



Breaking the Silence:

School-based Primary Prevention of
Men's Violence against Women

Never Stand Still

Gendered Violence Research Network

Dr Jan Breckenridge, Dr Lucy Browning and Dr Michael Wearing

Gendered Violence Research Network

School of Social Sciences, Arts & Social Sciences

UNSW Australia

Prepared for White Ribbon Australia

Australia's campaign to
stop violence against women

White Ribbon



This report documents the development, implementation and full evaluation of White Ribbon Australia's Breaking the Silence in Schools Program in NSW. The evaluation tender was submitted by the Centre for Gender Related Violence Studies (now the Gendered Violence Research Network - hereafter GVRN) from the University of New South Wales (UNSW). The evaluation team comprised Dr Jan Breckenridge, Dr Lucy Browning and Dr Michael Wearing.

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Authorised contact details:

Dr Jan Breckenridge
Senior Lecturer, School of Social Sciences
& Co-Convenor, Gendered Violence Research Network
UNSW AUSTRALIA (The University of New South Wales)
Sydney NSW 2052 Australia
j.breckenridge@unsw.edu.au

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1. Background – White Ribbon Australia and Breaking the Silence in Schools program

White Ribbon Australia [hereafter White Ribbon] is an organisation that works to prevent male violence against women. Through a combination of a nationwide male-led awareness-raising campaigns, community events and primary prevention initiatives with schools, universities, workplaces and sporting bodies, White Ribbon works to end the attitudes and behaviours which lead to violence against women (VAW).

In 2009, White Ribbon developed and piloted Breaking the Silence in Schools [hereafter BtS] - a unique educational leadership program that aims to embed models of respectful relationships within primary and secondary schools in order to prevent the perpetration of violence against women and girls¹. Funded by Suzanne Grae and underpinned by the National Curriculum and the White Ribbon campaign, this program has engaged more than 120 schools in the ACT, NSW and Victoria to date.

The central feature of Breaking the Silence is the introduction of principals and other senior school staff to the issues surrounding VAW and to a flexible suite of potential strategies for building a culture of respect within their schools, rather than providing them with a prescriptive program to follow. The rationale behind the flexibility of the program's approach is that it:

- enables leaders to tailor the program creatively to suit their school
- avoids overburdening schools from the outset with an intensive program
- creates distance from the idea that BtS is a set program which may be 'completed'

Principals and other leaders within the school attend a series of three workshops over the course of one year. The broad objectives of these workshops are to:

- deepen participants' understanding of the context and nature of violence against women and girls
- provide an overview of good practice standards of school-based primary prevention
- explore and develop participants' ideas for creating a culture of respectful relationships within their school

¹ White Ribbon Australia Website - Programs : <http://www.whiteribbon.org.au/schools>

The first two workshops are held in terms 2 and 3, prior to White Ribbon Day on the 25th November. The final workshop is held in early December and provides an opportunity for participants to reflect on their experiences in implementing BtS in their school and to discuss plans for next year.

The workshops are guided by a violence prevention community educator, but much of the discussion and ideas for strategies to raise awareness about VAW and to implement a culture change comes from shared discussion amongst the participants themselves. Thus, school leaders have the opportunity to learn about activities and approaches that may have already been tried and tested by their colleagues. For example, they might hear about how one school planted a garden of white flowers to symbolize its commitment to White Ribbon or that another invited residents living near the school to hang white banners out of their windows to demonstrate the support of the local community for White Ribbon; they might learn of useful texts to discuss in English classes that demonstrate themes of empathy and respect; or they might hear of changes to school policies, such as the introduction of restorative justice practices that impact on the level of bullying. Through brainstorming the different ways in which BtS can be manifested within schools, the participants are able to shape the program creatively to suit their own particular school.

2. Evaluation Overview

In line with the workshop objectives outlined above and informed by the White Ribbon Australia Tender Specification and White Ribbon personnel, the Gendered Violence Research Network (GVRN) research team devised the following evaluation questions:

1. What changes in school culture did the school wish to bring about by taking part in the program?
2. What factors/issues influenced the extent to which the program was implemented in the school?
3. What was the perceived change in school culture/attitudes as a consequence of the program?

A fourth question was not able to be addressed in the evaluation:

4. Was implementation of the program followed by an actual attitudinal change amongst members of the school community?

There was no program evaluation built into the development of the original pilot program (Dyson et al 2011) and, moreover, no evaluation strategy was developed prior to the subsequent implementation of the program. As a consequence, validated outcome measures were not administered to participants from the commencement of workshop delivery and at regular intervals thereafter. Therefore it is not possible for this evaluation project to comment on such outcomes of the program achieved over time.

2.1 Two Phase Research Design

The BtS Evaluation was designed in two phases:

2.1.1 Phase I: A retrospective evaluation of Breaking the Silence in Schools 2009 to 2012

Each of the evaluation activities detailed below addresses one or more of the five specified areas of inquiry in the Tender Specifications: workshop training; curriculum alignment; program implementation; resources and support; and cultural change.

Activity 1: A systematic literature review documenting commensurate evaluations of school-based programs, as well as identifying possible scales and tools used to measure outcomes.

This activity addresses all five areas of inquiry and conceptually underpins Phase 1 and Phase 2 of the evaluation.

Activity 2: Analysis of existing data collected by White Ribbon from the program's workshop evaluations to date in order to provide a retrospective, descriptive statistical analysis of the available data collected since the initial implementation of the program in 2009.

Statistical analysis of the evaluation forms has been limited by the availability and quality of data collected during the workshops.

Activity 3: Qualitative (thematic) analysis of existing workshop evaluation data.

Qualitative analysis of the workshop evaluations provides limited data contributing to our understanding of how participants experienced the workshops and their ideas about implementation of BtS in their school.

Activities 2 and 3 contribute primarily (although not only) to the first two of the specified areas of inquiry - workshop training and curriculum alignment - by providing data on participants' experiences of the workshops alongside their perceptions of how the program's materials aligned with and supported existing curriculum areas including ethical behaviour and personal/social competencies.

Activity 4: A mixed methods survey of all workshop participants in 2012 (principals and senior teachers). The evaluation team developed an online survey instrument featuring qualitative and quantitative questions focused on all five areas of inquiry (Appendix A).

Activity 5: Semi-structured interviews with BtS participants in an agreed number of schools identified from the survey responses. Interviews will extend data collected from the surveys and again address all five areas of inquiry (Appendix B).

Activity 6: Selection and presentation of best practice strategies identified from interviews. Such examples will provide in-depth consideration of areas 3 to 5, namely program implementation, resources and support and cultural change.

2.1.2 Phase 2: Developing the design for a prospective outcome study (2013 and beyond)

The overall aim of phase 2 was to provide a feasibility plan for the collection of 2013 workshop and future outcome data which could be read alongside the more qualitatively-oriented first phase evaluation.

Activity 7: Identification of possible outcome measures to be implemented as part of the pending roll-out of the program in 2013 to other schools (See Appendix F for examples). A range of possible outcome measures have been provided for use with different groups in the school community (teachers, students, school community) for White Ribbon's consideration – including the research team's evaluation of their potential usefulness and feasibility in a specialist workshop offered to White Ribbon staff.

Activity 8: Implementation of select agreed outcome measure(s) at commencement and completion of the workshops for all participating schools in 2013, subject to securing appropriate ethics approval within the project's given timeframe.

A more detailed account of the evaluation methodology and research methods will be presented in Section 5 of this Report.

3. Literature Review

A comprehensive literature review of VAW and its school-based primary prevention (Evaluation Deliverable 1) was submitted separately to White Ribbon. The following summarised review of the literature is provided to contextualise the evaluation findings within this report.

3.1 Violence against Women

The empirical literature reveals that VAW (primarily sexual assault and domestic and family violence in Australia) is a significant global problem in terms of both prevalence and impact. In other words, it is a widespread phenomenon with far-reaching effects at an individual, family, community and societal level. It is also a gendered issue with the majority of victims being female and the majority of perpetrators overwhelmingly male. The effects of VAW include negative impacts not only on the physical and psychological health of individuals, but also substantial economic costs to society. Prevention of VAW is therefore a priority for Australian social policy and specified in the National Plan to Reduce Violence against Women and their Children 2010-2022 (Commonwealth of Australia 2010). The development of effective preventative interventions is critical to the reduction of VAW in the longer term. However, the evidence base for VAW primary prevention is limited, since rigorous, longitudinal evaluations of prevention programs are rare.

3.2 A Public Health Approach

Currently, a public health approach to VAW prevention has been adopted in Australia. This perspective understands VAW as a consequence of many interacting factors. Thus the causes of VAW include biological, social, cultural, economic and political variables that operate at individual, family, community and social levels (a socio-ecological model). Responses to VAW must consider the interactions of these factors and can address causes at multiple levels. The public health framework draws on an interdisciplinary and evidence-based understanding whereby collective action by multiple sectors is needed to respond to these interacting determinants and effects. The public health approach also aims to intervene and maximise benefit across whole populations rather than focusing solely on individuals. From this perspective, VAW can be prevented through detailed knowledge of its causes, enabling specifically designed, targeted interventions at three points in time:

- Primary prevention aims to prevent violence before it occurs by reducing the factors which increase the risk of VAW or by enhancing factors that protect against VAW.
- Secondary prevention describes strategies to minimise the short-term impact of VAW and to reduce the reoccurrence of violence.
- Tertiary prevention focuses on addressing the long-term consequences of VAW and reducing the incidence of further perpetration or victimisation.

All three levels of prevention are necessary in a primary health approach, but until recently primary prevention as a response to VAW has been largely neglected. It is only now emerging as a significant field of research and practice.

3.3 School-based Primary Prevention

School-aged children are a focus for VAW primary prevention in many countries, since childhood and adolescence offer a window of opportunity for interrupting the potential for the emergence of violence in adulthood. It is also the case that adolescence is itself a high risk time for VAW to commence. Furthermore, schools are an effective context for primary prevention initiatives because they provide a controlled environment where programs can be universally delivered to a large target audience, in accordance with the public health approach. Schools also have the necessary infrastructure for the implementation of ongoing programs and existing related initiatives can be built upon to enhance the likelihood of success. Positive outcomes have been reported from school-based primary prevention programs for other risky youth behaviours and these indicate the potential for promising results in applying similar strategies for VAW.

3.4 Good practice principles for primary prevention of VAW

Recent reviews of school-based primary prevention programs (Carmody et al 2009; Flood et al 2009) have identified five good practice principles:

- Clear theoretical basis underpinning program design
- Targets for change are clearly identified
- Whole of school approach is adopted
- Relevant, inclusive and culturally-sensitive practice is applied
- Rigorous, longitudinal evaluation is implemented

Overall the reviews indicate there has been a tendency to focus on ‘awareness-raising’ activities without including strategies to develop skills or change behaviours and there is often no clear articulation of how awareness-raising prevents VAW. While some reported outcomes appear to be positive, theoretical underpinnings and causal factors are usually not specified in program design which means strategies are untargeted and outcomes cannot be measured against initial goals or mediating factors. Explicit program logic is frequently missing and therefore evaluation is either not possible, or not rigorous enough for the development of robust findings. Longitudinal studies and the use of standardised, validated tools to measure outcomes and effects are rare. The systematic introduction of these tools would support the development of a more reliable evidence base, allowing for comparisons across programs.

The ‘whole of school’ approach, involving all layers of a school community, such as parents, teachers, students and other stakeholders at policy, curricula and extra-curricula levels, is generally thought to enhance positive outcomes. However, there is limited concrete evidence demonstrating this is the case for primary prevention of VAW. Moreover, most programs have been implemented in ‘white’ populations without recognition of the needs of diverse groups, such as children and young people from different cultural and religious backgrounds and those with disabilities. Furthermore, class differences and the socio-economic background of schools are likely to affect the extent to which a whole of school approach can be easily implemented.

We examined six rigorously evaluated primary prevention programs (Crooks et al 2008; Foshee et al 1998; Foshee et al 2004; Foshee et al 2000; Foshee et al 1996; Jaycox et al 2006; Miller et al 2013; Miller et al 2012; Taylor et al 2010a; Taylor et al 2010b; Taylor et al 2011; Taylor et al 2013; Wolfe et al 2009; Wolfe et al 2008) and assessed each program against the above good practice principles. We found the principles largely held to be true and that each program had certain elements of good practice but none demonstrated all five.

3.5 Where does BtS sit within the current landscape of good practice?

3.5.1 Theory of change

The approach adopted by BtS is based on the theory that the attitudes and behaviours encapsulated by respectful behaviour reduce the risk of future perpetration of VAW.

Furthermore, it articulates that it is necessary for a school’s culture to embrace the concept

of respect in order to stimulate and support change in individual students. In other words, BtS advocates a whole of school approach.

3.5.2 Targets for change

BtS aims to promote respectful behaviour within schools. Respectful behaviour is a broad concept and incorporates many elements such as:

- increased empathy
- reduced acceptance of violence and aggression
- reduced violence and aggression
- reduced acceptance of male dominance and assumed superiority
- reduced hostility towards women

All of these elements represent promising targets for change, at multiple levels of the socio-ecological model (Dahlberg & Butchart 2005), as they have all been identified as risk or protective factors for VAW.

3.5.3 Whole of school approach

There are a number of ways in which BtS works to take a whole of school approach. BtS is based on the premise that school leaders encourage positive behavioural change and skills development within the school community, in part through acting as role models. This is an important principle as it goes beyond simply promoting attitudinal change and increased awareness, in recognition of the fact that behavioural precursors of violence may be more powerful drivers of change.

During the workshops, discussions centre around not only awareness-raising extra-curricula activities, but also the ways in which respectful relationships education can be reinforced using teaching material; how respectful behaviour can be monitored and rewarded through changes to school policies and procedures and, conversely, the best ways of addressing conflict and aggression; ways in which stakeholders, such as parents and students, might be involved in prevention activities; and finally, the importance of teachers modelling respectful behaviours in their interactions with students and other members of the school community. Thus, BtS ultimately aims to integrate a culture of respectful relationships throughout the school, at all levels of the socio-ecological model.

In addition, several elements of BtS's strategy work together to help ensure that the program's implementation is long-term which also helps foster a whole of school approach. First, by employing school leaders, such as principals, the program facilitates top-down, systemic change which is more likely to be sustained in the long term. Second, it promotes a 'slow burn' approach to program implementation: in the first year of involvement, schools are encouraged to focus their energy on a number of simple, awareness-raising activities surrounding White Ribbon Day and to delay making more systemic or intensive changes until the following year(s). The logic behind this approach is that it reduces the risk that schools become overwhelmed in their first year and drop out of the program. Finally, the scope of the program is consistent with the 'personal and social competence' dimensions of the Australian National Curriculum (ACARA 2012), which potentially enhances the longevity of those components that are able to be embedded within the curriculum.

3.5.4 Inclusive practice

BtS acknowledges the importance of relevant, inclusive and culturally sensitive practice in primary prevention. For example, the development of the program has been informed by the NSW Department of Education & Communities' (DEC) Multicultural Reference Group. School leaders are encouraged to consider the needs of marginalised groups during program implementation and the need to acknowledge and discuss existing assumptions which may differ among culturally diverse groups. Workshop discussions also highlight the need for appropriate responses to disclosure being in place before opening the conversation about VAW. Perhaps implicit in the fact that school leaders can adapt BtS to the particular context of their school is the assumption that they can mould components of the program to be appropriate to the diversity present in their school.

3.5.5 Rigorous, long-term evaluation

White Ribbon has a commitment to evidence-based practice and programs such as BtS clearly demonstrate consideration of key conceptual principles in primary prevention research and practice. However, there are challenges to any evaluation and the following issues will need to be addressed as part of an ongoing evaluation framework:

One area currently lacking within BtS is that of inbuilt, ongoing, long-term evaluation. Ongoing monitoring of the extent to which the program is implemented within schools is likely to be especially pertinent because school leaders hold autonomy over which

recommendations for culture change to implement. Therefore, any outcome evaluation must first describe what changes were actually introduced to schools.

There is always a risk with 'opt-in' programs such as BtS that the schools who volunteer to participate are already convinced of the importance of supporting a culture of respect.

Developing a more inclusive sampling strategy for schools less inclined to volunteer would help identify the usefulness of the program where staff have little pre-existing awareness of VAW and have not previously made efforts to embed a culture of respect in their school.

The slow introduction of different program components over a period of years means that changes in mediating and outcome variables are unlikely to be seen in the short-term and therefore only long-term outcome evaluations will accurately measure the success of the program.

Finally, it is important to document pre-existing strategies used by schools prior to and during BtS implementation, such as anti-bullying programs and other student welfare strategies, to understand best which combinations of strategies produce the optimal effects.

4. Methodology

4.1 Survey development

The survey (Appendix A) was designed to address the following questions aligned with the goals of the BtS workshops:

- Are school staff members more confident in their ability to introduce activities and strategies associated with BtS after participating in the three BtS workshops?
- Do schools that have completed the first year of the program have more structures in place to support a respectful culture than schools yet to implement the program?
- Do schools that have completed the first year of the program have a more 'respectful' school culture compared with schools yet to implement the program?
- Are participants who have completed the first year of the program more aware of the causes of violence against women than participants yet to complete the program?
- Do participants who have completed the first year of the program hold attitudes that are less supportive of violence against women than participants yet to complete the program?
- Do participants who have completed the first year of the program hold attitudes that are more supportive of gender equity than participants yet to complete the program?

The survey was piloted using a group of key stakeholders, including five school principals who first implemented the program as part of the 2009 pilot and three academic experts, two of whom were involved in developing BtS.

Background demographic data regarding the participants and their schools were collected (Q1-7) in order to provide a context for the answers given and to test whether the cohorts sampled were comparable.

The confidence of participants in implementing BtS was assessed by asking questions such as "how strongly do you agree that you would be confident discussing men's violence against women in an age-appropriate way?" (Q8). Participants were also questioned about

the presence of structures and resources within their school that could support a culture of respect and primary prevention of violence against women (Q10-11, 13-16). These included practices recommended as part of a whole of school approach to primary prevention of violence (Flood et al 2009), such as regular communication with parents about respectful relationships and links with local community services. In addition, participants who had already completed the first year of the program were also asked whether they had implemented these practices as a consequence of BtS.

The respectful culture of the school was assessed using items adapted from the Classroom Climate Scale (Miller-Johnson et al 2004), such as “how strongly do you agree that students from different cultural backgrounds get along well” (Q9). Further items relating to respectful school culture were included in Q12. These items were developed through discussions with stakeholders and experts and aimed to measure gendered violence, or precursors thereof, commonly encountered in a student context. Items included questions such as “how often have you encountered students using language that demeans girls?”

Participant attitudes regarding violence against women were assessed using measures taken from the National Community Attitudes towards Violence against Women Survey (McGregor 2009). This enabled comparison of the attitudes and beliefs of participants with those of the wider Australian population. In particular, the survey incorporated items which explored beliefs about violence against women (Q18); participants’ understanding of what constitutes violence against women (Q19); and the perceived seriousness with which participants viewed violence against women (Q20). In addition, participants were assessed on their knowledge about known risk factors for violence against women (Q21).

Finally, the survey assessed participants’ attitudes towards gender equity using items from the Modern Sexism Scale (Q22; Swim et al 1995).

We were also interested to know the motivation and expectations of BtS participants, hence we asked them what they hoped to achieve by implementing the program (Q17). Participants who had already completed the first year of the program were also asked what they were able to achieve in their first year.

4.2 Sampling methodology

Our sample comprised an experimental group: BtS participants who first took part in the program in 2012 (‘2012 cohort’) and had therefore implemented the program for

approximately 12 months within their school, as well as a control group: school leaders who were about to take part in BtS in 2013 ('2013 cohort').

4.2.1 Experimental group: 2012 cohort

This sample was limited to schools in the Sydney metropolitan region, NSW. A total of 34 individuals (23 principals, 6 deputy principals and 5 teachers; of which 20 were male and 14 female) from 26 schools (20 primary and 6 secondary schools) attended the BtS workshops during 2012. We contacted all participants via email during July 2013 to invite them to take part in the evaluation by completing the survey and taking part in interviews (a copy of the email invitation is given in Appendix C). Participants were able to complete a hardcopy of the survey and return it via email or fax or they could complete the survey online at www.surveymonkey.com. A total of 21 surveys (62%) were completed and returned, of which 14 were from primary schools, 7 from secondary schools. Respondents comprised 14 principals, 2 deputy principals, 5 teachers, of which 14 were men and 7 women.

4.2.2 Control group: 2013 cohort

This sample included participants from schools in the Sydney metropolitan region as well as schools from the South West Sydney, Western NSW, New England and Riverina regions. The survey was administered to participants at the beginning of the first workshop. Out of 57 participants from 35 schools, 54 (95%) completed the survey. There were 37 respondents from primary schools, 16 from secondary schools and 1 from a school that was both primary and secondary. There were 13 principals, 11 deputy principals, 28 teachers and 2 respondents who performed other roles within the school. Respondents comprised 29 women and 25 men.

4.2.3 Interviews

Emails were followed up with a telephone call in order to determine whether participants were willing to take part in telephone interviews. This approach yielded 12 interviews from participants from 12 schools, conducted during August to October 2013. Interviewees represented eight primary schools and four secondary schools and comprised five male principals, three female principals, one male deputy principal and three male teachers. The interview schedule can be found in Appendix B.

Of the participants from the remaining 14 schools, four had either left the school or were on leave, 10 failed to respond, and one declined to give an interview. We assumed that those

failing to respond after contact was attempted twice via email and twice via telephone did not want to be interviewed for the evaluation. We acknowledge that this sample may be unavoidably biased towards those participants who experienced more success in implementing BtS in their schools. However, we took steps to mitigate this issue by emphasising to respondents that the evaluation was being conducted by UNSW researchers who were independent from White Ribbon.

In addition to interviewing BtS participants, we decided to interview key informants who had been involved during the development of BtS and its roll-out to schools. This provided us with an alternative perspective on the program, as well as gaining insight from individuals who had been exposed to a large number of participants from different schools.

All interviews were digitally recorded and then transcribed to allow qualitative analysis. Participant quotes are indicated by the use of *italics* and unless there is a particular reason to do otherwise, all qualitative data is reported anonymously

5. Results

5.1 Survey

The survey was designed to investigate differences between two cohorts of school leaders: one group had attended all three workshops and had begun to implement BtS in their school approximately 12 months previously (2012 cohort, experimental group) and the other group had yet to attend the first workshop or to implement the program within their school (2013 cohort, control group).

In line with the aims of the workshops, we predicted that:

- The 2012 cohort would be more confident in their ability to introduce activities and strategies associated with the program compared to the 2013 cohort.
- Schools from the 2012 cohort would have more structures in place to support a respectful culture than would schools from the 2013 cohort.
- The school culture would be more 'respectful' in the 2012 compared with the 2013 cohort.
- Participants from the 2012 cohort would be more aware of the causes of violence against women than participants from the 2013 cohort.
- Participants from the 2012 cohort would hold attitudes that were less supportive of violence against women than would participants from the 2013 cohort.
- Participants from the 2012 cohort would hold attitudes that were more gender-equitable than would participants from the 2013 cohort.

Contrary to our predictions, our analysis found very few statistically significant differences between the two groups (detailed survey results are given in Appendix D). Both cohorts were highly confident in their ability to introduce activities and strategies associated with BtS. Similar proportions of both groups involved respectful relationships education and modelling

With respect to attitudes, BtS participants were markedly less likely to support violence or gender inequality than the general population within their curriculum, teaching practices, school policy, school climate and school stakeholder partnerships. Both groups similarly agreed that their school culture was respectful, though the cohort that had already implemented BtS for a year were statistically more likely to agree that their students were more likely to stop others who were being unfair or disruptive ($p < 0.05$). Schools which had implemented BtS for a year were also more likely to have procedures in place to promote a culture of non-violence, such as having regular communication with parents about violence prevention, though this difference was only statistically significant in the case of providing counselling or support for students who had been a target of VAW (95% 2012 participants vs. 58% 2013 participants, $p < 0.05$). Both cohorts similarly recognised that disrespectful behaviours among students, such as using language that demeans girls, occurred at low levels within their school.

Both cohorts were highly aware of the risk factors for VAW, with 81% (2012) and 83% (2013) of participants correctly identifying all the risk factors suggested in the survey. In addition, participants from both cohorts also demonstrated a high awareness of VAW and low support for VAW when assessed using statements from the National Community Survey (McGregor 2009). For example, the majority of participants (74% and 72%; 2012 and 2013, respectively) did not agree that a woman could leave a violent relationship if they really wanted to, compared with only 23% of the general Australian community. In addition, 100% BtS participants (2012 and 2013) believed that repeatedly criticising a partner to make them feel bad or useless was a form of domestic violence compared with 85% of the general Australian community. Finally, 100% of BtS participants believed that the different forms of domestic violence were serious whereas a low percentage (up to 3%) of the general Australian community believed that some forms (physical violence, verbal abuse, social isolation, repeated criticism and financial control) were not serious.

Together these comparisons suggest that not only do individuals who take part in BtS have a greater understanding and awareness of VAW than the wider Australian community, but also that they view it as a more serious issue. However, because this difference was apparent even before participants took part in BtS (2013 cohort), it is unlikely that the high awareness and understanding of VAW occurred as a result of taking part in BtS. The final survey

question investigated sexist attitudes and the results suggested that BtS participants from 2012 and 2013 showed similarly high support for gender equity.

5.2 Recommendations for quantitative evaluation

There are four likely reasons for the lack of detectable differences between pre- and post-BtS participants:

- Comparisons with the National Survey on Community Attitudes to Violence against Women 2009 suggest that both BtS cohorts similarly differ substantially from the general community in their demography and attitudes towards violence. Therefore, we suggest there may be limited room for improvement, at least as would be detectable by the measures used in the survey.
- Schools from both cohorts already had an impressive number of structures and programs in place to support a culture of respect. Again, this suggests that participants are a selective group, who are already committed to supporting a culture of respect even before they have taken part in BtS.
- Substantial effects on school climate and culture may take a number of years to manifest. This may be especially true in cases where whole of school, systemic changes are not implemented until subsequent years of involvement with BtS as these are the elements of the program which are predicted to have the strongest effects. Since our evaluation considered schools just one year into the program, any consequences of BtS may not yet have taken effect.
- Low sample size (21 participants from 2012 and 54 participants from 2013) means detecting subtle differences is challenging.

The four issues described above highlight the need for a change in White Ribbon's approach to evaluation. On this basis, we make the following recommendations in moving towards a more formal culture of evaluation:

- Expanding the outcome measures used to capture potential effects of BtS.

We suggest the first important step will be to document accurately and quantitatively the changes implemented as part of BtS (Appendix F). This is crucial; first, because any effects of BtS are likely to depend on the extent and way in which BtS implemented. The flexible nature of BtS means that the program can look very different in different schools and this

variation must be described before it can be linked to outcomes in the school's culture and behaviour of students. Second, we suggest using validated measures of school climate and student attitudes and behaviour to assess the effects of BtS (Appendix G). While the current evaluation explored school staffs' perception of these changes, the students' perspective of their own behaviour and the school environment will likely provide a more balanced picture.

Potential tools to capture these dimensions are described in more detail in Section 7.2.

Finally, although we suggest that the measures of participant attitudes towards and awareness of VAW were not sensitive enough to detect variation in the current pool of BtS participants, it is worth noting that these individuals were a self-selected sample, all of whom had volunteered to take part in BtS and the majority of whom were based in the Sydney NSW area. As White Ribbon expands BtS to include a wider variety of schools, there may be greater variation in participant attitudes and awareness of VAW. Therefore, we recommend retaining such measures used in the current evaluation (Appendix A).

- Ongoing and long-term data collection.

Routine monitoring of school, for example, schools could be assessed annually over a period of five years, will be essential to detect potentially substantial effects of BtS. The effort involved in this kind of evaluation could be mitigated by equipping schools to assess themselves or by incorporating evaluation surveys into follow-up workshops provided in subsequent years.

- Collecting baseline measures to provide a control for comparison.

In the absence of a randomised control design in the future roll-out of BtS (which is unlikely to be feasible), a powerful alternative to detect potential effects of BtS is to assess the same school before and after they have implemented BtS. This approach will rely on schools being measured in advance or at the beginning of the first BtS workshop.

- Collecting data from all schools involved to boost sample size.

The power to detect any small effects of BtS is dependent on the number of schools measured. This issue is likely to be exacerbated by the fact that any effects of BtS will vary depending on the way in which BtS has been implemented within each school.

5.3 Analysis of existing data

Data collected independently by White Ribbon during 2009, 2010 and 2012 from BtS participants were largely inconsistent and patchy which limited quantitative and qualitative analyses. Preliminary quantitative analysis of these data revealed the following:

Data collected regarding attitudes towards violence against women (N = 18 participants; workshop 1; 2009-2010) support our assertion above that many participants already hold attitudes that do not support violence prior to taking part in BtS (Appendix E).

The degree to which participant schools already promoted a culture of respect, for example through policies and procedures, was more variable and suggested that there was room for improvement among participants prior to implementing the program (Appendix E).

The majority of participants from 2009, found workshop 1 'very useful' and 'very relevant' (85%, N = 13). Similarly, the majority of participants from 2012 found the content of workshop 1 highly useful (71%, N = 21)

The qualitative data for 2009-2010 were similarly inconsistent and the small number of respondents providing comment means that it is not possible to generalise attitudes and experiences beyond this group.

Nevertheless, the major themes emerging from the qualitative data of these surveys include:

Participants were aware that cultural attitudes towards women help construct stereotypic gender roles both in relationships and in the public arena.

"Some cultural/religious beliefs can support stereotyped gender roles."

- BtS workshop 1 participant

The symbolic potential of staff's own behaviour was highlighted when participants were asked how they model respect in their interactions with other staff, students and parents. Respondents were able to describe a diverse range of ways of how they did so within the their own school environment:

"By treating each individual with respect and in a courteous manner (modelling appropriate behaviour) regardless of position or background."

- BtS workshop 1 participant

“Listening, having empathy, encouraging discussion with positive and hopeful outlook to resolving conflict where it occurs. Calm and non-threatening demeanour. Treat all fairly.”

- BtS workshop 1 participant

Many respondents identified that existing attitudes – within society, the family home or the school community - could work either to facilitate or to inhibit gendered violence prevention programs in schools. In addition, one respondent also noted that it can be challenging to implement a program when staff view it as yet another course to teach on top of an already overburdened curriculum where time constraints are a problem.

“Teachers have become very focused on getting through the curriculum especially in Maths and English and often feel these programs are an added thing they must teach.”

- BtS workshop 1 participant

A number of respondents suggested that support from external agencies would be helpful in order to provide a whole of community approach. Of particular interest was one response about the need for role models who resonated better with children and young people. Another response articulated the need for an educational package or scripts/scenarios to help implement BtS.

5.4 Qualitative analysis of interviews

5.4.1 Charismatic leaders & role models

Consistent with the White Ribbon philosophy, the dominant theme that emerged from the interviews with both BtS participants and key informants of the program was the importance of role modelling and involving charismatic leaders. This concept was reiterated at many different levels, emphasising its significance across each one. In other words, the majority of interviewees recognised that not only was the overt commitment of leaders within each school necessary for successfully implementing the program, but also that the visible support and endorsement of BtS from public figures and members of the NSW Department of Education & Communities (DEC) was key to getting schools fully on board in the first instance. This finding also echoes the recommendation of the BtS pilot evaluation (Dyson et al 2011) that BtS continues to engage the support of leaders at both regional and school levels.

5.4.1.1 Endorsement by Department of Education & Communities

Virtually every single school participant we interviewed cited Dr Phil Lambert, who was the Regional Director of Schools Sydney at the time of their initial involvement, as the main reason for first getting involved with BtS.

“Phil Lambert was pretty vocal for the program. My principal bought into that.”

- High school head teacher

Dr Lambert championed BtS, promoting the program and advertising his support for it in a number of ways. This was manifested by actions such as his attending the BtS workshops, running barbeques and social events for the BtS principals and sending out emails to remind schools about BtS. These actions sent a clear message to school principals, indicating that the DEC approved of BtS's mission.

“But we [White Ribbon] got a message very early on that this had to be driven from within education itself... it had to be driven by someone from within education who understood the challenges faced by schools and by individual teachers. We try to drive it and it suddenly reverts to being one of these do-good programs that someone is trying to foist on you from outside with no knowledge of how a school really operates.”

- Andrew O'Keefe, former White Ribbon Chairman

Similarly, the presence of Andrew O'Keefe, a public television personality and (at the time) Chairman of White Ribbon, signalled to schools that men's violence against women was a serious problem and inspired them to take action. Using public figures as White Ribbon ambassadors to inspire and impassion principals is likely to be an effective tool in attracting schools to the program.

“Andrew was magic. When he came out, it was absolutely amazing how people responded to the TV star talking about these issues”

- Dr Sue Dyson, BtS Developer

The DEC, alongside White Ribbon, could also play an important role in promoting schools that have implemented BtS to serve as role models to other schools, inspiring them to take on BtS.

“But get some of those stories out so that other schools start saying, well, maybe if I went to that training, I could do some of those things, too. I don't think there's a

problem with having people – the early people who come through being the ones who are already on board as long as the message is getting out and being sold to the people who are a bit more reluctant. Make it normalised that people should participate in this kind of training or that you could learn from it in ways that can bring benefits to your school.”

- Dr Sue Dyson, BtS developer

In the absence of Dr Lambert, a key challenge for White Ribbon will be to ensure that the DEC visibly endorses the program and to find similarly committed BtS figureheads within the DEC to back BtS actively.

“If you're going to make it sustainable, I think the website should be a link to our DEC website - there should be links and collaborations going on where there are materials being produced, resources and everything else. It sells the message really well if I'm able to have something from the foundation itself with a DEC logo on it as well, saying look we're in partnership doing this thing.

If the Department's supporting it, then it comes across as a very legit thing to do and it carries a lot of weight and credibility, more so than what I could sell... really that'll give me a reason to step it up and get it more of a profile”

- Primary school principal

5.4.1.2 Engaging school principals

BtS's strategy of deliberately targeting school principals – inviting them to attend the workshops and encouraging them to lead and shape the implementation of the program within their school was based on the key finding from an evaluation of sexuality education programs: that having the principal on board is of paramount importance to a program's success (Dyson 2008). This assertion was upheld by our interviews with participants and key informants:

“Unless a principal gets behind something it has no sustainability or longevity”

- Primary school principal

“If it was run by people that didn't have standing, I wouldn't have remembered it as much or I would have thought this is not as serious. But the fact that there's all principals there, my principal came and sat down in my office and talked to me about it, got me going.”

- High school head teacher

"It must be the principal. It starts there, they must signal to the school: this is serious. And if they don't, you know it's not going to work because what will happen is, whoever comes on behalf of the school, they're going to be trying to convince teachers that this is important and needs to be added to the curriculum or incorporated into the curriculum, and they'll get pushback. If the principal comes back and says, 'Hey guys, this is really serious stuff, you've got to hear what I've heard. We've got to do something, you know, the boss is behind it, Phil's really committed to this and we need to be too.' Now when you get those kind of messages you know it will happen."

- Dr Phil Lambert, former Regional Director of Schools Sydney, DEC

Therefore it seems crucial that White Ribbon continues to engage principals and to ensure that they are leading program implementation.

A comparison of the composition of BtS participants in 2012 and 2013 suggests the proportion of participants who are principals has declined: 68% vs. 37%, respectively. This trend needs to be addressed by White Ribbon because schools in which the principal does not become overtly involved in BtS run the risk of finding implementation a challenge. However, although explicitly targeting principals is one of the great strengths of BtS, principals are usually extremely busy with a high number of competing concerns. In light of this, some participants acknowledged that it was important for the principal to delegate and to engage other leaders from across the school community to help ensure that BtS is comprehensively implemented.

You can have within every school a committee that is comprised of students from across years, a parent or a few parents, at least one staff member and the principal then you're probably likely to see something that is a lot more self-sustainable.

- Andrew O'Keefe, former White Ribbon Chairman

5.4.1.3 Student leaders

In a similar vein, strategic targeting of leaders within the student body also appeared to be an effective way of getting the program to take off within a school.

"The first thing I asked them was 'who's heard of White Ribbon?'. I was able to show them some of the data that had come through the Breaking the Silence program. I then said 'is this something we should get stuck into? Is this relevant? Is this something that is worth starting conversations here at school?' And they unanimously said 'Yeah, let's do it. This is important'."

- High school head teacher

In some schools, this meant involving the Student Representative Council (SRC); whereas in others, the most effective route to motivating the student community was by identifying and involving other students with natural charisma and leadership qualities. Clearly the ability to take this approach is dependent on the inbuilt flexibility of the BtS program, as it allows school staff members, who know their school best, to use that knowledge to tailor their approach.

“I’d definitely pick a student, aim it at students that you think already have the charisma with the other kids. And like I said before, it’s not necessarily the SRC kids or the ones that are popular with the teachers. It’s not necessarily the one who’s the best speaker or the smartest kid... There’s more kids than we ever realised that don’t feel like they’re achieving so well. So when they see someone who’s had to struggle and not everything’s coming easy for them, yeah then they go ‘even that guy is doing okay, he’s doing this, yeah I could do it.’”

- High school head teacher

Entrusting the students with implementing BtS, such as coming up with and running awareness-raising activities, also seemed to be a good way to help the program to take off in high schools where the academic demands on the school are typically greater than at the primary level.

“It took off in the secondaries eventually [in] the schools that had the students running the show”

- Dr Phil Lambert, former Regional Director of Schools Sydney, DEC

5.4.1.4 Role modelling

Role modelling not only entails demonstrating a commitment to fighting men’s violence against women but also by exhibiting the kind of respectful behaviours promoted by BtS. This was identified by some participants as being important in getting the students to take the program seriously and not to view it as yet another course that can be started and finished.

“A couple of my mates on staff have talked to them [the students] calling them young men, not boys, talking to them in language that [shows] we enjoy working with them, that we’re proud of them no matter what they do. And no matter how far they go with that program, even before they started, the fact that they said yes, that they wanted to do the White Ribbon we were proud that they took that big step. We wanted to convey to them that people respected them for it.”

- High school head teacher

Helping school staff to see themselves as role models rather than just teachers charged with the responsibility for delivering the program might be a fruitful area for BtS to focus on. One way this could be achieved is by offering further training for the wider school staff that would help them to be mindful of their own behaviour and could provide practical support to staff for their dealings with students, other staff members and parents.

“Role modelling of respectful behaviours by staff is a key component of the program and one way of facilitating this might be to run a workshop for all staff, such as the White Ribbon workplace program, after the first year of awareness-raising activities.”

- Paul Zappa, BtS workshop facilitator

Alternatively, nominating members of the school community as White Ribbon ambassadors and entrusting them with that responsibility may also serve to encourage them to be mindful that the way in which they conduct themselves has an impact on their students. Becoming an ambassador would also entitle individuals to additional support from White Ribbon that would help to enhance their commitment to and understanding of eliminating men’s violence against women.

“Number one is identifying within that first year who the really enthusiastic drivers of the program have been within the school and seeking to formalise our engagement with those people by making them White Ribbon ambassadors for example. Then they get serviced in the way that White Ribbon ambassadors in the community at large get serviced... Regular contact, materials... There's always someone there to answer any queries or questions or offer them assistance if they're organising something or whatever. I think it would be really, really useful if in that first year we were able to identify some potential youth ambassadors amongst the student body and also those people in the staff and hopefully the parental body who are also ambassador material.”

- Andrew O’Keefe, former White Ribbon Chairman

5.4.2 Ongoing support and sustainability

5.4.2.1 Growing beyond awareness-raising

Another prominent theme from the interviews was the need for ongoing support and mentoring in the years following the first year of implementation. BtS recommends that schools take a ‘slow-burn’ approach to implementation, in order to avoid becoming overloaded in their first year and encountering too much resistance from staff. The

workshops focus on providing participants with the background information on men's violence against women alongside strategies for its primary prevention. One strategy used to educate the school community about violence against women and children is holding awareness-raising activities (Box 1). This strategy was acknowledged by a number of participants as being a positive aspect of the program and, in their opinion, meant that they were able to acclimatise staff and the school community to the messages and concepts of White Ribbon before instigating more radical changes. Also important is that awareness-raising facilitates a staggered implementation and schools thereby avoid a situation where there would be too much to live up to in the second year, which they thought would cause them to lose motivation.

"I would say the biggest challenge is the second year... The first year, plenty of momentum, plenty of enthusiasm, it was new. Do you know what I mean? We hadn't done anything like this before so all the ideas we had were fresh, all that sort of stuff. So it's a case of working out how we can address it this year"

- High school head teacher

However, the slow burn approach means that the majority of schools focus mainly on awareness-raising activities such as an oath-swearing assembly or a father's day breakfast, typically centred on White Ribbon Day activities. While this is an excellent starting place and opens up the possibility for conversations about men's violence against women, it does not fulfil the criteria for good practise in primary prevention programs, namely that a 'whole of school' approach is best (Flood et al 2009). A whole of school approach means that the commitment to respectful relationships and reducing men's violence against women must be reflected by the school's culture and might entail changes to its policies and procedures, its curriculum, the behaviour of staff and students and its layout. It is these systemic changes that really ensure long-term sustainability, as these kinds of changes will be inherited by new staff and students after the original BtS participants have left the school.

Box 1: Good Practice Strategy: Raising awareness about men's violence against women

"In the lead up to that [White Ribbon Day] we started probably about 20 days out, a real push and awareness-raising campaign, where boys and we've got some really creative boys here, putting together a lot of promotional posters about White Ribbon Day coming up. So they were staggered, I mean the first poster just said "WRD" and the date. We had about a dozen of them throughout the school, just simple black and white. We also, on the day of, we had a sort of preferred father, so to speak, we called it our Father's Breakfast Barbeque where the fathers or significant male others, so to speak, of our senior students were invited to the school to have a breakfast barbeque where we kicked off events.

We also had the industrial art staff create and mount out the front of the school, it probably would have been about eight foot, a big white ribbon and that was right next to our school sign which had the same sort of information going there. We also had a whole school assembly which was entirely devoted to White Ribbon. During that we showed a video which we prepared where just about all of the male staff here at school were filmed taking the oath and the boys edited that together into a bit of a montage. The rest of the boys then stood up on assembly and, led by our school captain, did the oath themselves, so that's close to 1,000 boys doing it. That was amazing. Really, really, really special assembly. And again, we had boys talking a lot about it. We had some really cool YouTube clips that we showed, some of them straight from White Ribbon, some of them the ones we were shown originally at the Breaking the Silence workshop. So the boys were brilliant with that. And then after that we, it was followed by our full staff morning tea which was a great opportunity for me to thank everyone that got involved. Actually all staff that day were wearing the screen printed black t-shirts with a white ribbon on it as well that one of our other teachers had put together. So it was just a great day - fantastic."

- High school head teacher

5.4.2.2 Maintaining contact

BtS envisages the whole of school changes growing over a period of years, which although is more realistic than expecting schools to do a complete overhaul in their first year, does require them to remain committed beyond the first year of implementing the program (Box 2). Therefore, it is critical that White Ribbon secures participants' commitment in subsequent years in order for the program to work optimally.

The following Good Practice strategies address Evaluation Activity Six:

Box 2: Good Practice Strategy: Planning for the second year of implementation

"What I want this year to do... is empowering the boys with what they can do when confronted with a situation where there is violence against women. So that's basically what we're thinking about this year anyway. So I've spoken to the boss already, we're definitely going to have the barbeque again, we're going to build on that momentum, we're definitely going to have the assembly and we'll see what else we can do.

Towards the end of this year as well [we're going to] look at how the things that we've taught can somehow be reinforced in our welfare assemblies. On the back of this year's White Ribbon Day, the next time there are these welfare assemblies afterwards, for Year 7 to 11 the focus will be at an age-appropriate level revisiting and teaching the things that come through with that assembly in that day. And we're also going to look at how just some of the other policies at school can reflect that we're obviously on board with it, whether it is our anti bullying policy or otherwise. And I think the plan for next year would be to try and approach different faculty head teachers to see where it can be embedded in particular lessons within the curriculum itself. I know already within history, just because that's where I was from, last year during that week of White Ribbon, we taught parallel lessons and with the seniors in particular. We were looking at under the guise of what happens when good men do nothing. So we didn't go off topic, we just tried to find some sort of parallel where we could have some pretty good conversations about things and at the same time entertain the same values."

- High school head teacher

Most participants felt that they needed further contact or support from White Ribbon in their second year to keep the original momentum going. This might be as simple as a follow-up telephone call from White Ribbon in year two, timed to give enough notice for the school's timetable.

"If I got a prompt... I'd go on to the SRC and say 'Well, White Ribbon is coming up, have we got anything planned? Is there a group involved?' which I haven't done. It might just say: 'White Ribbon's coming up in a couple of months. Have you thought about your plans? Some ideas might be...' Again, not prescribing it but putting it and planting the seed."

- High school principal

"So getting on some calendars, sending reminders out, and it was only that we were conscious of the White Ribbon Breakfast that we already started to talk about it a bit. A lot of schools plan probably a year in advance, but certainly a term in advance. So if you don't have a lead-in time of a term, it's hard to sort of put the work in to say, poetry writing, or something like that."

- Primary school principal

5.4.2.3 Networking and mentoring

An alternative tactic to securing commitment would be to provide participant schools with opportunities to come together with each other and White Ribbon and discuss their progress and upcoming plans for BtS in their second and subsequent years. Connections between school participants could also be maintained using social media or email lists to facilitate people staying in touch. This could motivate school leaders to remain committed to BtS and reinspire them through discussions with White Ribbon and other principals.

"It is important for people to still get together and have these discussions and to talk about what they're doing. It may not be two days, it may be one day, it may be a half day, something like this, but an opportunity and it's generally the Principals come out, most Principals can get out at least once a year to have these discussions that are important. I think it's important because otherwise we think, oh, are we doing this on our own because there's so much being thrown at us from the Department, we're having to build these structures to support ourselves, so therefore the last thing we want to see is a structure that's there, falling away and the framework disintegrating. So I think it's important to have that framework there, it can be looser, absolutely, but as long as it's still there."

- Primary school principal

Another approach might be to recruit senior teacher participants as mentors or match an experienced school in their second year with a newly recruited school.

“the idea that you partner with a school who has been through it [BtS] for one or two years and you work closely with them couldn’t have been more helpful and more successful in our experience”

- High school deputy principal

Although this happened informally for some schools in 2012 as a consequence of the cohesiveness of the Sydney Schools Region network (Box 3), the changes in structure within the DEC and the expansion of BtS beyond Sydney into regional areas means that White Ribbon may have to formalise connections between schools with a more defined mentoring scheme. Not only would this provide support and ideas to new participants but it would help to ensure that mentor schools continued to implement the program in their

Box 3: School networks & setting an example

“When I went into it [BtS] I knew that there were other schools on board, I knew there were other schools doing it, I knew it was a Sydney region project, I knew that it was very supported and that it was strongly desirable for our schools to get involved. I think that the schools may, if it was to go into a school that had never heard of it, saying ‘hey look why doesn’t your school do White Ribbon Day, it’s a day about violence against women’ - if they didn’t have that knowledge that it is okay, it is okay, others have done it and some of that, I can see it being something that people – for instance we got an email through today about whether we’re going to recognise and do anything at the school around Australian Citizenship Day. No, we’re not. We get lots of those emails. So I think that it maybe something that unless highlighted that other schools have done it and the value of it and what it’s done... schools that come into it now who haven’t been in Sydney region and haven’t sort of had that exposure to it, yeah I think that it may cause some concern about ‘well gee, we can’t talk about this with our kids’ or ‘how do I actually go about doing something to highlight the day?’”

- Primary school principal

second year. This could arise through forging links between schools that exist as active partnerships throughout the school year: the mentor school could provide advice on an *ad hoc* basis or they might even run joint activities together. Mentor schools could also be enlisted to present at the BtS workshops:

“...have somebody from another couple of schools that have been involved present even an hour and a half workshop on not so much what it is, because you can get that info, but just about what it looks like in my school.”

- Primary school principal

This tactic has already been used by BtS to some extent by showing a video during the workshops of an ‘early adopter’ school from the 2009 pilot reporting its experience of implementing BtS. To create new mentors on an annual basis would have a threefold benefit. First, it would relieve the burden on those ‘early adopter’ schools. Second, it would inspire new recruits with a more diverse set of role model schools, which they may better identify with. And, third, it would serve to enhance the commitment of those mentor schools by keeping them mindful of BtS. In addition, having mentor schools present at the workshop, rather than showing a video, is likely to stimulate far more productive discussion amongst attendees.

As discussed previously, White Ribbon could also provide support in the form of an extra workshop(s) in the second and subsequent years, designed to give training to additional staff members.

“I think it would be really good for some of those workshop facilitators to offer their services to come and work with schools. So whether they do in-servicing of the Breaking the Silence at a school or whether they come and work specifically with the School’s Breaking the Silence working party at the school. Just I sort of think that’s a really good way of, from an unfamiliar face, getting the message and the statistics out there. I think that would probably work really well”

- High school head teacher

5.4.2.4 Resources kit

Other participants suggested that support in the form of a resources kit detailing ways in which they could implement BtS would have been extremely helpful. Although one of the key features of BtS is that it is non-prescriptive - allowing schools to tailor their approach and the extent of implementation, some schools still felt that they would have preferred concrete

examples of things, such as awareness-raising activities or ways to tie themes of non-violence against women into the curriculum, from which they could pick and choose. This was also reflected by the responses on the feedback sheets that White Ribbon distributed during the workshops. Many attendees stated that they wanted: more examples of what other schools had done and what worked; specific examples relating to them (e.g. strategies for primary vs. secondary schools); a repository of ideas and access to the video clips and links introduced during the workshops; and lists of useful agencies, practical resources and contacts such as guest speakers. Although these are discussed informally during the workshops, the format is heuristic and the ideas discussed generally depend on the schools participating at the time. By contrast, a directory of the ways in which BtS has been implemented across many different schools, alongside practical resources, such as video clips and lesson plans, would be more comprehensive. This could be organised according to different categories of schools, such as primary or secondary, co-ed or single sex, enabling participants to look for examples in schools with which they most closely identified.

One area, in particular, that was raised by many participants as one with which they needed more support with, was that of discussing men's violence against women with students and staff.

"I think what you may need to do is you may need to put together some sort of package, do you know what I mean? You know how you have, when we do our child protection, drug education, there's actually lessons in place and they're tweaked to not offend anybody or to really be subtle in the way you present your lessons, does that make sense?..."

So maybe you need to think about that, because I must say, we did find it hard. Some staff found some of those real sticky issues difficult to relate to the children...

They [White Ribbon] gave us a lot of information, but we weren't told how to teach it without offending anybody... Maybe some sort of guidance to help staff deliver the dialogue, deliver the messages, you know, more productively. Don't forget you've got beginning teachers that can find this very daunting as well. Like you know, you've got teachers coming straight out of uni and we've got a few beginning teachers here and we had to sort of you know, guide them through the process. You know, it can be a bit confronting."

- Primary school principal

"Where I didn't feel 100% secure was when it [BtS] went then to the kids and the impact that it may have had on some of those kids whose parents have been

involved in domestic violence, and I felt a bit uncomfortable about delivering that message.”

- High school principal

Indeed, these issues were also flagged by the BtS pilot evaluation (Dyson et al 2011) which suggested that both principals and school staff should be provided with confidence-building resources to help them talk about VAW with other staff and students. Therefore, BtS might benefit from providing participants with more prescriptive ways of introducing this sensitive topic than it does currently.

5.4.3 School readiness

The BtS participants that were interviewed were, without exception, highly supportive of any initiative that promotes respectful relationships and fights men’s violence against women. This was reflected by their scores from the survey regarding attitudes towards, and understanding of, violence against women (Section 6.1, Appendix D), which were markedly more aware of and less supportive of violence than the general community (McGregor 2009). This existing commitment was also evidenced by the attitudes and the number of structures and programs already present within participant schools prior to taking part in BtS. Indeed, some interviewees suggested that without these things in place it would be more challenging to implement BtS.

“If you were going to a school that didn’t have that culture [of respect], then starting talking about respectful relationships is going to be a little bit shallow. It has to be authentic, so you’ve first of all got to build your relationships and show that you’re committed to developing respectful relationships between children and adults, and children and children, and adults and adults.”

- Primary school principal

Schools that were already working to instil a culture of respect in their community found that BtS easily integrated with, and complemented, their existing programs. Although the focus of men’s violence against women was generally new to schools, the emphasis of respectful relationships provided an easy link to their other programs, policies, curricula and student welfare issues, generating a synergistic effect. The common denominator of respect relationships binds together many programs into a more holistic positive youth development approach which is thought to be a highly effective method of primary prevention (Catalano et

al 2002). However, the novel message of taking action against men's violence against women also served to prevent BtS from being seen as 'yet another program'.

"We run activities at my current school around things like Harmony Day and anti-racism, the Purple Day - looking at sexual diversity. There are various focus points which, if you stand back, it is not hard to draw a line, especially if you extract the key values like dignity and respect, between all of those programs... the power of having those things work synchronously across a school is probably greater than the sum of the parts."

- High school deputy principal

"I think in a primary setting was, it worked perfectly. The first year that it ran, the national day of against bullying, the message for that was all about bystander behaviour so it tied in beautifully. For us, my main aims I suppose were to heighten the fact that it's just not okay to be violent against women or at all. To give us another opportunity to raise the idea of respectful relationships and I suppose, yeah, tap into the whole 'not violent not silent' message. We're really focused on the not silent, that be it physical, verbal, whatever, if we're aware of issues or people being targeted, that they need to tell someone. So that's I suppose our aims were to try and promote and push those messages. I mean it just gave us a vehicle to do it."

- Primary school principal

"We put so much emphasis on respect and responsibility, and that's what I talk about at all the assemblies. So I was able very easily to tie together the respect and responsibility charter to White Ribbon, it gave me a conduit to talk about it, but relate it back to what we do all the time anyway, and what my idea of a good school is."

- High school principal

"This sort of initiative blended in very nicely with some of the policies, and as I said, with our school's values, they're very important as well."

- Primary school principal

"Our positive behaviour for learning program has certainly been a part of it [BtS] as well and that was already in the school. We have Bounce Back, we've got peer support programs, we've got buddy programs, we've got drug ed and child protection, so it fits with all of that. It's just another arm to the overall well-being programs that we run in the school."

- Primary school principal

Bolting onto, or tweaking, existing programs to impart the BtS message has been identified as an element of success for primary prevention programs in that it minimises the amount of work for the schools involved.

“It’s got to actually be aligned to something that you’re already doing. It’s not a totally new thing that’s going to mean you’ve got to actually find room to do it. What it actually means is what you do is you alter something you’re already doing to incorporate it.”

- Dr Phil Lambert, former Regional Director of Schools Sydney, DEC

This suggests that schools may need to be at a particular stage of readiness for BtS to be successfully implemented and sustained. This raises the issue of how BtS should be implemented into schools which do not yet have sufficient scaffolding within the school to support a respectful relationships program. A potential way to assess school readiness and to provide a more detailed action plan for participants might be to use an adapted version of the NSPCC’s *Checkpoints for Schools*, a self-administered, audit tool (Varnarva 2000; Appendix F). *Checkpoints for Schools* allows school personnel to assess the structures and procedures in place within a school to support a culture of non-violence. Completing the tool in advance of the first BtS workshop would serve two purposes. First, it would encourage participants to identify areas throughout their entire school ‘ecosystem’ that either already act to promote respectful, non-violent behaviour or that could be improved. Raising participants’ awareness prior to the workshop of the ways in which their school can work to prevent violence is also likely to enhance the effectiveness of workshop material and discussions therein. Second, it would provide White Ribbon with a baseline measure of the school’s commitment to non-violence prior to taking part in BtS. As described in more detail below, regular use of the tool would provide White Ribbon with a means to evaluate the extent to which BtS was implemented within each school and how this changed over time.

5.4.4 Outcomes observed in schools

When asked about any changes they had seen in their school communities after implementing BtS, some participants described changes in awareness of White Ribbon and men’s violence against women amongst their students. Notably, one primary school principal told of a student who experienced violence in the home and shouted at his father to stop or he would call White Ribbon. Others were able to describe improved behaviour amongst their students following the implementation of BtS.

“One of my targets was: how do we want our students to talk to each other, to grown-ups? How do we want them to respect one another and staff and so forth and the broader community. And that was one of my targets, so I’ve noticed a big difference in the way our students speak to us and their parents and each other. Because our program, basically we just – for example, I might say – I ask a child a question and their response is, ‘What?’ – we, straight away intervene and say, ‘Is that the correct word to use? What other word would you use?’ So we’ve got this program in place where we pick on what they say and we try and teach them to speak properly, appropriately and with respect. And I’ve seen a huge difference... I could see that the boys are more mindful of the way they, you know, act in front of girls.”

- Primary school principal

“There was a difference in the language, like kids would talk about respect. I think within Stage 3, the boys that were involved in the project... there was a noticeable change in the way they actually interacted and were involved with girls. I think they became more willing to engage in conversation and relationships with the girls. And when I say relationships, I don’t meant the whole boyfriend/girlfriend – it seemed to break down a bit of that barrier and give them a bit of a common ground.”

- Primary school principal

“I think they’re more engaged. Engagement is just caring about the people around them, what they’re thinking... I do know now I’ve got more kids standing up for that kind of stuff. Maybe three things that I’ve heard of where some girls got picked on or some comment and some other boys stepped in and said ‘that’s not cool, you don’t speak like that’... I think there are five incidents, I’ve seen it twice in the gym at assembly where a male, two male students, three male students have said to other kids ‘that’s not the right way to behave.’”

- High school head teacher

However, these changes are anecdotal, and many of the interviewees were mindful that it is difficult to disentangle the effects of BtS from those of the other respectful relationships programs running concurrently within the school. This being particularly problematic as most schools had numerous other programs or initiatives running.

“Because they’d had other programs going on I think that the changes in the school climate that were seen are an outcome of a number of different approaches. We have seen over the years a reduction in the number of children who are getting themselves into strife for interpersonal conflict. We’ve got a greater awareness in the children of respect. They can talk about respect, but that hasn’t just been White Ribbon. White Ribbon has been another support for that but we’d already started down that track.”

- Primary school principal

5.4.5 BtS Workshops

When questioned about the format and content of the workshops, many participants cited the statistics concerning men's violence against women provided in the first workshop as making the biggest impression. In particular, highlighting the severity and pervasiveness of violence and that something *can* be done by schools struck a chord with participants. The principles of primary prevention outlined in the workshops provided inspiration giving the initial impetus to implement BtS.

Workshop highlights included:

- *Compelling statistics concerning VAW and its primary prevention*
- *Involving influential and articulate presenters*
- *Hearing firsthand the experiences of other schools further along the BtS journey*

"The presenter did a very good job in raising the issue of violence against women both here and overseas, and the magnitude of it...it had such an impact on me, that I thought I should share that. That was one of the things that I did to try to raise awareness within the school."

- High school principal

"I think the thing that came out to me was that we can do something about it."

- Primary school principal

In addition, participants identified that hearing stories of implementation from other participants in the second and third workshops was effective and inspiring.

"I think the most powerful part of the workshop is some of the sharing."

- Primary school principal

"When I first went in I didn't have a clue. I went in quite cold, like everyone does and it wasn't until you hear about what other people had done that you sort of got your ideas."

- Primary school principal

“[The workshops] were really valuable to hear what other schools had done and the principals who came back and told the story about their examples of previous years – it was a great way for me to learn what the possibilities were.”

- Primary school principal

As outlined below (Section 6.4.2.3), the power of learning how other schools have realised BtS and about the kind of activities and initiatives that they put into practice could also be harnessed by inviting participants from previous years to share their experiences. By including a range of schools to identify with, participants can be inspired by what has worked in other schools. This type of cross-pollination of ideas might be especially fruitful when used in a ‘booster’ workshop or event during the second and subsequent years of running BtS.

Having important people present at the workshops also stood out in the minds of some participants as highlighting the seriousness of the issues at hand and adding gravitas to the program.

“But what really stood out in my mind that Dr Phil Lambert was there, that he was talking... If it was run by like people that didn’t have standing, I wouldn’t have remembered it as much or I would have thought this is not as serious. But the fact that there’s all principals there, my principal came and sat down in my office and talked to me about it, got me going. Andrew O’Keefe talked... he just speaks so well”

- High school head teacher

6. Discussion and Recommendations

The participatory process of this evaluation means that the following discussion and recommendations reflect a number of separate considerations of the data, at different time points, including:

- Quantitative and qualitative data from the evaluation surveys for four of the five years of BtS implementation (2009-2013)
- Interview data from participants and key stakeholders collected in 2013, identifying good practice strategies for implementation of BtS
- The White Ribbon Evaluation Methods Workshop held in February 2014. This workshop focused on the ways to embed a 'culture of evaluation' in White Ribbon generally and in how to continue evaluation efforts in the BtS program.
- The White Ribbon Results Forum held in June 2014. This forum formed part of a collaborative research process whereby staff at White ribbon were involved in commenting on and discussing preliminary findings from the evaluation.

The following discussion and recommendations are not exhaustive but capture the main issues to be considered for the ongoing implementation, expansion and evaluation of BtS. The recursive nature of the participatory evaluation process allows for broader comment than simply participant satisfaction with, and implementation of, BtS. As such, we have also elected to provide general recommendations pertaining to White Ribbon as an organisation and the ways in which evaluation may be embedded in White Ribbon programs more generally.

6.1 Recommendation 1

White Ribbon pledges ongoing support to BtS participant schools beyond their first year of involvement to safeguard long-term sustainability.

Central to BtS fulfilling the criteria for good practice in primary prevention of VAW is that schools adopt a whole of school approach. Feedback from the participant and key informant interviews revealed that making such systemic changes throughout the school takes time and thus requires that schools remained committed to BtS over a period of years. However,

sustaining this commitment beyond the first year of implementation is likely to be challenging without continued support from White Ribbon.

Ongoing support from White Ribbon might take the following forms:

- Additional workshops in subsequent years
- Further training opportunities such as guidance on dealing with disclosures
- Advance reminders of White Ribbon Day
- Formalised mentoring scheme between experienced and inexperienced BtS schools
- BtS resources kit
- Opportunities for BtS participants to network and reflect on their experiences
- Linking schools to White Ribbon's Ambassadors' Program

It is important that this call for increased support and resources be taken into consideration during any future expansion of BtS. Adequate resourcing from White Ribbon is likely to become even more necessary as BtS is rolled out to a wider set of schools. A commonality of the schools first taking part in BtS in 2012 was that they already had a number of programs and initiatives in place to support a non-violent culture of respect. Other schools may well have fewer established programs and protocols in place, and may therefore require additional support from White Ribbon.

6.2 Recommendation 2

White Ribbon continues to engage and promote the involvement of leaders at all levels: from student leaders to school principals to leaders within the DEC.

The symbolic importance of the support of the DEC and the role of influential individuals was perceived to be crucial in assuring the uptake of BtS by schools in the first instance. Similarly, the commitment to BtS demonstrated by school principals set the tone for the how seriously the program was implemented within their school. Therefore, it is concerning that the proportion of BtS workshop participants who are principals has dropped considerably between 2012 and 2013. One strategy to enhance the commitment of principals new to the program may be to take a more targeted approach to signing up new schools during the proposed expansion of BtS. Following the 2009 pilot, schools were invited to take part in the program by existing BtS schools, and this selective 'alumni' approach may have served to

maximise the interest of new schools at the 'buying in' stage of taking on the program. We recommend using a similar tactic to guide the expansion of BtS.

6.3 Recommendation 3

White Ribbon builds a culture of evaluation within the organisation including, where appropriate, a shared organisational evaluation framework.

Evaluation needs to be embedded within the culture of White Ribbon so as to ensure that individual programs have:

- clearly articulated aims and objectives strategically developed prior to the program commencement
- outcomes specified and the 'type' of evaluation required is agreed prior to program commencement
- evaluation questions that reflect the program's aims, objectives and outcomes
- scales and measures that appropriately measure the intended program outcome(s) and which can be implemented easily over time
- research methods to collect qualitative data which capture 'the narrative' of the program so there is also evidence of 'how' and 'why' the outcomes were or were not achieved

Ensuring a culture of evaluation across an organisation with multiple programs can be assisted by two strategies:

Choose and implement a shared evaluation framework. One example used extensively by government and community service organisations is Friedman's Results-Based Accountability (RBA) Framework (2005). Friedman's three strategic questions structure data collection and analysis and assist in data presentation: How much did we do? How well did we do it? Is anyone better off?

Be willing to explore what works and to identify what is not working or what could be improved. To achieve this, the organisation has to allocate sufficient time and resources to the evaluation process; ensure that the evaluation process is meaningful for, and inclusive of, staff and service users; provide professional development opportunities which assist in cultivating a culture of inquiry; and, establish a strategic process whereby evidence produced from evaluation is translated back into program development.

6.4 Recommendation 4

White Ribbon develops an ongoing, longitudinal evaluation strategy that incorporates outcome measures and maps the expansion of BtS in different states and territories.

BtS evaluation targets need to focus on three separate, but related, evaluation areas:

- workshops
- implementation of the program in schools
- behavioural and attitudinal outcomes within the school community

A longitudinal evaluation strategy includes establishing appropriate validated scales, outcome measures and data collection methods with which White Ribbon can investigate all three areas. With this in mind, we have identified a number of simple tools that schools can use to track their progress:

We suggest using a modified version of '**Checkpoints for Schools**' (Varnava 2000; Appendix F) to monitor implementation, maintenance and development of BtS within schools over time. This tool identifies a range of structures in the school, such as '*there is a budget for the implementation of non-violent policies [in our school]*', with the potential to promote a culture of respect as being: in place, proposed or not in place. Completing the tool in advance of the first BtS workshop, and at regular intervals thereafter, such as annually, would generate several useful kinds of data. It would provide a before and after quantitative comparison of how BtS has influenced the school's tangible commitment to ending VAW. The data would also describe the ways in which different schools have implemented BtS, which could later be linked to outcome variables such as student behaviour (see below). An added advantage of this tool is that it immediately orients new participant schools to the potential strategies that they could put in place, and provides a comprehensive list of targets for change.

One issue for the current evaluation was the lack of data collected directly from students which limits our understanding of the effects of BtS on their behaviour and attitudes. To address this problem, we suggest using four validated outcome measures to assess the self-reported attitudes and behaviour of students, as well as their perception of school atmosphere (Appendix G). Specifically, these tools assess individual attitudes towards aggression and alternatives to aggression among students; problem behaviour among

students; dating violence; and, classroom climate (Wolfe et al 2001; Miller-Johnson et al 2004; Fernandez-Gonzalez et al 2012).

The imminent roll-out of White Ribbon's Youth Program in Schools will serve as a further opportunity to implement student measures. We recommend designing evaluation strategies that are complementary to those used for BtS to ensure that the data collected are comparable, while at the same time acknowledging the differences in program. For example, a goal of both programs is to build a culture of respect within the school community; thus, the same tool to measure school atmosphere could be used to evaluate outcomes of both programs, potentially revealing differences in the effectiveness of the two approaches.

6.5 Recommendation 5

Evaluation of BtS is refocused to establish whether the program provides participants with the necessary tools and knowledge to influence and change the culture in their school.

Data collected from our survey suggested that BtS participants are less likely to support violence against women than the general population, even before they take part in the BtS workshops. This is a potential reason why we were unable to detect an effect of the workshops on participant attitudes: because there is limited room for improvement. Therefore, it might be more productive for future evaluations to focus instead on whether BtS provides participants with sufficient knowledge and resources to change the culture within their schools.

As mentioned above (Recommendation 2), 'Checkpoints for Schools' (Varnava 2000; Appendix F) is a self-audit tool designed to measure the extent to which a school supports a respectful, non-violent culture. Using this tool on a regular basis, especially prior to and following taking part in the BtS workshops, will be an effective way of measuring whether the workshops equip participants with the necessary skills to translate their commitment to ending VAW into action within their schools.

6.6 Recommendation 6

There is an agreed evaluation process that schools commit to prior to their implementation of BtS.

Bringing schools on board with data collection for evaluation is crucial because it will greatly mitigate the considerable effort involved in long-term, regular evaluation. In particular, given the strategic approach of BtS to implement changes gradually within schools over a number of years, it will be important for schools to commit to evaluation over this time period. The data collected may also be useful to inform which strategies are most appropriate for schools to use at different stages of BtS implementation. It may be worthwhile for White Ribbon to devise a “contract of evaluation” so that schools who wish to sign up to BtS also agree to evaluate their own implementation of the program as well as participate in long-term, independent evaluation.

The imminent expansion of BtS to other states and territories in Australia means that there is an ideal window of opportunity to put these recommendations for evaluation into practice. Ensuring that a maximum number of schools are rigorously evaluated is essential to obtaining the necessary sample sizes needed to detect what may be subtle effects of BtS. We strongly recommend that an evaluation plan is in place before BtS is introduced to further schools.

7. Conclusion

The BtS participants interviewed for this evaluation were unanimously positive about their support for the program. However, maintaining this enthusiasm and keeping the momentum of BtS beyond the first year of involvement was revealed as a key challenge. While the philosophy behind BtS is congruent with the good practice principles of primary prevention of VAW in schools, translating paradigms such as a 'whole of school' approach into action requires schools to remain committed to the program in the long term. Thus, a major recommendation of this evaluation is that White Ribbon continues to provide ongoing support and resources to BtS schools following their first year of implementing the program to foster such long term commitment.

Participants were able to describe the positive effects of BtS within their schools but acknowledged that it was difficult to attribute these purely to one program. This highlights our other major recommendation that White Ribbon needs to move towards a more formal culture of evaluation in order to generate hard evidence that BtS is effective in building a culture of respect. Rigorously designed, quantitative evaluations are noticeably absent from virtually all school-based primary prevention programs such that conclusive evidence of the effectiveness of this kind of primary prevention is sorely lacking. The planned expansion of BtS in more schools provides a golden opportunity for White Ribbon to become a leader in this field by including a rigorous evaluation strategy in this roll-out.

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Appendix A: Breaking the Silence in Schools Survey

Thank you for taking the time to complete this survey for White Ribbon. Your feedback is important to us in order to improve the efficacy of the Breaking the Silence in Schools program. This survey should only take about 15 minutes of your time. Please return the survey to Dr Lucy Browning by email l.browning@unsw.edu.au or fax 02 9385 2993 when you have finished.

BACKGROUND

Q1. In which region of Sydney is your school located?

.....

Q2. Which of the following adjectives best describes your school? Tick all that apply.

- ☐ Primary
- ☐ Secondary
- ☐ Public
- ☐ Private
- ☐ Co-ed
- ☐ Single sex
- ☐ Non-faith-based
- ☐ Faith-based

Q3. What is your role within the school?

- ☐ Principal
- ☐ Teacher

☐ Other, please explain:

.....

Q4. What is your age?

.....

Q5. What is your gender?

☐ Male

☐ Female

Q6. Were you born in Australia?

☐ No

☐ Yes

If no, in which country were you born?

.....

Q7. Do you speak a language other than English at home?

☐ No

☐ Yes

If yes, what is the main language other than English you speak at home?

.....

SCHOOL CLIMATE

Q8. How strongly do you agree with the following statements?

	Strongly agree	Agree	Neither agree nor disagree	Disagree	Strongly disagree
--	----------------	-------	----------------------------	----------	-------------------

Schools should play a role in addressing violence against women by embedding models of respectful relationships	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
I feel confident in my ability to introduce strategies to promote a culture of respect in my school	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
I can identify a range of contexts within the school in which to model respectful relationships	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
I would be comfortable discussing men's violence against women with students in an age-appropriate way	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
I would feel comfortable in supporting activities for White Ribbon Day at my school	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
I would feel comfortable discussing men's violence against women with school staff	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

Q9. How strongly do you agree with the following statements about your school? When you answer, think about the way your school is most of the time.

	Strongly agree	Agree	Neither agree nor disagree	Disagree	Strongly disagree
--	----------------	-------	----------------------------	----------	-------------------

	Strongly agree	Agree	Neither agree nor disagree	Disagree	Strongly disagree
Students are kind and supportive of one another	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Students from different cultural backgrounds get along well	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Students respectfully listen to each other during class discussions	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Students stop other students who are unfair or disruptive	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Students are encouraged to report bullying and aggression	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Teachers treat students fairly	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Teachers treat students with respect	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Teachers take action to solve the problem when students report bullying	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

Q10a. Which, if any, of the following areas within your school involve respectful relationships education and/or modelling? Tick all that apply.

- ☐ Curriculum
- ☐ Teaching practices
- ☐ School policy

- ☐ School climate
- ☐ School stakeholder partnerships
- ☐ Other, please explain

.....

.....

Q10b. Which of these practices were implemented as part of the White Ribbon program?

- ☐ Curriculum
- ☐ Teaching practices
- ☐ School policy
- ☐ School climate
- ☐ School stakeholder partnerships
- ☐ Other, please explain

.....

.....

Q11a. Does your school have regular communication with parents/carers about respectful relationships and violence prevention?

- ☐ Yes
- ☐ No
- ☐ Don't know

Q11b. If yes, was this practice implemented as part of the White Ribbon program?

- ☐ Yes
- ☐ No
- ☐ In part

Q12. In the past 12 months, how often have you encountered students doing the following things at your school?

	0 times	1-2 Times	3-6 times	7-12 times	More than 12 times
Using homophobic language	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Using language that demeans girls	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Harassing others not conforming to dominant norms of femininity and masculinity	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Making unwanted sexual advances	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Teasing about bodily changes associated with puberty	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Expressing gender-stereotyped beliefs	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

Q13a. Does your school have policies that deal specifically with preventing male violence against women and girls?

- ☐ Yes
- ☐ No
- ☐ Don't know

Q13b. If yes, was this practice implemented as part of the White Ribbon program?

- ☐ Yes
- ☐ No
- ☐ In part

Q14a. Does your school have links with violence-prevention community groups and services?

☐ Yes

☐ No

☐ Don't know

Q14b. If yes, was this practice implemented as part of the White Ribbon program?

☐ Yes

☐ No

☐ In part

Q15a. Does your school provide counselling and/or support for students who have been the target of male violence against women and girls?

☐ Yes

☐ No

☐ Don't know

Q15b. If yes, was this practice implemented as part of the White Ribbon program?

☐ Yes

☐ No

☐ In part

Q16a. Are students taught about male violence against women and girls as part of the curriculum and/or additional programs?

☐ Yes

☐ No

☐ Don't know

Q16b. If yes, was this practice implemented as part of the White Ribbon program?

☐ Yes

☐ No

☐ In part

Q17a. What changes within your school did you hope to achieve by taking part in White Ribbon's Breaking the Silence in Schools program?

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Q17b. What changes did occur in your school as a result of taking part in White Ribbon's Breaking the Silence in Schools program?

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ATTITUDES

Q18. How strongly do you agree with the following statements?

	Strongly agree	Agree	Neither agree nor disagree	Disagree	Strongly disagree
It is mainly men that commit acts of domestic violence	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Domestic violence is more likely to occur in migrant families	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

	Strongly agree	Agree	Neither agree nor disagree	Disagree	Strongly disagree
Domestic violence rarely happens in wealthy neighbourhoods	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Most women could leave a violent relationship if they really wanted to	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Domestic violence can be excused if the violent person genuinely regrets what they have done	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Women going through custody battles often make up or exaggerate claims of domestic violence in order to improve their case	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

Q19. In your opinion, do you think the following behaviours are forms of domestic violence?

	Yes, always	Yes, usually	Yes, sometimes	No	Unsure
One partner slapping or pushing the other to cause harm or fear	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
One partner forcing the other to have sex	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
One partner yelling abuse at the other	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

Breaking the Silence

	Yes, always	Yes, usually	Yes, sometimes	No	Unsure
One partner preventing the other from seeing their friends and family	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
One partner repeatedly criticising the other to make them feel bad or useless	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
One partner denying the other money in order to control them	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

Q20. In your opinion, how serious are the following behaviours?

	Very serious	Quite serious	Somewhat serious	Not serious	Unsure
One partner slapping or pushing the other to cause harm or fear	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
One partner forcing the other to have sex	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
One partner yelling abuse at the other	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
One partner preventing the other from seeing their friends and family	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

	Very serious	Quite serious	Somewhat serious	Not serious	Unsure
One partner repeatedly criticising the other to make them feel bad or useless	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
One partner denying the other money in order to control them	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

Q21. Which of the following factors do you think lead to violence against women? Tick all that apply.

- ☐ Alcohol and drug abuse
- ☐ Family history of violence
- ☐ Belief in rigid, stereotyped gender roles
- ☐ Social tolerance of sexist language and behaviour
- ☐ Social norms reinforcing male dominance
- ☐ Violence-supportive culture
- ☐

Other.....

Q22. How strongly do you agree with the following statements?

	Strongly agree	Agree	Neither agree nor disagree	Disagree	Strongly disagree
Women often miss out on good jobs due to sexual discrimination	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
It is rare to see women treated in a sexist manner on television	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
On average, people in our society treat husbands and wives equally	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Society has reached the point where women and men have equal opportunities for achievement	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
The government and media show more concern about the treatment of women than is warranted by women's actual experiences	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

THANK YOU FOR TAKING THE TIME TO COMPLETE THIS SURVEY!

Appendix B: 2012 BtS Participants Interview Schedule

MOTIVATION & EXPECTATIONS FOR INVOLVEMENT WITH WHITE RIBBON'S BREAKING THE SILENCE PROGRAM:

Q. How long have you worked at your current school?

Q. What sort of experience have you had with similar programs and/or involvement with welfare roles in the past?

*E.g. 'Taking Action, Keeping Safe' anti-bullying/ 'Bounce Back!' resilience program/
Values education*

Q. What prompted you to take part in the program?

E.g. a particular incident at school; hearing about WR from another principal

Q. What changes within your school did you hope to achieve by implementing the program?

*E.g. Reduce levels of conflict aggression among students/Encourage respectful
behaviour throughout school/Want to educate students about violence against
women/Train staff to deal with violence issues*

PROGRAM IMPLEMENTATION

Q. How did you go about building a culture of respect in your school?

*Program implemented into curriculum; teaching practises; one-off activities & events
(WR day); involvement of parents and other community groups; change in policy &
procedures; extra-curricular activities
Were these strategies identified through WR training?*

Q. In what ways were you able to tailor strategies to the specific needs of your school?

E.g. dealing with a specific problem such as high levels bullying; age-appropriate messages; single sex vs. co-ed; degree of ethnic and socio-economic diversity; concerns of parents

Q. What pre-existing structures or resources within your school facilitated the process of building a culture of respect?

E.g. Staff had previous training in violence-prevention; strong parent/community involvement; policies & procedure development already involve student/staff input; student welfare is a priority at the school.

Q. Did you encounter any major challenges to implementing the program in your school?

Addressing gendered nature of violence; lack of support from staff; lack of involvement from parents; lack of time/budget; lack of support from WR

CHANGES IN SCHOOL CLIMATE

Q. In your opinion, what changes in school climate occurred as a consequence of implementing the program?

Domains include: Home/school/community, values, organisation, environment, curriculum & training. Examples of these include:

Increased communication between school and parents re. violence-prevention/respect

Forging links with relevant local community groups services e.g. police, youth services

Staff exemplify standards of behaviour expected of students

Assembly used to promote values of school

Students and staff involved in developing Code of Conduct, specifying respect/anti-violence

Revaluation of rules/policies

Develop safe places for students to meet/play

Violence prevention is covered in curriculum – promoted in a range of subjects

Students develop skills e.g. alternatives to violence, conflict resolution

Staff professional development e.g. conflict resolution and dealing with disclosures of violence.

WORKSHOP EVALUATION

Q. Which parts of the workshop content proved to be most useful?

E.g. VAW statistics; resource kit; identifying existing structures/programs in your school to support program; developing a plan for your school; networking with other principals

Q. Which parts of the workshop content did you find least useful?

CONCLUSION

Q. Reflecting back over the past year, what do you think are the major strengths and weaknesses of the program, with respect to both the training and the program as a whole?

Q. Do you have any further comments you would like to add?

Appendix C: Participant Information Statement and Consent Form



Approval No (9_13_019)

THE UNIVERSITY OF NEW SOUTH WALES & WHITE RIBBON AUSTRALIA

White Ribbon Australia's Breaking the Silence in Schools Program Evaluation

You are invited to participate in a study evaluating White Ribbon Australia's Breaking the Silence in Schools program. We hope to use your feedback in order to improve and develop the program. You were selected as a possible participant in this study because you took part in the program in 2012.

To collect data for the study, we hope to conduct surveys, interviews and develop case studies. You may participate in any or all of these components. If you decide to participate, you may complete the by downloading the attached version. The survey takes approximately fifteen minutes to complete. If you choose to download and complete the attached survey, please return it to Dr Lucy Browning via email or by fax (contact details below). By completion and submission of the survey it is understood that you have given your consent for the data to be used in this study.

In addition, if you wish to take part in an interview (with the potential to provide a case study), please contact Dr Lucy Browning by email or telephone (contact details below) to arrange a time and date for the interview. The interviews will take approximately thirty minutes and will be conducted by telephone. In order to take part in an interview, we require that you complete and return the attached consent form. Interviews will be recorded with your consent and we may wish to quote you where relevant.

The aim of this research is to collect data and feedback on your expectations of the program; your experience of implementing the program within your school; your perceptions of your school's environment, your understanding of violence against women and your opinions of the training workshops.

If you experience any discomfort or distress as a consequence of the topics raised in the survey or the interview, you are free to take a break or terminate the survey/interview. Should you require further counselling or support, we can refer you to services (listed below) that can provide confidential help and information.

Any information that is obtained in connection with this study and that can be identified with you will remain confidential and will be disclosed only with your permission, except as required by law. If you give us your permission by signing this document, we plan to publish the results in a report for White Ribbon Australia, as well as in journal articles and conference presentations. In any publication, information will be provided in such a way that you cannot be identified. We will provide you with a summary of our research findings via email upon completion of our study.

Complaints may be directed to the Ethics Secretariat, The University of New South Wales, SYDNEY 2052 AUSTRALIA (phone 02 9385 4234, fax 02 9385 6648, email ethics.gmo@unsw.edu.au). Any complaint you make will be investigated promptly and you will be informed of the outcome.

Your decision whether or not to participate will not prejudice your future relations with the University of New South Wales or White Ribbon Australia. If you decide to participate, you are free to withdraw your consent and to discontinue participation at any time without prejudice (see attached Revocation of Consent form).

If you have any questions, please feel free to contact us using the information provided below.

You may keep a copy of this form for your own reference.

For confidential help and information:

National Sexual Assault, Domestic Family Violence Counselling Service

1800 737 732

www.1800respect.org.au

Mensline

1300 78 99 78

www.mensline.org.au

Lifeline

13 11 14

www.lifeline.org.au

Relationships Australia

1300 364 277

www.relationships.org.au

Family Relationship Advice Line

1800 050 321

www.familyrelationships.gov.au

The Line Campaign

1800 695 463

www.theline.gov.au

Reach Out

www.reachout.com

Research Team Dr Jan Breckenridge Dr Michael Wearing Dr Lucy Browning	Project contact details: Dr Lucy Browning Research Assistant Centre for Gender Related Violence Studies University of New South Wales Sydney NSW 2052 t: (02) 9385 2819 f: (02) 9385 2993 e: l.browning@unsw.edu.au
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THE UNIVERSITY OF NEW SOUTH WALES & WHITE RIBBON AUSTRALIA

PARTICIPANT INFORMATION STATEMENT AND CONSENT FORM (continued)

White Ribbon Australia's Breaking the Silence in Schools Program Evaluation

You are making a decision whether or not to participate. Your signature indicates that, having read the information provided above, you have decided to participate.

.....

Signature of Research Participant

Signature of Witness

.....

(Please PRINT name)

(Please PRINT name)

.....

Date

Nature of Witness

The section for Consent should be forwarded to:

Dr Lucy Browning
Research Assistant
Centre for Gender Related Violence Studies
University of New South Wales
Sydney NSW 2052
t: (02) 9385 2819
f: (02) 9385 2993
e: l.browning@unsw.edu.au

REVOCATION OF CONSENT

White Ribbon Australia's Breaking the Silence in Schools Program Evaluation

I hereby wish to **WITHDRAW** my consent to participate in the research proposal described above and understand that such withdrawal **WILL NOT** jeopardise any treatment or my relationship with The University of New South Wales or White Ribbon Australia.

.....

Signature

Date

.....

Please PRINT Name

The section for Revocation of Consent should be forwarded to:

Dr Lucy Browning
Research Assistant
Centre for Gender Related Violence Studies
University of New South Wales
Sydney NSW 2052
t: (02) 9385 2819
f: (02) 9385 2993
e: l.browning@unsw.edu.au

Appendix D: BtS survey results

Where relevant, results from the 2009 National Community survey (McGregor 2009) are given to serve as a comparison.

Note: percentages do not always sum to one hundred due to rounding and because values for respondents who skipped questions are not shown.

*Denotes a statistically significant difference between 2012 and 2013 BtS cohorts

Demography

	2009 National community survey (%, N=10106)	Pre-BtS (%, N = 54)	Post-BtS (%, N = 21)
Gender			
Male	40	46	67
Female	60	54	33
Age			
16-24	9	2	0
25-34	13	27	21
35-44	20	21	11
45-54	20	25	32
55-64	19	23	37
65+	19	2	0
Employment status			
Employed	62	100	100
Unemployed	38	0	0
Overseas born			
Born in Australia	75	81	81
Born overseas	25	19	19
LOTE* spoken at home			
	12	13	10

*Language other than English

i. *Is the 2012 cohort more confident in their ability to introduce activities and strategies associated with the program compared to the 2013 cohort?*

How strongly do you agree with the following statements? (Scored 1-5; lower scores indicate stronger agreement)	Pre-BtS median score (N = 54)	Post-BtS median score (N = 21)
Schools should play a role in addressing violence against women by embedding models of respectful relationships	1	1
I feel confident in my ability to introduce strategies to promote a culture of respect in my school	1	1
I can identify a range of contexts within the school in which to model respectful relationships	1.5	1
I would be comfortable discussing men's violence against women with students in an age-appropriate way	1	1
I would feel comfortable in supporting activities for White Ribbon Day at my school	1	1
I would feel comfortable discussing men's violence against women with school staff	1	1

ii. *Do schools from the 2012 cohort have more structures in place to support a respectful culture than schools from the 2013 cohort?*

Do the following areas within your school involve respectful relationships education and/or modelling?	Pre-BtS % yes (N = 54)	Post-BtS % yes (N = 21)
Curriculum	75	67
Teaching practices	80	86
School policy	80	76
School climate	69	81

School stakeholder partnerships	41	48
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iii. Is the school culture more 'respectful' in the 2012 vs. 2013 cohort?

How strongly do you agree with the following statements? (Scored 1-5; lower scores indicate stronger agreement)	Pre-BtS median score (N = 54)	Post-BtS median score (N = 21)
Students are kind and supportive of one another	2	2
Students from different cultural backgrounds get along well	2	2
Students respectfully listen to each other during class discussions	2	2
Students stop other students who are unfair or disruptive	3*	2*
Students are encouraged to report bullying and aggression	2	1
Teachers treat students fairly	1	2
Teachers treat students with respect	2	2
Teachers take action to solve the problem when students report bullying	2	1

	Pre-BtS % yes (N = 54)	Post-BtS % yes (N = 21)
Does your school have regular communication with parents/carers about respectful relationships and violence prevention?	42 ^(*)	67 ^(*)
Does your school have policies that deal specifically with preventing male violence against women and girls?	13	28

Does your school have links with violence-prevention community groups and services?	33	52
Does your school provide counselling and/or support for students who have been the target of male violence against women and girls?	58 [*]	95 [*]
Are students taught about male violence against women and girls as part of the curriculum and/or additional programs?	31	52

In the past 12 months, how often have you encountered students doing the following things at your school? (Scored 1-5; lower scores indicate less frequent)	Pre-BtS median score (N = 54)	Post-BtS median score (N = 21)
Using homophobic language	2	2
Using language that demeans girls	2	3
Harassing others not conforming to dominant norms of femininity and masculinity	2	2
Making unwanted sexual advances	1	1
Teasing about bodily changes associated with puberty	1.5	2
Expressing gender-stereotyped beliefs	2	2

iv. Were participants from the 2012 cohort more aware of the causes of violence against women than participants from the 2013 cohort?

Do you think the following factors lead to violence against women?	Pre-BtS % yes (N = 54)	Post-BtS % yes (N = 21)
Alcohol & Drug abuse	100	100
Family history of violence	100	100
Belief in rigid, stereotyped gender roles	93	95

Social tolerance of sexist language and behaviour	91	81
Social norms reinforcing male dominance	89	90
Violence-supportive culture	96	90

v. Participants from the 2012 cohort would hold attitudes that were less supportive of violence against women than would participants from the 2013 cohort.

How strongly do you agree with the following statements?		Strongly agree	Agree	Neither agree nor disagree	Disagree	Strongly disagree
It is mainly men that commit acts of domestic violence	2009 National community survey (N=10106)	75		22	1	
	Pre-BtS (N=53)	33	41	13	13	0
	Post-BtS (N=20)	48	43	5	5	0
Domestic violence is more likely to occur in migrant families	2009 National community survey (N=10106)	3	6	2	15	14
	Pre-BtS* (N=53)	0	7	6	24	13
	Post-BtS* (N=20)	0	0	33	38	29
Domestic violence rarely happens in	2006 Victorian community	9		6	85	

wealthy neighbourhoods	survey (N=997)					
	Pre-BtS (N=53)	2	0	11	61	26
	Post-BtS (N=20)	0	5	0	52	43
Most women could leave a violent relationship if they really wanted to	2009 National community survey (N=10106)	13	12	1	13	10
	Pre-BtS (N=53)	2	7	17	57	17
	Post-BtS (N=20)	0	5	24	43	29
Domestic violence can be excused if the violent person genuinely regrets what they have done	2009 National community survey (N=10106)	2	9	1	10	27
	Pre-BtS (N=53)	0	0	6	22	72
	Post-BtS (N=20)	0	0	0	14	86
Women going through custody battles often make up or exaggerate claims of domestic violence in order to improve their case	2009 National community survey (N=10106)	6	18	2	9	5
	Pre-BtS (N=53)	2	0	32	49	17
	Post-BtS (N=20)	0	0	45	30	25

Are these behaviours forms of domestic violence?		% Yes, always	% Yes, usually	% Yes, sometimes	% No
One partner slapping or pushing the other to cause harm or fear	2009 National community survey (N=10106)	72	14	12	2
	Pre-BtS (N=53)	91	9	0	0
	Post-BtS (N=20)	85	15	0	0
One partner forcing the other to have sex	2009 National community survey (N=10106)	84	8	5	1
	Pre-BtS (N=53)	92	8	0	0
	Post-BtS (N=20)	95	5	0	0
One partner yelling abuse at the other	2009 National community survey (N=10106)	39	27	22	11
	Pre-BtS (N=53)	70	13	17	0
	Post-BtS (N=20)	80	15	5	0

One partner preventing the other from seeing their friends and family	2009 National community survey (N=10106)	53	19	12	15
	Pre-BtS (N=53)	83	11	6	0
	Post-BtS (N=20)	85	10	5	0
One partner repeatedly criticising the other to make them feel bad or useless	2009 National community survey (N=10106)	50	21	14	14
	Pre-BtS (N=53)	81	15	4	0
	Post-BtS (N=20)	90	5	5	0
One partner denying the other money in order to control them	2009 National community survey (N=10106)	36	19	17	25
	Pre-BtS (N=53)	83	13	4	0
	Post-BtS (N=20)	90	10	0	0

How serious are these behaviours?		% Very serious	% Quite serious	% Somewhat serious	% Not serious
One partner slapping or pushing the	2009 National community	53	40	5	1

other to cause harm or fear	survey (N=10106)				
	Pre-BtS (N=53)	89	8	4	0
	Post-BtS (N=21)	86	14	0	0
One partner forcing the other to have sex	2009 National community survey (N=10106)	81	17	2	0
	Pre-BtS (N=53)	95	6	0	0
	Post-BtS (N=21)	95	5	0	0
One partner yelling abuse at the other	2009 National community survey (N=10106)	30	50	18	2
	Pre-BtS (N=53)	66	26	8	0
	Post-BtS (N=21)	81	14	5	0
One partner preventing the other from seeing their friends and family	2009 National community survey (N=10106)	47	40	11	2
	Pre-BtS (N=53)	85	11	4	0
	Post-BtS (N=21)	86	10	5	0
One partner repeatedly	2009 National	40	45	13	2

criticising the other to make them feel bad or useless	community survey (N=10106)				
	Pre-BtS (N=53)	85	13	2	0
	Post-BtS (N=21)	90	5	5	0
One partner denying the other money in order to control them useless	2009 National community survey (N=10106)	33	43	18	3
	Pre-BtS (N=53)	85	13	2	0
	Post-BtS (N=21)	90	5	5	0

vi. Do participants from the 2012 cohort hold attitudes that are more gender-equitable than those held by participants from the 2013 cohort?

How strongly do you agree with the following statements? (Scored 1-5; lower scores indicate stronger agreement)	Pre-BtS median score (N = 54)	Post-BtS median score (N = 21)
Women often miss out on good jobs due to sexual discrimination	2	2
It is rare to see women treated in a sexist manner on television	4	4
On average, people in our society treat husbands and wives equally	4	3

Society has reached the point where women and men have equal opportunities for achievement	4	4
The government and media show more concern about the treatment of women than is warranted by women's actual experiences	4	4

Appendix E: White Ribbon Survey for BtS participants (2009 & 2010)

Structures in place to support a culture of respect within the school:

In our school:	Pre-BtS % yes
'Health promoting schools' provides a framework for our approach to social and welfare matters (N = 18)	39
Gender-based violence is predominantly a welfare matter (N = 18)	50
Respectful relationships education is treated as a matter for pastoral care (N = 18)	72
Respectful education is taught in the sexual health and relationships education curriculum (N = 17)	82
Respectful relationships education is embedded in other areas of the curriculum (N = 17)	76
There is a designated staff member at your school who deals with incidents and disclosures of violence (N = 17)	52
we have policies that deal specifically with preventing gender-based violence (N = 17)	53
we have active links with violence prevention community groups and services (N = 16)	38
we have regular communication with parents about respectful relationships and violence prevention (N = 16)	63
we actively provide counselling and support for girls who have been the target of gender based violence (N = 16)	69
we have programs for boys to help them to understand gender based violence (N = 17)	35

Attitudes and awareness about violence against women:

Does gender-based violence include?:	Pre-BtS % yes (N = 18)
Physical violence	100
Psychological and emotional abuse	100
Domestic violence	100
Sexual assault and rape	100
Economic deprivation	89
Verbal abuse	100
Sexist attitudes	94

Do the following things lead to gender-based violence?	Pre-BtS % yes (N = 18)
Alcohol and drug abuse	100
Family history of violence	94
Rigid stereotyped gender roles	100
Tolerance of sexist language and behaviour	100

Do attitudes that support gender-based violence include the following:	Pre-BtS % yes (N = 18)
Using language that demeans or belittles women and girls	100
Assuming skills and abilities are related to masculinity and femininity	89
Unwanted touching or jostling	94
Name calling and wolf whistling at women	94
The belief that some girls 'ask for it'	94
Calling girls sluts or other slurs	94
Using homophobic language (N = 14)	93

Appendix F: Checkpoints for Schools

‘*Checkpoints for schools*’ (Varnava 2000) is a self-auditing tool, designed to:

- Establish benchmark data from individual schools that will assist in later evaluation
- enable institutional self-monitoring
- raise awareness in the school of the need for or role of existing programs and procedures
- encourage a whole-school commitment to violence-prevention.

The Checkpoints, each consisting of ten statements, represent the different aspects of school life, illustrated in the form of a web.

For Checkpoints 1 to 6: tick either **in place**, **proposed** or **not in place**. Use Checkpoint 7 to add any actions not included in Checkpoints 1 to 6.

The following action plan is suggested:

1. A strategy and timetable for using *Checkpoints* are prepared.
2. A whole-school statement of intent is made, for example: “We intend to eliminate all violence at our school”. Staff, students, parents and governors subscribe to this.
3. The commitment is publicised and links are formed with outside agencies.
4. Checkpoints are integrated with other school policies and practices.
5. Statements shown as “not in place” are systematically addressed.
6. Checkpoints are established as an ongoing process with built-in monitoring.
7. Specific criteria are formulated by the school for evaluating progress in behaviour management.

The Checkpoints, a framework representing the main aspects of school life are:

- Home/school/community
- Values
- Organisation
- Environment
- Curriculum
- Training

Checkpoint 1: Home, school and community

Like every person within it, a school deserves to be protected, supported and nurtured.

Whatever safeguards there are, the school cannot be isolated from the outside world.

Parents and the local community play an essential part in the formulation of a positive school ethos. Policies promoting non-violence are more effective if parents and the local community are involved in their formulation and development and, just as children's home circumstances influence their behaviour at school, so the school can influence their behaviour outside school. The school has the capacity to support children who are experiencing emotional or other personal difficulties.

A *in place* **B** *proposed* **C** *not in place*

	A	B	C
1. The school works closely with parents, providing information and opportunities for discussion, encouraging involvement in the formulation of non-violence and anti-bullying policies.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
2. The contract or agreement between home and school includes a specific commitment to non-violence and gives guidance on how parents can help implement the policies at home and at school.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
3. Links are made with local community groups and external agencies in respect of violence prevention.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
4. The school publicises its commitment through its newsletter and by other means.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
5. Agreed standards of behaviour apply to all members of the school and to visitors.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
6. The school makes it clear that non-violent behaviour is also expected outside school and at home.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
7. Examples of conflict avoidance strategies are presented through the curriculum and supported by other school policies.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
8. The school is clear and consistent in dealing with incidents, particularly those that may amount to a criminal offence.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
9. The school takes careful note of any circumstances in the local community that might put any of its students at risk.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
10. The local press supports the school in helping to build its reputation as a safe place	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

Explanatory notes

1. A structured plan, with the involvement of the School Board, PTF or the equivalent, is made to ensure that regular communication takes place between school and home. Formal meetings, educational and social events form a home/school programme that strengthens liaison for the benefit of individual students and the school as a community. Non-violence is included in the agenda of meetings with new parents, general meetings and parents' meetings with teachers.
2. A home/school agreement or contract, drafted jointly by parents and teachers with the involvement of students and school leadership, provides an effective reference point if problems arise. The status of the agreement – as part of school policy, local education authority regulation or current legislation – is made clear from the outset.
3. Links are made with bodies working in the area of child welfare including, for example, local community safety team, child protection committee, health services, social services, neighbourhood watch, young offenders' programs, police and youth services.
4. The school publicises itself as a happy, orderly, caring, collaborative place, reporting regularly through newsletters, notice boards and student diaries.
5. Standards are agreed by all teaching and support staff, regularly reviewed, disseminated widely and made visible to students, staff and visitors. Mutual respect and tolerance are promoted.
6. Consistent emphasis is placed on self-control, personal responsibility and self-esteem. In order to help the development of these qualities, all forms of physical and humiliating punishment are prohibited. Positive discipline is consistently promoted.
7. Students study a variety of contemporary conflict situations, in both personal and social contexts, with action taken to resolve them. Students are shown everyday examples of conflict resolution. Student Representative Councils and leadership groups play a central part in this learning process.
8. A clear statement is made to all about what the school deals with and what it does not. The school calls on relevant agencies as necessary. The whole school community is made aware of the circumstances in which serious incidents – involving either criminal or potentially dangerous activity – will involve the police.

9. Community liaison and information channels are established, for example, through youth clubs, church groups and local residents' associations.

10. The school is proactive towards the press, particularly local, providing news, pictures and reports on successes and developments. Working relationships with local education journalists are cultivated.

Checkpoint 2: Values

Every school determines its own values. Values apply to self, relationships, community and the environment. Values support the general principles of equality. It is made clear that disrespect based, for example, on gender, origin, belief, culture, or disability is unacceptable and will be challenged. Formulating values is important to the personal development of each individual and to the health of the school as a community.

A in place **B** proposed **C** not in place

	A	B	C
1. Creating a secure, friendly atmosphere is accepted by all as an important aim.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
2. All members of the school participate in the development of a Code of Conduct, which specifies non-violence and is made prominent throughout the school.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
3. It is understood that the school's values apply both inside and outside school	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
4. The school ensures that its rules do not contradict external regulations or laws relating to violence-prevention.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
5. Good relationships are consistently fostered and all adults exemplify the standards of behaviour expected of students – without intimidation, threat or aggression.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
6. Mutual respect is consistently promoted and expected of everyone.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
7. The school helps everyone to adopt a sense of responsibility for one another and for the school.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
8. Violent language, the violent use of language and name-calling are systematically discouraged.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

9. All disciplinary measures are appropriate to the individual and his or her stage of development. ☐ ☐ ☐
10. Conciliatory behaviour is noted and commended and assembly is used to promote the values of the school to the whole school community. ☐ ☐ ☐

Explanatory notes

1. What most parents want from a school is a place to which they can entrust their children. For many this is as important, if not more important, than the prospect of good academic results.
2. Students, teachers and support staff are all subject to the requirements of the school's Code of Conduct. Their involvement in its construction adds to its effectiveness and facilitates its consistent application.
3. Good citizenship is underpinned by the understanding that violence is unacceptable in all circumstances. Students cannot learn too early that conforming to a high standard of behaviour in school is inadequate training if their behaviour outside falls below that standard.
4. In the case of exclusion, for example, additional Department of Education guidelines may be in place. The school's policy on when to apply statutory regulations needs to be precise and understood by all.
5. Staff training in the use of conflict resolution techniques is essential. Examples set by adults are a powerful lesson to children and serve to reinforce policy and good practice.
6. Disrespect shown by any member of the school or visitor is equally unacceptable and not overlooked or condoned.
7. Many schools have successfully involved students as buddies, peace-makers or peer supporters as part of a strategy encouraging mutual support and promoting a sense of corporate ownership of and pride in the school.
8. Many words and phrases we commonly use bring violence into our language. Their use can condition our thinking and imply an acceptance that violence is normal. An opposing team, for example, is not "the enemy"; dots are not "bullet points"; an attempt is not "having a stab at it"; competition need not be "cut-throat".

9. It is useful for staff to have information on the development of individual students in order for them to match their expectations to physical and emotional maturity. Disciplinary measures avoid physical or psychological harm or humiliation. Exclusion from activities and classrooms is seen as rejection and is, therefore, only a last resort.

10. Examples of respect, empathy and other pro-social behaviour are acknowledged and recorded. Masculinity and toughness are not presented or accepted as synonymous; femininity is not associated with weakness.

Checkpoint 3: Organisation

To demonstrate that violence can have no place in a healthy school, it is important for existing policies and procedures to be reviewed and reference made to the essential link between behaviour and learning. Behaviour policy and procedures are made integral to school organisation, firmly based on a whole-school consensus.

A in place **B** proposed **C** not in place

	A	B	C
1. There is a budget for the implementation of non-violence policies.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
2. The induction of new students, teachers, support staff and School Boards/PTF includes the presentation of violence-prevention policies and procedures.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
3. The timetable and daily routines are scrutinised to ensure they do not increase the chances of conflict occurring.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
4. The school ensures that its rules, for example on uniform or releasing students from the classroom, do not become a cause of conflict.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
5. Students regularly discuss violence prevention at circle time or in a school council, preferably supported with their own budget.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
6. There are student and staff mediators and all members of the school are encouraged to seek help and advice if needed.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
7. Potential victims and aggressors are identified early and support given to pre-empt difficulty. Students themselves and, as appropriate, parents are involved.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
8. A record is kept of incidents and a regular survey is carried out to inform, complement and reinforce policy.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

9. All members of the school are familiar with emergency procedures, including those relating to visitors or intruders. ☐ ☐ ☐
10. All staff know who is the designated person for child protection matters and are familiar with procedures on disclosure and Department of Family and Community Services guidance on child protection ☐ ☐ ☐

Explanatory notes

1. Policies and practices that benefit from a dedicated budget are more likely to stimulate action, regular review and updating.
2. All new students and staff are briefed on anti-bullying policies and procedures. Note is taken of the scale of both student and staff turnover to ensure that non-violence maintains a consistently high priority throughout the school.
3. The structure of the school day, like the environment or the architecture, has an effect on student behaviour. For example, close attention to the juxtaposition of activities, length of breaks, time allowed for movement between lessons, accessibility to equipment and belongings can help greatly to eliminate “pressure points”.
4. Careful scrutiny of policies and rules is an effective means of eliminating anomalies that, in themselves, can lead to disputes or conditions that invite indiscipline. Any rules on school uniform, for example, are bound to be tested and cause disagreement; firstly, because peer influence is usually stronger than school rules and, secondly, because a rule that aims to promote consistency may be inconsistently applied.
5. Where circle time, school council or peer support are built into the routine, students are more likely to commit to the principles of empathy and respect. The positive and negative effects of peer pressure can be explored and emphasis placed on the need to establish norms of behaviour by excluding violence.
6. Mediation between staff-student and student-student serves as a framework for developing skills in anger-management and resisting adverse peer pressure.
7. Warnings of potential difficulty for particular students are acted upon, with the early involvement of parents. Support is provided for students with specific difficulties and those with a need for personal skills training. All staff are kept informed.

8. All staff note and report incidents of verbal or physical abuse. Records of different types of incident illustrate trends and help to guide action to be taken.

9. Regular checks are made to ensure that emergency procedures are in place, well understood and practised routinely. Security measures, CCTV for example, are only effective with proper monitoring.

10. All staff are required to be alert to signs of abuse and know to whom they report any concerns or suspicions. A designated, trained member of staff is responsible for coordinating action within the institution and liaison with other agencies, including an Area Child Protection Committee or the equivalent interagency committee.

Checkpoint 4: Environment

The quality, visual appearance and security of the school premises greatly influence the way people work, play and relate to one another. Effective teaching and learning need an environment that matches the school's aims and ethos. Everyone benefits from being comfortable, safe and unhindered.

A in place **B** proposed **C** not in place

	A	B	C
1. Students share in the management of the school environment to reduce the risk of aggressive or violent behaviour.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
2. The premises are kept visually attractive with high quality displays that are relevant, well-positioned and regularly updated.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
3. People movement is free-flowing; overcrowding is avoided.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
4. Suitable furniture and carpeted areas are provided to allow for cooperative play and social interaction.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
5. Buildings, facilities and equipment are treated with respect; litter and vandalism are dealt with promptly to prevent escalation.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
6. Temperature, lighting and ventilation are of a suitable standard and regularly checked, creating an environment conducive to positive attitudes and enjoyable learning.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
7. Outdoor spaces have designated social areas, shelter and secure places for cars and bikes.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

8. A health and safety risk assessment is carried out, with maintenance completed regularly ☐ ☐ ☐
9. Expert advice on security is sought and security measures are in operation. ☐ ☐ ☐
10. There is safe-keeping for students' belongings and arrangements for retrieving lost property. ☐ ☐ ☐

Explanatory notes

1. Students can be involved effectively at all stages: in consultation, monitoring and reporting problems and as members of a 'safe-school committee'.
2. The general working environment: colour, light, cleanliness, space, décor and many other factors can affect mood. A pleasing environment encourages positive behaviour which, in turn, enhances learning.
3. Overcrowding can be alleviated by staggered breaks or student guides at strategic points of the premises. Routes through the school are signposted.
4. Noise reduction is an important objective. Carpeting, furnishing and plants enhance the working environment. Furniture appropriate to the age of students is essential. Round dining tables create a more sociable atmosphere than rectangular.
5. Any maintenance work is carried out efficiently. All staff including administrative and maintenance staff are centrally involved in shaping policy and procedures that relate to the premises. Sufficient litter-bins are provided and students take a positive interest in maintaining high standards.
6. Personal comfort has an important bearing on behaviour, reducing the risk of irritability, protest or aggression.
7. Safe places for children to meet and play, with a variety of resources, are provided. Outdoor spaces have clearly designated areas for sport and physical activities. Car and bike shelters, entrances and exits are well-lit.
8. The site is kept clear of potentially dangerous items that might be misused, for example, builders' rubble, metal objects, glass or tools. Health and safety considerations include basic human needs: clean toilets, showers, drinking water and nutritious food.

9. Security devices act as a partial deterrent to violence. Patrols and regular observation can help to give members of the school community confidence in their safety.

10. An efficient system of safe-keeping removes temptation and the source of friction and anxiety. Students are strongly advised not to bring valuable or unnecessary possessions into school.

Checkpoint 5: Curriculum

Since violence in society is seen to be common, violence-prevention must be a high priority in the school curriculum. The curriculum – particularly in respect of PDHPE and other social issues courses – provides opportunities for students to gain self-confidence and self-esteem, building relationships and learning to demonstrate respect, value and care for others without prejudice or discrimination. All teaching and support staff can individually develop their own work to include and promote nonviolence. Violence-prevention programmes are most effective when developed in collaboration with students, parents, governors and the wider community.

A in place **B** proposed **C** not in place

	A	B	C
1. Non-acceptance of violence is prominent in the planning and delivery of the curriculum and the school's strategic plan.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
2. Students are taught about violence, its types and consequences and non-violent alternatives.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
3. Non-violence is presented in interactive ways and students with different needs and interests are equally involved.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
4. Alternatives to violent reactions are demonstrated, for example in physical education and games, where emphasis is placed on cooperation and accepting arbitration.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
5. A Personal Development Programme focuses on the whole person and the importance of appropriate social behaviour. It emphasises the relationship between rights and responsibilities.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
6. Relationships, sex education and parenting skills are together an integral part of the curriculum.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
7. Extra activities which encourage cooperation are provided to engage	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

students at unsupervised times.

8. Media treatment of violence is studied and critical viewing skills are developed. ☐ ☐ ☐

9. Representatives of outside agencies promoting pro-social behaviour contribute to the curriculum and provide information on services and helplines. ☐ ☐ ☐

10. Specific advice is given on personal safety. ☐ ☐ ☐

Explanatory notes

1. Non-violence appears in the curriculum in its own right. Class teachers and subject specialists investigate how non-violence can be promoted in their area of the curriculum taking into account the contexts in which violence occurs.

2. Students are helped to understand what is meant by violence – physical and psychological. They learn about different forms of violence, including bullying, domestic violence, racial hatred, sexual abuse, violence in the media and war. They discuss “play-fighting”.

3. Students learn about violence, not only from information but also through role-play, drama and debate. Interactive teaching methods are far more engaging than a lecture. Programmes which rely solely on printed information are less effective because they cannot demonstrate the skills required to deal with violence.

4. Opportunities arise across the curriculum for studying the consequences of violence, for example in history or literature. From these examples, students can formulate alternative, nonviolent outcomes.

5. A Personal Development Programme which focuses on each student as an individual and which has a prominent place in the curriculum provides the context in which to foster non-violence in respect of values, attitudes and behaviour.

6. In parenting programmes, students learn about the alternatives to smacking and subsequent benefits for family life.

7. Playground games, physical activities and sports are usually competitive and may involve aggression. Where this is so, control is essential. Losing without anger or resentment is as

important as winning without boasting. Key skills, such as problem-solving can be developed equally well in football as in chess.

8. All students learn to distinguish between factual and fictional violence, including choreographed violence, realistic fiction, comic violence and real-life violence. Learning activities in the home – other than watching television – are strongly encouraged.

9. Visiting speakers from organisations which have telephone helplines explain their services and ensure that students are aware of the assistance available to them.

10. The school considers the need for personal safety training for both staff and students.

Checkpoint 6 - Training

Regular training for all teaching and support staff is provided to reinforce pro-social behaviour through the curriculum, in policies and in setting good examples. Discussion on violence is arranged between staff, students, parents and governors, exploring its causes and effects and why improving behaviour is an objective for the school. Induction and in-service training in specific aspects of violence are provided for staff with a designated person responsible. Links are formed with other schools and agencies. The following is a list of some of the areas an anti-violence training programme might include.

A in place **B** proposed **C** not in place

	A	B	C
1. The different types of violence – physical and non-physical, their causes and consequences.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
2. Anatomy of an incident: danger signals, involvement, witnessing, the aftermath.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
3. Bullying as a through-life phenomenon and the possible link between bullying and parental smacking.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
4. The relationship between violence and power, feelings and behaviour, and the value of positive discipline.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
5. How changes in children's personal lives can result in changed behaviour.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
6. Changing the culture of acceptance of bullying – at school and elsewhere.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

- | | | | |
|--|--------------------------|--------------------------|--------------------------|
| 7. Intervention to break the progression from minor to major incident:
from disagreement to anger, to aggression, to a push, to violence and to
revenge. | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |
| 8. Problem-solving techniques used to prevent conflict. | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |
| 9. Being a good listener and a reliable witness. | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |
| 10. Violence, the law and human rights. | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |

Explanatory notes

1. Staff members are made aware of the various manifestations of physical and non-physical violence. They accept that the roots of violent behaviour lie in childhood and recognise the risk factors associated with children developing violent attitudes.
2. Anatomy of a violent incident: analysis of the constituent parts of an incident provides a good lesson in how to act effectively. A simple formula – **Anticipation, Behaviour, Consequence** is a useful guide to the process.
3. Bullying in the workplace is an acknowledged problem. It takes the form of unwanted, offensive, humiliating, undermining behaviour towards an individual or groups. Such attacks are typically unpredictable, irrational and discriminatory. They can cause chronic stress and anxiety leading to ill-health and mental distress.
4. Analysis of the causes of conflict often reveals a close relationship between power or the desire for it and the use of violence. Separating these two factors helps promote understanding and can guide preventative action.
5. There is a need for information, understanding and sensitivity when dealing with aggressive or violent incidents. It is necessary to know what action can be taken to support the individual child and change behaviour.
6. Staff members acknowledge that violence is a learnt behaviour, that “low-level” violence invites more serious violence, and that the cycle of adverse influence of generation upon generation has to be broken. A community that aspires to non-violence is prepared to challenge and intervene.
7. It is frequently the case that violence occurs as a result of an escalation from resolvable conflict. Role-play is a useful training method for demonstrating this and suggesting how acceptable alternatives to violence can be found.

8. Staff training can be doubly effective when closely related to students' own deliberations. A staff/student common agenda is a powerful tool. In-service training is a valuable opportunity for staff to consider their values, attitudes and expectations and identify ways in which students can be encouraged to confront and resolve difficult matters.

9. Accurate reporting of incidents is a pre-requisite of all follow-up action, particularly where official reports or records are required. Being a witness and required to describe an unknown person, for example, demands particular observational skills.

10. Changes in the law and regulations that apply to teachers and the complex nature of their work require them to review, update and add to their knowledge. Regulations on the restraint of children are particularly important in the context of the school's aim to eliminate violence.

Checkpoint 7 -Other initiatives

Every school is unique. Its particular, local circumstances will shape the way it operates. Student conduct and its relevance to the school's ethos and performance will have been addressed in various ways. This concluding Checkpoint invites schools to add any initiatives or practice not covered elsewhere. These are some of the examples collected from a number of schools:

- The creation of a "quiet place" helped to lower tension and avoid dispute.
- Differences between boys and girls – as bullies or victims – were debated.
- Poetry writing was stimulated by discussion on bullying.
- *Checkpoints* was used as the basis for a new School Development Plan.
- Students published their own 'Charter for Non-Violence'.
- *Checkpoints* provided a context for reviewing child protection policy.
- Trainees on teaching practice became involved in the process and a record of their experience was included in their academic course of study.
- The school devoted a term to the theme of "The human value of non-violence".
- The school initiated inter-agency collaboration on anti-bullying, involving the police, social services and local businesses.

Participants to fill in their own individual strategies and activities.

A in place **B** proposed **C** not in place

	A	B	C
1.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
2.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
3.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
4.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
5.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
6.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
7.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
8.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
9.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

Appendix G: Further recommended BtS outcome measures

Summary:

Four measures are presented here to assess the self-reported attitudes and behaviour of students, as well as school climate. Specifically, there is a measure of: (A) endorsement of aggression and alternatives to aggression; (B) aggressive behaviour; (C) school climate; and (D) dating violence. Measures A – C are suitable for primary and secondary schools; measure D is only suitable for secondary school. Together the instruments sum to 64 individual items.

Unless stated otherwise, all measures are taken from:

Dahlberg LL, Toal SB, Swahn M, Behrens CB (2005) Measuring violence-related attitudes, behaviors, and influences among youths: a compendium of assessment tools, 2nd ed., Atlanta, GA: Centers for Disease Control and Prevention, National Center for Injury Prevention and Control

ATTITUDES:

A. Individual endorsement of aggression and alternatives to aggression

These items measure students' own evaluations (individual endorsement) of other students engaging in certain behaviours. Respondents are asked to indicate whether they would like the behaviour, would not like it, or would not care.

1. How would you feel if a kid in your school ignored a rumour that was being spread about him or her?
3. How would you feel if a kid in your school hit someone who said something mean?
5. How would you feel if a kid in your school told another student who was starting to get into a fight that there's a choice between fighting and other ways of solving problems?
7. How would you feel if a kid in your school yelled at someone who said something mean?
9. How would you feel if a kid in your school asked a teacher or another adult for help when challenged to a fight after school?

11. How would you feel if a kid in your school apologized to someone that he or she accidentally bumped into in the hall?
13. How would you feel if a kid in your school threatened someone who said something mean?
15. How would you feel if a kid in your school told another student to “stop and calm down” when the other student started to get into a fight?
17. How would you feel if a kid in your school hit someone who hit first?
19. How would you feel if a kid in your school hit someone for no reason?
21. How would you feel if a kid in your school threatened someone because that person yelled first?
23. How would you feel if a kid in your school avoided a fight by walking down a different hall to class?
25. How would you feel if a kid in your school listened to a friend's side of the story, even though the two were in an argument?
27. How would you feel if a kid in your school yelled at someone for no reason?
29. How would you feel if a kid in your school yelled at someone who yelled first?
31. How would you feel if a kid in your school threatened someone for no reason?
33. How would you feel if a kid in your school threatened someone who hit first?
35. How would you feel if a kid in your school took a deep breath when he or she started to lose his temper?

Scoring and Analysis

Point values are assigned as follows:

Like it = 3

Not like it = 1

Not care = 2

Two subscales are included in this assessment. Point values for responses in each subscale are summed and then divided by the total number of items in the subscale:

Individual Norms for Aggression: Includes items 3, 7, 13, 17, 19, 21, 27, 29, 31 and 33.

Individual Norms for Alternatives to Aggression: Includes items 1, 5, 9, 11, 15, 23, 25 and 35.

CLASSROOM CLIMATE:

B. Classroom climate scale:

These items measure three components of students' or teachers' perceptions of their classroom climate: student-student relationships, student-teacher relationships, and awareness/reporting. Respondents are asked to indicate the extent to which they agree or disagree with a series of declarative statements.

Student-Student Relationships

1. Students are kind and supportive of one another.
2. Students from different social classes and races get along well.
3. Students stop other students who are unfair or disruptive.
4. Students get along well together most of the time.
5. Students respectfully listen to each other during class discussions.
6. Students make friends easily.
7. Students enjoy being at school.

Student-Teacher Relationships

8. Teachers treat students with respect.
9. Teachers praise students more often than they criticize them.
10. Teachers treat students fairly.
11. Teachers take the time to help students work out their differences.

Awareness/Reporting

12. Students feel free to ask for help from teachers if there is a problem with a student.
13. Teachers know when students are being picked on or being bullied.
14. Students are encouraged to report bullying and aggression.

15. Students know who to go to for help if they have been treated badly by another student.
16. Students report it when one student hits another.
17. Teachers take action to solve the problem when students report bullying.
18. Students report it when one student teases or makes fun of another.

(Items 1, 2, 5, 6, 7 and 9 were adapted from Vessels, 1998.)

Scoring and Analysis

Point values are assigned as follows: strongly disagree = 1; somewhat disagree = 2; somewhat agree = 3; strongly agree = 4. Point values are summed and then divided by the total number of items for each subscale. Intended range for each subscale is 1-4.

Student-Student Relationships: A higher score indicates a more positive relationship among students.

Student-Teacher Relationships: A higher score indicates a more positive relationship between students and teachers.

Awareness/Reporting: A higher score indicates a stronger awareness of the need for reporting violent incidents.

BEHAVIOUR:

C. Problem Behaviour Frequency Scale

These items measure the frequency of physical aggression, non-physical aggression, and relationship aggression. Respondents are asked to indicate how often a particular problem behaviour has occurred in the past month.

In the last 30 days, how many times have you ...

Physical Aggression

1. Thrown something at someone to hurt them?
2. Been in a fight in which someone was hit?
3. Threatened to hurt a teacher?
4. Shoved or pushed another kid?
5. Threatened someone with a weapon (gun, knife, club, etc.)?

6. Hit or slapped another kid?
7. Threatened to hit or physically harm another kid?

Non-Physical Aggression

8. Insulted someone's family?
9. Teased someone to make them angry?
10. Put someone down to their face?
11. Gave mean looks to another student?
12. Picked on someone?

Relational Aggression

13. Didn't let another student be in your group anymore because you were mad at them?
14. Told another kid you wouldn't like them unless they did what you wanted them to do?
15. Tried to keep others from liking another kid or more by saying mean things about him/her?
16. Spread a false rumour about someone?
17. Left another kid out on purpose when it was or more time to do an activity?
18. Said things about another student to make other students laugh?

Scoring and Analysis

Point values for each subscale are assigned as follows:

Never = 1

1-2 times = 2

3-5 times = 3

6-9 times = 4

10-19 times = 5

6-20 or more times = 6

Point values are summed for each subscale. High scores indicate higher levels of aggressive behaviour.

D. Conflict in Adolescent Dating Relationships Inventory – Short Form²

Fernandez-Gonzalez et al (2012) Measuring adolescent dating violence: development of 'conflict in adolescent dating relationships inventory' short form. *Advances in Mental Health*, 11(1): 35-54

Wolfe et al (2001) Development and validation of the conflict in adolescent dating relationships inventory. *Psychological Assessment*, 13(2): 277-293

Response choices for each item were defined as *never* (this has never happened) = 0, *seldom* (this has happened only 1–2 times) = 1, *sometimes* (this has happened about 3–5 times) = 2, and *often* (this has happened 6 times or more) = 3.

The following questions ask you about things that may have happened to you with your boyfriend/girlfriend while you were having an argument. Check the box that is your best estimate of how often any of these things have happened with your current or ex-boyfriends/girlfriends in the past year.

Physical abuse:

I kicked, hit, or punched my partner

I slapped my partner or pulled my partner's hair

Threatening behaviour:

I threatened to hurt my partner

I threatened to hit or throw something at my partner

Sexual abuse:

I touched my partner sexually when he/she didn't want to me to I forced my partner to have sex when he/she didn't want to

Relational abuse:

I said things to my partner's friends about my partner to try and turn them against him/her

² Not in Dahlberg et al 2005.

I spread rumours about my partner

Verbal/emotional abuse:

I spoke to my partner in a hostile or mean tone of voice

I insulted my partner with put-downs