9 Pupils to work in pairs to prepare a role play based on the scenario below. They could work in mixed pairs, taking the role of Jamal and Rebecca, or if they prefer, work in same sex groups to present Jamal’s view and Rebecca’s view	
Set homework activity – SLIDE 18 Pupils list things they want to STOP and START	

Opportunities for discussion

Topic	✓ if discussed
Use SLIDE 3 to generate some discussion about the types of behaviours pupils have experienced or are aware of in school.	
SLIDE 8 Discussion activity Discussion of where, outside of school, girls and boys get ideas about how they should behave or look	
SLIDES 12-16 Discussion activity What are your assumptions about Chris and Charlie in SLIDE 11? How have your assumptions changed in SLIDES 12 and 13? How do pupils think Chris and Charlie should behave in SLIDES 14 and 15? Why?	

Sources of support

Information	✓ if provided
Students reminded of national sources of support	

Please share any comments on how this lesson could be improved:

Project Respect

Log sheet completed by teaching staff delivering curriculum sessions.

Year 9: Lesson 2

School name

Your name

What is the date of the lesson today?/...../...../

In what timetable slot is the lesson being taught? (Tick one box)

Tutor group / registration period

Off-timetable day

Personal, social & health education lesson (or similar)

Other subject lesson

Is this lesson split across more than 1 session? Yes

No

If yes, which session is this? # of

Number of students in class today

Start time

Stop time

Instructions

In the tables on the next page, for each row please tick (✓) in the right-hand column if the content was covered in the lesson. Notes in parentheses indicate the most likely slide/part of the lesson where the content would have been covered, but it may have been covered elsewhere.

Topics covered

Topic	✓ if covered
The features of healthy relationships (e.g., “Introduction” section of the lesson)	
The signs of unhealthy relationships (e.g., scenarios 1, 2, or 3 in the lesson; SLIDES 4-5 and section of lesson on identifying harmful physical and emotional behaviours)	
How others’ behaviour can make us feel (e.g., SLIDE 8 , section of lesson on what makes behaviours harmful)	

Exercises used

Exercise	✓ if used
Healthy relationships quiz	

Opportunities for discussion

Topic	✓ if discussed
Scenario 1: Jordan and Marie	
Scenario 2: Tariq and Nic	
Scenario 3: Lee and Tam	

Sources of support

Information	✓ if provided
Students reminded of national sources of support	

Optional supplemental resources

Resource	✓ if used
Love is Respect’s Relationship Spectrum	

Please share any comments on how this lesson could be improved:

Project Respect

Log sheet completed by teaching staff delivering curriculum sessions

Year 9: Lesson 3

School name

Your name

What is the date of the lesson today?/...../...../

In what timetable slot is the lesson being taught? (Tick one box)

Tutor group / registration period

Off-timetable day

Personal, social & health education lesson (or similar)

Other subject lesson

Is this lesson split across more than 1 session? Yes

No

If yes, which session is this? # of

Number of students in class today

Start time

Stop time

Instructions

In the tables on the next page, for each row please tick (✓) in the right-hand column if the content was covered in the lesson. Notes in parentheses indicate the most likely slide/part of the lesson where the content would have been covered, but it may have been covered elsewhere.

Topics covered

Topic	✓ if covered
Boundaries that are defined by rules (e.g., SLIDE 3)	
The meaning of consent (e.g., SLIDE 6)	
Different places in school that make us or others feel safe or unsafe	
What we can do to increase cool spaces and/or reduce hot spaces	

Exercises used

Exercise	✓ if used
“No Big Deal” exercise: Read out each statement below and ask pupils to indicate which they think is correct - NO BIG DEAL, AGAINST SCHOOL RULES, AGAINST THE LAW or JUST NOT RIGHT	
“No Big Deal” handout for pupils to complete	
Hot spotting mapping on school plan	

Opportunities for discussion

Topic	✓ if discussed
SLIDE 5 – discuss whether location and/or gender make a difference to responses to “No big deal” exercise	
SLIDE 6 discussion of consent	
Discussion of how ‘hot’ spots could be made ‘cooler’ (or refer to discussion that already took place on this in Lesson 1)	

Sources of support

Information	✓ if provided
Students reminded of national sources of support	

Optional supplemental resources

Resource	✓ if used
Video about sexual consent from ChildLine	
Video about sexual consent from Family Lives	
“Consent for kids” video	

Please share any comments on how this lesson could be improved:

Project Respect

Log sheet completed by teaching staff delivering curriculum sessions

Year 9: Lesson 4

School name

Your name

What is the date of the lesson today?/...../...../

In what timetable slot is the lesson being taught? (Tick one box)

Tutor group / registration period

Off-timetable day

Personal, social & health education lesson (or similar)

Other subject lesson

Is this lesson split across more than 1 session? Yes

No

If yes, which session is this? # of

Number of students in class today

Start time

Stop time

Instructions

In the tables on the next page, for each row please tick (✓) in the right-hand column if the content was covered in the lesson. Notes in parentheses indicate the most likely slide/part of the lesson where the content would have been covered, but it may have been covered elsewhere.

Topics covered

Topic	✓ if covered
What we can do to help a friend if we are worried about their relationship with someone (e.g., discussion of Jordan and Marie scenario in lesson; and SLIDE 9)	
Using student campaigns to raise awareness and/or change behaviours in the school (e.g., section of lesson that begins “Look at the Stop Start activity...”)	

Exercises used

Exercise	✓ if used
Description of Circle of 6 app	
Agree on up to 3 different issues that pupils want to change	
Set homework activity To plan a campaign idea which will result in a behaviour or attitude change in school	

Opportunities for discussion

Topic	✓ if discussed
Discussion about film Listen to your selfie	
Discussion about scenario with Jordan and Marie	

Sources of support

Information	✓ if pProvided
Students reminded of national sources of support	

Optional supplemental resources

Resource	✓ if used
Childline page about relationships	
Childline page about how to support a friend	

Please share any comments on how this lesson could be improved:

Project Respect

Log sheet completed by teaching staff delivering curriculum sessions

Year 9: Lesson 5

School name

Your name

What is the date of the lesson today?/...../...../

In what timetable slot is the lesson being taught? (Tick one box)

Tutor group / registration period

Off-timetable day

Personal, social & health education lesson (or similar)

Other subject lesson

Is this lesson split across more than 1 session? Yes

No

If yes, which session is this? # of

Number of students in class today

Start time

Stop time

Instructions

In the tables on the next page, for each row please tick (✓) in the right-hand column if the content was covered in the lesson. Notes in parentheses indicate the most likely slide/part of the lesson where the content would have been covered, but it may have been covered elsewhere.

Topics covered

Topic	✓ if covered
How we know we are getting angry (e.g., SLIDE 3 , “Knowing when you’re angry” section of lesson)	
How we can communicate effectively in relationships when we are not happy (e.g., SLIDE 5 and associated lesson content)	
What we can do to manage the way we behave when we are angry (e.g., SLIDES 4 & 8 , and associated lesson content)	

Exercises used

Exercise	✓ if used
Role plays focusing on talking and listening skills	
If you have time, collect the suggestions for calming down together so that pupils are aware of other strategies	

Opportunities for discussion

Topic	✓ if discussed
Small group discussion of resolving differences	
Whole class discussion on ways of communicating	

Sources of support

Information	✓ if provided
Students reminded of national sources of support	

Optional supplemental resources

Resource	✓ if used
“Calm” app	
“Headspace” app	

Please share any comments on how this lesson could be improved:

Project Respect

Log sheet completed by teaching staff delivering curriculum sessions

Year 9: Lesson 6

School name

Your name

What is the date of the lesson today?/...../...../

In what timetable slot is the lesson being taught? (Tick one box)

Tutor group / registration period

Off-timetable day

Personal, social & health education lesson (or similar)

Other subject lesson

Is this lesson split across more than 1 session? Yes

No

If yes, which session is this? # of

Number of students in class today

Start time

Stop time

Instructions

In the tables on the next page, for each row please tick (✓) in the right-hand column if the content was covered in the lesson. Notes in parentheses indicate the most likely slide/part of the lesson where the content would have been covered, but it may have been covered elsewhere.

Topics covered

Topic	✓ if covered
What services and resources can offer support to those worried about or experiencing dating and relationship violence	

Exercises used

Activity	✓ if undertaken
Group work to develop campaign ideas	
Group presentations on campaign ideas	
Make plans to take campaign ideas forward	
Distribute "Relationship Spectrum" handout	

Opportunities for discussion

Topic	✓ if discussed
Discussion of Circle of 6	

Sources of support

Reminder	✓ if provided
Students reminded of national sources of support	
Students reminded of school and/or local sources of support	

Please share any comments on how this lesson could be improved:

Project Respect

Log sheet completed by teaching staff delivering curriculum sessions

Year 10: Lesson 1

School name

Your name

What is the date of the lesson today?/...../...../

In what timetable slot is the lesson being taught? (Tick one box)

Tutor group / registration period

Off-timetable day

Personal, social & health education lesson (or similar)

Other subject lesson

Is this lesson split across more than 1 session? Yes

No

If yes, which session is this? # of

Number of students in class today

Start time

Stop time

Instructions

In the tables on the next page, for each row please tick (✓) in the right-hand column if the content was covered in the lesson. Notes in parentheses indicate the most likely slide/part of the lesson where the content would have been covered, but it may have been covered elsewhere.

Topics covered

Topic	✓ if covered
How to recognise and prevent dating and relationship violence (e.g., SLIDES 4-5 and associated lesson content)	

Exercises used

Exercise	✓ if used
Write down or shout out warning signs in “Lara’s story” film	
In whole class or smaller groups, pupils suggest what would need to change about Lara’s relationship with Dan to make it healthier	

Opportunities for discussion

Topic	✓ if discussed
Discuss what might stop Lara from asking for help	

Sources of support

Information	✓ if provided
Students reminded of national sources of support	
Students reminded of school and/or local sources of support	

Optional supplemental resources

Resource	✓ if used
ChildLine website on what to do when worried about someone’s relationship	

Please share any comments on how this lesson could be improved:

Project Respect

Log sheet completed by teaching staff delivering curriculum sessions

Year 10: Lesson 2

School name

Your name

What is the date of the lesson today?/...../...../

In what timetable slot is the lesson being taught? (Tick one box)

Tutor group / registration period

Off-timetable day

Personal, social & health education lesson (or similar)

Other subject lesson

Is this lesson split across more than 1 session? Yes

No

If yes, which session is this? # of

Number of students in class today

Start time

Stop time

Instructions

In the tables on the next page, for each row please tick (✓) in the right-hand column if the content was covered in the lesson. Notes in parentheses indicate the most likely slide/part of the lesson where the content would have been covered, but it may have been covered elsewhere.

Topics covered

Topic	✓ if covered
The meaning and importance of consent in relationships	

Exercises used

Exercise	✓ if used
Verbal and non-verbal consent signals	
Out loud or in pairs, pupils read scenario about “withdrawing consent” scenario in the “Communicating effectively” section of the lesson (SLIDE 5)	
“Saying no” scenarios exploring ways to say no to pressure or coercion	

Opportunities for discussion

Topic	✓ if discussed
“Withdrawing consent” scenario in the “Communicating effectively” section of the lesson (Slide 5)	

Sources of support

Information	✓ if provided
Students reminded of national sources of support	
Students reminded of school and/or local sources of support	

Please share any comments on how this lesson could be improved:

Project Respect

Structured observations of a randomly selected session per school of one curriculum lesson

Statement on observation – teacher to read before the lesson begins, or researcher adapt and read

*__[name of researcher]_is visiting our class today. She is a researcher from [The London School of Hygiene and Tropical Medicine/University of Bristol]. She is working on a research study to evaluate Project Respect. As part of the research, she will be observing today's lesson and making notes about the topics and activities in the lesson. She will **not** be making notes about what students say or do. This observation is to help the research team better understand Project Respect overall, not to assess any students or teachers.*

Anything you say during the lesson will be kept confidential. However, if anyone indicates that a student is at risk of very serious harm or has had sex before the age of 13, as with anyone with a safeguarding role in the school the researcher would need to tell someone in charge of safeguarding at the school.

If you have any questions for __[name of researcher]__ she would be happy to answer them.

Project Respect

Structured observations of a randomly selected session per school of one curriculum lesson

Date of the lesson?/...../...../

School being observed?

Teacher being observed?

In what timetable slot is the lesson being taught? (Tick one box)

Tutor group / registration period

Off-timetable day

Personal, social & health education lesson (or similar)

Other subject lesson

Number of students in class today

Lesson being observed?

Lesson 1 (Year 9)

Lesson 4

Lesson 2 (Year 9)

Lesson 5

Lesson 3

Lesson 6

Lesson 1 (Year 10)

Lesson 2 (Year 10)

Start time

Stop time

Is this lesson split across more than 1 session? Yes

No

If yes, which session is this? # of

Researcher observing the lesson

Safeguarding issues

During the observation, did anyone disclose that a student is at risk of very serious harm or has had sex before the age of 13? Yes No

If yes, please answer the following questions:

1. Who made the disclosure (name and whether a student or a member of staff)?
2. What is the nature of the disclosure?
3. What actions were taken during or after class and how did you learn about them (e.g., by discussing with teacher afterwards)?
4. Based on discussion with the teacher, what further actions might be necessary?

Year 9: Lesson 1

Slides presented

Slide	Screened y/n?	Slide	Screened y/n?	Slide	Screened? y/n
1		7		13	
2		8		14	
3		9		15	
4		10		16	
5		11		17	
6		12		18	
				19	

Instructions

In the tables below, for each row please enter “y” for “yes” or “n” for “no” in the right-hand column. Notes in parentheses indicate the most likely slide/part of the lesson where the content would have been covered, but it may have been covered elsewhere.

Topics covered

Topic	Covered? y/n
Definition of sexual harassment	
Definition of sexual bullying	
Consideration of why gender based stereotypes can lead to harmful behaviour in relationships (e.g., SLIDE 8 , “Gender expectations” section of lesson)	
Consideration of how gender based stereotypes can affect our thoughts and behaviours towards others (e.g., SLIDE 16 , “Summarise the learning” section of lesson)	
Consideration of how we can challenge or resist thoughts and behaviours that are harmful. (e.g., SLIDE 17 , “What can we do to challenge this?” section of lesson)	

Exercises used

Exercise	Used? y/n
Activity – gendered behaviours SLIDE 8 What expectations do pupils have of themselves as a friend, son/daughter, brother/sister, boyfriend/girlfriend? Pupils should work in pairs to compile a list of words to the behaviours and attitudes that they think matches each relationship or role above.	
Activity - Role play SLIDE 9 Pupils to work in pairs to prepare a role play based on the scenario below. They could work in mixed pairs, taking the role of Jamal and Rebecca, or if they prefer, work in same sex groups to present Jamal’s view and Rebecca’s view	
Set homework activity – SLIDE 18 Pupils list things they want to STOP and START	

Opportunities for discussion

Topic	Discussed? y/n
Use SLIDE 3 to generate some discussion about the types of behaviours pupils have experienced or are aware of in school.	
SLIDE 8 Discussion activity Discussion of where, outside of school, girls and boys get ideas about how they should behave or look	
SLIDES 12-16 Discussion activity What are your assumptions about Chris and Charlie in SLIDE 11? How have your assumptions changed in SLIDES 12 and 13? How do pupils think Chris and Charlie should behave in SLIDES 14 and 15? Why?	

Sources of support

Information	Provided? y/n
Students reminded of national sources of support	

Year 9: Lesson 2

Slides presented

Slide	Screened y/n?	Slide	Screened? y/n
1		7	
2		8	
3		9	
4		10	
5			
6			

Instructions

In the tables below, for each row please enter “y” for “yes” or “n” for “no” in the right-hand column. Notes in parentheses indicate the most likely slide/part of the lesson where the content would have been covered, but it may have been covered elsewhere.

Topics covered

Topic	Covered? y/n
The features of healthy relationships (e.g., “Introduction” section of the lesson)	
The signs of unhealthy relationships (e.g., scenarios 1, 2, or 3 in the lesson; SLIDES 4-5 and section of lesson on identifying harmful physical and emotional behaviours)	
How others’ behaviour can make us feel (e.g., SLIDE 8 , section of lesson on what makes behaviours harmful)	

Exercises used

Exercise	Used? y/n
Healthy relationships quiz	

Opportunities for discussion

Topic	Discussed? y/n
Scenario 1: Jordan and Marie	
Scenario 2: Tariq and Nic	
Scenario 3: Lee and Tam	

Sources of support

Information	Provided? y/n
Students reminded of national sources of support	

Optional supplemental resources

Resource	Used? y/n
Love is Respect’s Relationship Spectrum	

Year 9: Lesson 3

Slides presented

Slide	Screened y/n?	Slide	Screened y/n?
1		7	
2		8	
3		9	
4		10	
5		11	
6		12	

Instructions

In the tables below, for each row please enter “y” for “yes” or “n” for “no” in the right-hand column. Notes in parentheses indicate the most likely slide/part of the lesson where the content would have been covered, but it may have been covered elsewhere.

Topics covered

Topic	Covered? y/n
Boundaries that are defined by rules (e.g., SLIDE 3)	
The meaning of consent (e.g., SLIDE 6)	
Different places in school that make us or others feel safe or unsafe	
What we can do to increase cool spaces and/or reduce hot spaces	

Exercises used

Exercise	Used? y/n
“No Big Deal” exercise: Read out each statement below and ask pupils to indicate which they think is correct - NO BIG DEAL, AGAINST SCHOOL RULES, AGAINST THE LAW or JUST NOT RIGHT	
“No Big Deal” handout for pupils to complete	
Hot spotting mapping on school plan	

Opportunities for discussion

Topic	Discussed? y/n
SLIDE 5 – discuss whether location and/or gender make a difference to responses to “No big deal” exercise	
SLIDE 6 discussion of consent	
Discussion of how ‘hot’ spots could be made ‘cooler’ (or refer to discussion that already took place on this in Lesson 1)	

Sources of support

Information	Provided? y/n
Students reminded of national sources of support	

Optional supplemental resources

Resource	Used? y/n
Video about sexual consent from ChildLine	
Video about sexual consent from Family Lives	
"Consent for kids" video	

Year 9: Lesson 4

Slides presented

Slide	Screened y/n?	Slide	Screened? y/n
1		7	
2		8	
3		9	
4		10	
5		11	

Instructions

In the tables below, for each row please enter “y” for “yes” or “n” for “no” in the right-hand column. Notes in parentheses indicate the most likely slide/part of the lesson where the content would have been covered, but it may have been covered elsewhere.

Topics covered

Topic	Covered? y/n
What we can do to help a friend if we are worried about their relationship with someone (e.g., discussion of Jordan and Marie scenario in lesson; and SLIDE 9)	
Using student campaigns to raise awareness and/or change behaviours in the school (e.g., section of lesson that begins “Look at the Stop Start activity...”)	

Exercises used

Exercise	Used? y/n
Description of Circle of 6 app	
Agree on up to 3 different issues that pupils want to change	
Set homework activity To plan a campaign idea which will result in a behaviour or attitude change in school	

Opportunities for discussion

Topic	Discussed? y/n
Discussion about film Listen to your selfie	
Discussion about scenario with Jordan and Marie	

Sources of support

Information	Provided? y/n
Students reminded of national sources of support	

Optional supplemental resources

Resource	Used? y/n
Childline page about relationships	

Year 9: Lesson 5

Slides presented

Slide	Screened y/n?	Slide	Screened? y/n
1		7	
2		8	
3		9	
4			
5			
6			

Instructions

In the tables below, for each row please enter “y” for “yes” or “n” for “no” in the right-hand column. Notes in parentheses indicate the most likely slide/part of the lesson where the content would have been covered, but it may have been covered elsewhere.

Topics covered

Topic	Covered? y/n
How we know we are getting angry (e.g., SLIDE 3 , “Knowing when you’re angry” section of lesson)	
How we can communicate effectively in relationships when we are not happy (e.g., SLIDE 5 and associated lesson content)	
What we can do to manage the way we behave when we are angry (e.g., SLIDES 4 & 8 , and associated lesson content)	

Exercises used

Exercise	Used? y/n
Role plays focusing on talking and listening skills	
If you have time, collect the suggestions for calming down together so that pupils are aware of other strategies	

Opportunities for discussion

Topic	Discussed? y/n
Small group discussion of resolving differences	
Whole class discussion on ways of communicating	

Sources of support

Information	Provided? y/n
Students reminded of national sources of support	

Optional supplemental resources

Resource	Used? y/n
“Calm” app	
“Headspace” app	

Year 9: Lesson 6

Slides presented

Slide	Screened? y/n
1	
2	
3	
4	
5	
6	

Instructions

In the tables below, for each row please enter “y” for “yes” or “n” for “no” in the right-hand column. Notes in parentheses indicate the most likely slide/part of the lesson where the content would have been covered, but it may have been covered elsewhere.

Topics covered

Topic	Covered? y/n
What services and resources can offer support to those worried about or experiencing dating and relationship violence	

Exercises used

Activity	Undertaken? y/n
Group work to develop campaign ideas	
Group presentations on campaign ideas	
Make plans to take campaign ideas forward	
Distribute “Relationship Spectrum” handout	

Opportunities for discussion

Topic	Discussed? y/n
Discussion of Circle of 6	

Sources of support

Reminder	Provided? y/n
Students reminded of national sources of support	
Students reminded of school and/or local sources of support	

Year 10: Lesson 1

Slides presented

Slide	Screened? y/n	Slide	Screened? y/n
1		7	
2		8	
3		9	
4		10	
5		11	
6		12	

Instructions

In the tables below, for each row please enter “y” for “yes” or “n” for “no” in the right-hand column. Notes in parentheses indicate the most likely slide/part of the lesson where the content would have been covered, but it may have been covered elsewhere.

Topics covered

Topic	Covered? y/n
How to recognise and prevent dating and relationship violence (e.g., SLIDES 4-5 and associated lesson content)	

Exercises used

Exercise	Used? y/n
Write down or shout out warning signs in “Lara’s story” film	
In whole class or smaller groups, pupils suggest what would need to change about Lara’s relationship with Dan to make it healthier	

Opportunities for discussion

Topic	Discussed? y/n
Discuss what might stop Lara from asking for help	

Sources of support

Information	Provided? y/n
Students reminded of national sources of support	
Students reminded of school and/or local sources of support	

Optional supplemental resources

Resource	Used? y/n
ChildLine website on what to do when worried about someone’s relationship	

Year 10: Lesson 2

Slides presented

Slide	Screened? y/n
1	
2	
3	
4	
5	
6	
7	
8	

Instructions

In the tables below, for each row please enter “y” for “yes” or “n” for “no” in the right-hand column. Notes in parentheses indicate the most likely slide/part of the lesson where the content would have been covered, but it may have been covered elsewhere.

Topics covered

Topic	Covered? y/n
The meaning and importance of consent in relationships	

Exercises used

Exercise	Used? y/n
Verbal and non-verbal consent signals	
Out loud or in pairs, pupils read scenario about “withdrawing consent” scenario in the “Communicating effectively” section of the lesson (SLIDE 5)	
“Saying no” scenarios exploring ways to say no to pressure or coercion	

Opportunities for discussion

Topic	Discussed? y/n
“Withdrawing consent” scenario in the “Communicating effectively” section of the lesson (Slide 5)	

Sources of support

Information	Provided? y/n
Students reminded of national sources of support	
Students reminded of school and/or local sources of support	

Project Respect

Interview with NSPCC trainer

Materials

- Discussion guide
- Audio recorder
- Spare batteries
- Information sheet
- Consent form
- Materials for taking notes (laptop or notebook)

Welcome and Introductions

1. Give participant information sheet and consent form
2. Introduce the interview. You may use the recommended text below or provide this information in your own words.

*My name is _____ and I am a researcher from [LSHTM/University of Bristol]. As part of our research evaluating Project Respect, I'd like to ask you about your views as a trainer for Project Respect and your experience of being involved in the programme so far. The interview should take about 45 minutes. This is intended to help us better understand the Project Respect programme overall, and **not** to evaluate your personal performance.*

*I will **not** ask you about your own experiences of dating, relationships or violence. Your participation is voluntary, and you can stop taking part at any time. We can also skip any questions you prefer not to answer. I'd like to audio-record the interview and then produce a written record. The written record will not include your name; and we ask that you do not use your name while we are recording. When we write articles and reports about Project Respect, we may include quotes from the interview but will not include any information that could identify you or the schools with which you have worked. If we plan to use any of your direct quotes in an article or report, we will show you these quotes ahead of time and will only use those that you approve.*

If at any point you tell me that a student is at risk of very serious harm or has had sex before the age of 13, I will need to tell someone at NSPCC who is in charge of safeguarding. If this happens, I will discuss it with you first.

Please read the information sheet and consent form you've received, and fill in the consent form if you are happy to take part. I can answer any questions you might have.

3. Collect and check consent form
4. Start audio recorder and state today's date, time, type of interview (trainer interview), and ID# of trainer being interviewed (number consecutively in the format N#; e.g., the first trainer interviewed will be N1)

Interview Guide

Topic	Probe
Which schools did you train?	>1? When? Where?
Did you schedule the training with each school directly?	How long did it take? Smooth or complicated process of timetabling? Smooth or complicated process of identifying participants? What factors affected this?

Who attended the training in each school?	Were these the people that we intended to train in each school? Who didn't come? Indication of reasons why? Gender breakdown?
Time dedicated to training	Time for training Total time including journey Preparation time – overall and for each session
Did you deliver the training as you intended to in each school?	Topics covered? Materials used? Activities employed? Discussions?
Did you drop or shorten any elements of the training?	Topics, activities or discussion? Why? Consequences?
Did you introduce any elements into the training that were not planned beforehand?	Topics, activities or discussion? Why? Consequences? Any other adaptations?
Were there any factors that affected delivery?	Did any factors concerning the schools or their staff affect delivery? Was the timing about right?
How did the participants respond in each school?	Were participants enthusiastic? Did participants take part in discussion and activities? How well did participants work together? Did participants make practical plans for next steps in their schools? (e.g., for lessons, policy review, hotspot mapping and response, and/or parent component?)
Were there any factors that affected responses to the training?	Did some engage more than others? Why might this be?
Do you think the training benefited the participants as intended?	Learning outcomes? Knowledge? Attitudes? Skills? Relationships with each other? Practical plans for next steps?
Do you think the training had any unforeseen impacts, positive or negative?	What kind of impact? What do you think led to these? Any differences by school? Why do you think this is?
What costs did you incur when delivering the training?	Financial costs, and any time costs not yet mentioned
What costs do you think the attendees would have incurred in attending the training?	Ask about financial costs and time costs, and also about how disruptive the programme might have been to the smooth running of the school.
Suggest any changes for future trainings?	Logistics? Format, materials, or activities?

<i>For NSPCC trainer(s) also involved in other aspects of programme delivery, also include questions highlighted in blue</i>	
How would you describe your role in delivering Project Respect?	What are your responsibilities for delivering the programme and supporting schools? (
Support to schools	Your role in supporting schools to deliver? Do schools use one-to-one support sessions? How much time spent supporting them? How was support delivered? Do you contact schools or do they contact you? What aspects of the programme have required the most support?
Delivery of components	Were any components not delivered?
Guidance given on lessons	Selecting staff to deliver lessons Balancing adapting lessons vs. maintaining fidelity?
School perspectives on the programme	Feedback from schools on the lesson content or other components? Any they disagreed with? Resonate with their school's pre-existing efforts? Any push-back from schools?
What overall differences have you encountered working with different schools, if any?	What factors do you think led to these differences? (e.g., at the community, school, staff, or student levels) Unique challenges or facilitators? Difference depending on seniority or role of staff involved?
Do you think the programme overall has had any unforeseen impacts, positive or negative?	What kind of impact? What do you think has led to these? Any differences by school? Why do you think this is?
What costs have you incurred supporting Project Respect?	Ask about financial costs and time costs

This is the end of the interview. Thank participant for their time.

Project Respect

Intervention school: Staff interview

Materials

- Discussion guide
- Audio recorder
- Spare batteries
- Information sheet
- Consent form
- Materials for taking notes (laptop or notebook)

Welcome and Introductions

1. Give participant information sheet and consent form
2. Introduce the interview. You may use the recommended text below or provide this information in your own words.

*My name is _____ and I am a researcher from [LSHTM/University of Bristol]. As part of our research evaluating Project Respect, we'd like to find out about your experiences of being in the trial so far and your views on the programme. The interview should take about 45 minutes. This is intended to help us better understand the Project Respect programme overall, and **not** to evaluate your personal performance.*

*I will **not** ask you about your own experiences of dating, relationships or violence. Your participation is voluntary, and you can stop taking part at any time. We can also skip any questions you prefer not to answer. I'd like to audio-record the interview and then produce a written record. The written record will not include your name; and we ask that you do not use your name while we are recording. When we write articles and reports about Project Respect, we may include quotes from the interview but will not include any information that could identify you, your school, or your students.*

What you say in the interview will be kept confidential. However, if at any point you tell me that a student is at risk of very serious harm or has had sex before the age of 13, I will need to tell someone at the school who is in charge of safeguarding. If this happens, I will discuss it with you first.

Please read the information sheet and consent form you've received, and fill in the consent form if you are happy to take part. I can answer any questions you might have.

3. Collect and check consent form
4. Start audio recorder and state today's date, time, type of interview (staff interview), and ID# of staff being interviewed (number consecutively within the school in the format [code]-T#; e.g., the first member of staff interviewed at that school will be [code]-T1)

Interview Guide

Topic	Probe
Their role at the school?	Current role? Nature of role? Previous roles in that school? Previous schools?
Their school	Describe its culture Key priorities? Student engagement? Attainment? Student and staff demographics? Gender balance? Inclusive?

	<p>How are the relations between SLT and staff? How are the relations among staff? How are the relations between staff and parents? How are the relations between staff and students? How are the relations among students?</p> <p>Any evidence of dating and relationship violence, emotional abuse or controlling behaviours? Any evidence of gender / sexuality based harassment? Sharing sexual images without consent? On school site? Digital media? Done by/targeting girls and/or boys?</p> <p>Any discussion of #metoo movement in the school? Views of staff and students?</p>
<p>How got involved in Project Respect?</p>	<p>When? Who asked? Was it voluntary? How were staff selected? Gender balance of staff delivering? What role on project?</p> <p><i>[If they are the contact who received the DRV baseline report]</i> How did school use the baseline DRV report?</p>
<p>What did they do in Project Respect?</p>	<p>What activities –</p> <ul style="list-style-type: none"> ○ Planning ○ Review of school rules and policies ○ Hot spot mapping ○ Patrols ○ Curriculum ○ Student campaigns ○ Information for parents? <p>Describe activities in detail including who worked on them and how long they took. Probe on</p> <ul style="list-style-type: none"> ○ How were materials shared with parents? ○ Timetabling of lessons? Girls and boys separate for any? <p>Involvement of other staff and of students in these processes? Involvement of SLT? How well did a) staff and b) staff and students work together? Time needed for participation Cover needed? Effect of participation on completing other work?</p>
<p>Views on these activities?</p>	<p>What went well? What concrete changes or actions occurred?</p>

	<p>Were these sustained? What went not so well? What did not get started or finished?</p>
<p>What factors affected this?</p>	<ul style="list-style-type: none"> • Factors to do with other staff? • Factors to do with you as an individual? • Factors to do with students? • Factors to do with the school overall? • Factors to do with parents (their response to Project Respect in the school, and to the parent component)? • Factors to do with the programme? <ul style="list-style-type: none"> ○ Views on the curriculum materials? How do they compare to other PSHE resources the school has access to? ○ Adaptations to the curriculum? ○ Appropriate for students from different backgrounds? • How well did the training(s) prepare you? • Were you and others committed to making the programme work? • Did the programme go against the grain of any existing school policies or systems? • How did it fit with existing teaching or programming?
<p>Impact (positive or negative)</p>	<p>What impacts on school processes? What impacts on staff, students and relationships? Any impact on other year groups? How did students engage with the programme ? How seriously did they take it?</p> <p>Any impacts on</p> <ul style="list-style-type: none"> • Students' anger management or communication skills? • Student bonding to school? • Student attitudes towards gender stereotypes? • Gender-based harassment, and the response to it? Level of tolerance? • DRV, and the response to it? Level of tolerance? <p>Any differences by student group? (<i>e.g., year group; gender; other student characteristics</i>) Did the programme get integrated into broader management of school? Where any of the impacts unforeseen?</p>
<p>How do you think these impacts came about?</p>	<p><i>[For the impacts participant describes, probe on the pathway(s) of how they came about:]</i></p> <p>Which activities led to the change, and how? How do you think the school environment affected this? How do you think the student body affected this?</p>

<i>Questions highlighted in green should be asked beginning mid-way through process evaluation, when we have learned enough about the project to ask:</i>	
<i>[Compare and contrast with challenges faced in other schools]</i>	<i>[probes to be added iteratively as findings emerge.]</i>
In some schools they have found _____ when implementing the programme. Have you encountered that here?	If not, why do you think that is?
<i>[present specific context/mechanism/outcome {CMO} configurations theorised based on the evidence so far, for comment]</i>	<i>[probes to be added iteratively as findings emerge.]</i>
Based on what we have been learning in our research, we think <i>[CMO configuration]</i> could be taking place. Views on this?	Have you seen this in your school? Examples that confirm or contradict this theory?
Views on Project Respect overall?	Any content they disliked or disagreed with? Workable programme for their school? Priority for their school? Views of other staff? View of students? Any push-back? Would do again? What would change?
<i>Questions highlighted in orange should only be asked in interviews towards the end of the intervention:</i>	
Sustainability	Will any Project Respect activities be done again next year?
What costs do you think you or your school has incurred as a result of participating in this project?	For example, costs in terms of time and money and disruptive use of school space Admin staff time making arrangements Teaching staff time participating in the project Use of school space and facilities (and disruption this causes) Safeguarding time due to increased disclosures? Anything else?
Do you think any costs have been saved as a result of the school participating in this project?	Including costs in terms of time and money Any costs saved by reducing time spent on student incidents prevented or mitigated by Project Respect?

This is the end of the interview. Thank participant for their time.

Project Respect

Intervention school: Parent interview

Materials

- Discussion guide
- Audio recorder
- Spare batteries
- Information sheet
- Consent form
- Materials for taking notes (laptop or notebook)

Welcome and Introductions

1. Give participant information sheet and consent form
2. Introduce the interview. You may use the recommended text below or provide this information in your own words.

*My name is _____ and I am a researcher from [LSHTM/University of Bristol]. I am working on a research study to evaluate Project Respect. You've been selected for an interview because your child goes to [name of school], one of the schools participating in the study. I'd like to ask you about your experience with and views on Project Respect. The interview should take about 45 minutes. This is intended to help us better understand the Project Respect programme overall, and **not** to evaluate the performance of your child or any school staff.*

*I will **not** ask you about your own experiences of dating, relationships or violence or those of your child. You can decide whether or not to take part, and you can stop taking part at any time. We can also skip any questions you prefer not to answer. I'd like to audio-record the interview and then produce a written record. The written record will not include your name; and we ask that you do not use your name while we are recording. When we write articles and reports about Project Respect, we may include quotes from the interview but will not include any information that could identify you, your child, or the school your child attends.*

What you say in the interview will be kept confidential. However, if at any point you tell me that a student is at risk of very serious harm or has had sex before the age of 13, I will need to tell someone at the school who is in charge of safeguarding. If this happens, I will discuss it with you first.

Please read the information sheet and consent form you've received, and fill in the consent form if you are happy to take part. I can answer any questions you might have.

3. Collect and check consent form
4. Start audio recorder and state today's date, time, type of interview (parent interview), and ID# of parent being interviewed (number consecutively within the school in the format [code]-P#; e.g., the first parent interviewed from that school will be [code]-P1)

Interview Guide

Topic	Probe
About themselves	Children in which year? How long their children at this school? Like school?
Their school	Describe its culture Academic reputation Broader reputation Good relations between school and parents?

<p>Know about Project Respect?</p>	<p>In general Specific elements - patrols, curriculum, student campaigns, parent info? How have you heard about Project Respect (e.g., from students, other parents or staff? Describe what they have heard about it from whom</p>
<p>Views on these activities?</p>	<p>Probe on patrols, curriculum, student campaigns, parent info What did they like? What did they not like? Why? What about their child's view? Views of staff? Views of other parents? Role of the school in addressing DRV and sexual harassment?</p>
<p>Views on parent component of Project Respect</p>	<p>How has the school communicated with you about Project Respect? Received booklet about DRV and with activities to do with your child? Views on activities?</p>
<p>What costs if any have you or your family incurred as a result of participating in this project?</p>	<p>Might include costs in terms of time and money Prompts to include: Time spent dealing with the school about the intervention Time spent with their children/students discussing the intervention. Any out of pocket costs?</p>
<p>Views on Project Respect overall?</p>	<p>Need in their children's school? Aware of any impacts on the school What would you change about the programme?</p>

This is the end of the interview. Thank the participant for their time.

Project Respect

Intervention school: Student Interview

Materials

- Discussion guide
- Audio recorder
- Spare batteries
- Information sheet
- Consent form
- Materials for taking notes (laptop or notebook)

Welcome and Introductions

1. Give participant information sheet and consent form
2. Introduce the interview. You may use the recommended text below or provide this information in your own words.

My name is _____ and I am a researcher from [LSHTM/University of Bristol]. I am working on a research study to evaluate Project Respect, a programme to prevent violence in young people's dating and relationships. I'd like to ask you about your experience with and views on Project Respect. The interview should take about an hour, and I'll ask you about your experience of the programme and life at this school. This is intended to help us better understand the Project Respect programme overall. There are no right or wrong answers – I'm interested in your honest views.

*I will **not** ask you about your own experiences of dating, relationships or violence.*

For focus groups, say:

*We ask that you please do **not** discuss these in the group session, because we cannot assure privacy. However, if anyone would like to speak privately after the session about anything you are going through, please let me know. I will be happy to speak with you and, if you wish, connect you with someone at your school or the NSPCC who is in charge of safeguarding and can help you. We ask everyone to keep anything said today private among those in this room.*

For interviews, say:

If you would like to talk with me privately before or after the interview about any concerns or issues you would like help with, I will be happy to talk with you and to connect you with someone at your school or the NSPCC who is in charge of safeguarding and can help you. What you say in the interview will be kept confidential.

For both interviews and focus groups, continue:

However, if at any point you tell me that you or another student are at risk of very serious harm or has had sex before the age of 13, I will need to tell someone at the school who is in charge of safeguarding. If this happens, I will discuss it with you first.

*You can decide whether or not to take part, and you can stop taking part at any time with no negative consequences. We can also skip any questions you prefer not to answer. I'd like to audio-record the **[interview/focus group]** and then produce a written record. The written record will not include your name; and we ask that you do not use your name while we are recording. When we write articles and reports about Project Respect, we may include quotes from the interview but will not include any information that could identify you or your school.*

Please read the information sheet and consent form you've received, and fill in the consent form if you are happy to take part. I can answer any questions you might have.

3. Collect and check consent form
4. Start audio recorder and state today's date, time, type of interview (student interview), and ID# of student being interviewed (number consecutively within the school in the format [code]-S#; e.g., the first student interviewed at that school will be [code]-S1)

Interview Guide

Topic	Probe
About themselves	Year? How long at this school? Like school? Ambitions for future?
Their school	Describe its culture Good relations between staff and students? Good relations among students? Between girls and boys?
Dating and relationship violence & gender / sexuality based harassment	<u>[Clarify not asking about own experiences of perpetration or victimisation]</u> What terminology used / understood? How big a problem on school site and via digital media Circulation of sexual images (nudes) without permission? <ul style="list-style-type: none"> • Reasons some students share own images? • Perceptions of what will happen? Aware it could be circulated? • Reasons for circulating without consent? Same/different for girls and boys? • Fallout when circulated? Same/different for girls and boys? What happens when this occurs? Any discussion of #metoo movement in the school? Views of staff and students?
Know about Project Respect?	Patrols, curriculum, student campaigns, parent info? Describe what they experienced
What did they do in Project Respect?	What activities –curriculum, student campaigns, hotspot mapping, circle of 6, parent component? Describe activities in detail Lessons: <ul style="list-style-type: none"> • Discussions? • Girls and boys together or separate? How well did a) staff and b) staff and students work together? Time needed for participation Effect of participation on completing other work?
Views on these activities?	Probe on curriculum, circle of 6, student campaigns? Probe on hotspot mapping, patrols. Noticed any difference? Probe on parent info. Did parents receive information about Project Respect? Have they talked with their parents

	<p>about the programme? About gender-based harassment and DRV?</p> <p>What did they like? What did they not like? Why? Were the right teachers teaching the lessons? Views of other students? Probe on:</p> <ul style="list-style-type: none"> • How relatable to students? • How engaged were students? Any difference between groups of students? • How seriously did students take it? • Anything missing? • Other programming in school on these topics? • Some aspects explore ideas in society of how girls and boys “should” behave based on their gender, and what makes a healthy relationship. <ul style="list-style-type: none"> ○ Talked about this in school before? ○ How comfortable was it to talk about this in school?
Impact (positive or negative)	<p>What impacts on students and on relationships? Any impacts on</p> <ul style="list-style-type: none"> • Students’ anger management or communication skills? • Students feelings about their school • Peer support • Student attitudes towards gender stereotypes? • Gender-based harassment, in and out of school? • DRV • Social consequences of DRV? <p>Were there any impacts surprising? Any differences by student group? (<i>e.g., year group; gender; other student characteristics</i>)</p>
How do you think these impacts came about?	<p><i>For the impacts student describes, probe on the pathway of how they came about:</i></p> <p>How do you think the programme had that impact? Any specific activities that led to it? What about the school might have affected this? What about the students might have affected this?</p>
<p><i>Questions highlighted in green should be asked beginning around mid-way through process evaluation, when we have learned enough about the project to ask:</i></p>	
<p>[Compare and contrast with challenges faced in other schools]</p> <p>In some schools, _____ has happened when running the programme. Has anything like that happened in your school?</p>	<p>[probes to be added iteratively as findings emerge.]</p> <p>If not, why do you think that is?</p>

<p><i>[present specific context/mechanism/outcome {CMO} configurations theorised based on the evidence so far, for comment]</i></p> <p>Based on what we've been learning, we think <i>[CMO configuration]</i> is taking place.</p>	<p><i>[probes to be added iteratively as findings emerge.]</i></p> <p>Have you seen this in your school? Examples where this has happened? Examples where something happened that goes against this idea?</p>
<p>Views on Project Respect overall?</p>	<p>Need in their school? What impacts did it have on attitudes, relationships or behaviours? What would change?</p> <p>Survey last year – remember taking? Views on it?</p>

This is the end of the interview. Thank the participant for their time.

Project Respect

Control school: Staff interviews

Materials

- Discussion guide
- Audio recorder
- Spare batteries
- Information sheet
- Consent form
- Materials for taking notes (laptop or notebook)

Welcome and Introductions

1. Give participant information sheet and consent form
2. Introduce the interview. You may use the recommended text below or provide this information in your own words.

*My name is _____ and I am a researcher from [LSHTM/University of Bristol]. I am working on a research study to evaluate Project Respect, a programme taking place in some schools to prevent violence in young people's dating and relationships. You've been selected for an interview because your school is taking part in this study. As part of our research, we'd like to find out about the teaching and policies in your school related to relationship and sexual health, bullying, harassment, and social and emotional learning. The interview should take about 30 minutes. This is intended to help us better understand the context in schools, and **not** to evaluate your or your school's personal performance.*

*I will **not** ask you about your own experiences of dating, relationships or violence. Your participation is voluntary, and you can stop taking part at any time. We can also skip any questions you prefer not to answer. I'd like to audio-record the interview and then produce a written record. The written record will not include your name; and we ask that you do not use your name while we are recording. When we write articles and reports about Project Respect, we may include quotes from the interview but will not include any information that could identify you, your school, or your students.*

What you say in the interview will be kept confidential. However, if at any point you tell me that a student is at risk of very serious harm or has had sex before the age of 13, I will need to tell someone at the school who is in charge of safeguarding. If this happens, I will discuss it with you first.

Please read the information sheet and consent form you've received, and fill in the consent form if you are happy to take part. I can answer any questions you might have.

3. Collect and check consent form
4. Start audio recorder and state today's date, time, type of interview (staff interview), and ID# of staff being interviewed (number consecutively in the format [code]-T#; e.g., the first staff member interviewed at that school will be [code]-T1)

Interview Guide

Topic	Probe
Their role at the school?	Current role? Nature of role? Previous roles in that school? Previous schools?
Their school	<ul style="list-style-type: none">• Describe its culture

	<ul style="list-style-type: none"> • Key priorities? • Student engagement? Attainment? • Student and staff demographics? Gender balance? • Inclusive? • How are relations between SLT and staff? • How are relations among staff? • How are relations between staff and students? • How are the relations between staff and parents? • How are relations among students? • Any evidence of dating and relationship violence, emotional abuse, or controlling behaviours? • Any evidence of gender / sexuality based harassment? Sharing sexual images without consent? <ul style="list-style-type: none"> ○ On school site? ○ Digital media? ○ Done by/targeting girls and/or boys?
Sex and relationships education at their school	<p>Which year groups? How many lessons? How timetabled? Who delivers? What topics covered? Defining healthy relationships? Communication skills? Inter-personal boundaries? Challenging gender norms? Current programming well-liked?</p>
Bullying and violence prevention at their school	<p>Addressed via curriculum? If so how and who delivers? Policies on bullying and violence? Including gender or sexuality based violence or abuse between students? How often policies reviewed? By whom? Practices to address violence in general or in relation to gender / sexuality? If so what and how/who delivers? Any student led actions relating to these?</p>
Responding to gender based harassment or dating and relationship violence	<p>Role of the school in addressing DRV and sexual harassment? How does the school respond to dating and relationship violence or emotional abuse? How does the school respond to gender / sexuality based harassment? Sharing sexual images without consent? On school site? Digital media? How much time do they spend on responding to these issues? Any discussion of #metoo movement in the school? Views of staff and students?</p>

Social and emotional aspects of learning	Addressed in curriculum? If so how and who delivers? Communication skills? Anger management?
--	---

This is the end of the interview. Thank the participant for their time.

Project Respect

Control school: Student Interviews

Materials

- Discussion guide
- Audio recorder
- Spare batteries
- Information sheet
- Consent form
- Materials for taking notes (laptop or notebook)

Welcome and Introductions

1. Give participant information sheet and consent form
2. Introduce the interview. You may use the recommended text below or provide this information in your own words.

My name is _____ and I am a researcher from [LSHTM/University of Bristol]. I am working on a research study to evaluate Project Respect, a programme taking place in some schools to prevent violence in young people's dating and relationships. You've been invited for an interview because your school is taking part in this study. As part of our research, we'd like to find out about life at your school, including around violence or harassment, and the school's teaching related to relationships and sexual health, bullying and social and emotional learning. The interview should take about an hour. It's intended to help us better understand the context in schools. There are no right or wrong answers – I'm interested in your honest views.

*I will **not** ask you about your own experiences of dating, relationships or violence.*

For focus groups, say:

*We ask that you please do **not** discuss these in the group session, because we cannot assure privacy. However, if anyone would like to speak privately after the session about anything you are going through, please let me know. I will be happy to speak with you and, if you wish, connect you with someone at your school or the NSPCC who is in charge of safeguarding and can help you. We ask everyone to keep anything said today private among those in this room.*

For interviews, say,

If you would like to talk with me privately before or after the interview about any concerns or issues you would like help with, I will be happy to talk with you and to connect you with someone at your school or the NSPCC who is in charge of safeguarding and can help you. What you say in the interview will be kept confidential.

For both interviews and focus groups, continue:

However, if at any point you tell me that you or another student are at risk of very serious harm or has had sex before the age of 13, I will need to tell someone at the school who is in charge of safeguarding. If this happens, I will discuss it with you first.

*You can decide whether or not to take part, and you can stop taking part at any time with no negative consequences. We can also skip any questions you prefer not to answer. I'd like to audio-record the **[interview/focus group]** and then produce a written record. The written record not will include your name; and we ask that you do not use your name while we are recording. When we write articles and reports about Project Respect, we may include quotes from the interview but will not include any information that could identify you or your school.*

Please read the information sheet and consent form you've received, and fill in the consent form if you are happy to take part. I can answer any questions you might have.

3. Collect and check consent form
4. Start audio recorder and state today's date, time, type of interview (student interview), and ID# of student being interviewed (number consecutively within the school in the format [code]-S#; e.g., the first student interviewed at that school will be [code]-S1)

Interview Guide

Topic	Probe
About themselves	Year? How long at this school? Like school? Ambitions for future?
Their school	Describe its culture Good relations between staff and students? Good relations among students? Between girls and boys?
Dating and relationship violence & gender / sexuality based harassment	<u>[Clarify not asking about own experiences of perpetration or victimisation]</u> What terminology used / understood? How big a problem on school site and via digital media Sharing sexual images (nudes) without consent? <ul style="list-style-type: none"> • Reasons some students share own images? • Perceptions of what will happen? Aware it could be circulated? • Reasons for circulating without consent? Same/different for girls and boys? • Fallout when circulated? Same/different for girls and boys? What happens when this occurs? Any discussion of #metoo movement in the school? Views of staff and students?
Sex and relationships education at their school	Which year groups? How many lessons? How timetabled? Who delivers? What topics covered? Defining healthy relationships? Communication skills? Inter-personal boundaries? Challenging gender norms? Students' opinion of it? Anything missing?
Bullying and violence prevention at their school	Addressed via curriculum? If so how and who delivers? Does school do anything else to address violence in general or in relation to gender / sexuality? If so what and how/who delivers? Any student led actions relating to these?

Social and emotional aspects of learning	Addressed in curriculum? If so how and who delivers? Communication skills? Anger management?
Project Respect survey	Survey last year – remember taking? Views on it?

This is the end of the interview. Thank the participant for their time.