"Picturesque and picture perfect"?

Understanding the views of Children and Young People in relation to Violence Against Women and Girls in Jersey

Findings of the Survey and Focus Groups carried out by AVA.

January 23 – March 23
Principal Author: Fee Scott

1. Introduction

I met over 80 students over the course of three trips to Jersey between January and March 2023. Their generous gifts of time, honesty and ideas have been invaluable in helping me to understand the issues and feelings about violence against young women and girls on the Island. It's not easy talking to a new person about some of these challenging subjects but had they not felt some trust and invested in our discussions, then this report would read very differently.

Nearly 1800 children and young people aged 11-25 completed the survey online; a figure that far exceeded our expectations and made for a rich data set to work from. I am grateful for everyone who completed the survey and made their views count.

Many reports have been written about the issue of VAWG, in the UK and further afield, containing thousands of words and spanning several decades of research. It would have been easy for the Government of Jersey to lift generic findings and recommendations from previous reports, and it shows a particular commitment that they commissioned a specific report. Jersey is a unique place and the experiences of children and young people growing up on the island are specific to this context.

The feelings and thoughts of young people, in their own words, take centre-stage in this report. There are conclusions and recommendations here that are like other, similar enquiries in both the UK and further afield but the direct words of young people root these to the specific context in which they live. There are a number of other reports or pieces of research referred to that have a bearing on what was discovered through this research. But the report was led by the children and young people who completed the survey and those who participated in the focus groups.

I hope that we can afford the children and young people who took part in this research, the respect and acknowledgement they deserve, by making this report widely available and accepting and making progress on the recommendations. Those I spoke to in person had a degree of cynicism about whether change was possible. But they also talked of hope. And this report speaks to their hope.

2. Background and Methodology

The Government of Jersey commissioned AVA (Against Violence and Abuse) to undertake some work with children and young people to explore the following.

1. What they feel constitutes violence against women and girls (VAWG) and the different forms it can take.
2. Their experiences of cultural norms that contribute to VAWG at school and across the island.
3. What education they had received about VAWG
4. Accessing support both from school and other places.
5. What they felt needed to change.

The Survey was designed with separate groups of students from Jersey College for Girls and Victoria College in early January 2023. These colleges were chosen since issues of VAWG were originally identified by students in these settings in 2021. Specific workshops were held to allow students to shape the design with specific focus on the language used and the relative weighting of each section on incidence, attitudes and support.

The subsequent feedback from these students was that they could see their words and issues reflected in the survey and felt a degree of ownership of the finished document.

The young female students in particular wanted to address their peers directly at the beginning of the survey to encourage them to respond. They were particularly keen to speak proactively to young men and boys in case they read only the title of the survey and perceived that it wasn't intended for them to complete. Below are the messages they wrote to their peers.

A message for young women and girls

Please complete this survey.

And please encourage your friends to complete it. It really is an important opportunity for you to feed your experiences and views directly into the Government of Jersey.

All women are vulnerable to sexual violence and abuse, and young women and girls are particularly vulnerable. The government wants to address this problem urgently but in order to do the right things it has to hear directly from young women and girls.

A message for young men and boys

Please complete this survey.

You might read the title of this survey and think "that's not important for me!"

But please, we really encourage you to complete the whole survey. Why?

This is your opportunity to be heard when young men tell us they often feel neglected.

The issues of violence and abuse against women affect those women close to you; sisters, girlfriends, mothers, friends.

Violence against girls and young women is a big issue.

Young men tell us they are fed up of being seen as part of the problem, and like they are all 'bad'.

You might want to be part of changing how it is to grow up on Jersey.

The Survey was live and available online from 11th January until 10th February 2023. Communication to schools was from the Government of Jersey Criminal Justice

Policy team via each secondary educational institution and Highlands College. It was also directed to the Jersey Youth Service and the Jersey Football Association.

Most schools highlighted the survey in an assembly and then followed this up with dedicated time for promotion and completion in either a PSHE lesson or in form group time. Posters with QR codes from which the survey could be accessed were also sent to all schools as an additional means of promoting the survey to students.

The survey was designed to obtain a general set of views from a wide number of young people regarding the nature of gendered violence and their knowledge and understanding of it. It avoided asking about personal experiences, beyond one closed question enquiring whether they had experienced any form of VAWG. This was a deliberate decision given the ages of those responding, and the legitimate safeguarding concerns about asking for information in an anonymous survey without then being able to provide support to children and young people.

The survey was followed by focus groups facilitated by the lead researcher. These groups were designed to direct conversations to a deeper exploration of some of the survey findings. To maintain a safe space for participants, they were not asked about their own experiences of violence and abuse. However, as can be seen in some of the direct comments from students, personal experiences did organically emerge. There was a teacher or other staff member in all but one focus group, and in all settings, a named person who could provide support or debriefing for students if any issues raised were distressing.

Educational institutions, sports associations and the Jersey Youth Service were keen to take part in the focus groups and 13 were initially planned. Because of the intensity of the topic, the ages of the young people, and the need typically, to fit groups around the school day, sessions were between 1.5 and 2 hours in duration.

3. Survey Results

The Survey was live from 11th January to 10th February 2023 and there were 1798 responses, which was higher than anticipated. The gender breakdown is shown in the graph below.

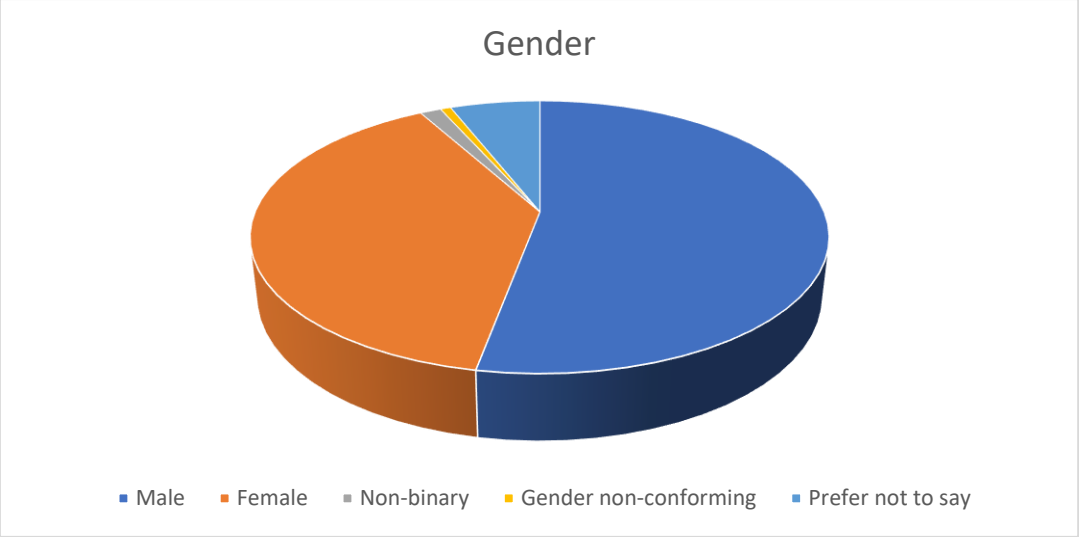


Figure 1. Gender of survey respondents

It was surprising to the research team that most respondents (53%) were young men and boys, with only 39% being young women and girls. This may in a large part be due to one of the single sex schools having far fewer respondents than anticipated. The mixed sex schools generally had an even mix of boys and girls, with only Highlands College showing a much higher rate of completion by young women.

In fact, there were some large differences between completion rates across all schools, as shown in the table below.

Category	Number of responses	Percentage of total responses
De La Salle	398	22.3%
Grainville	294	16.4%
Victoria College Jersey	277	15.5%
Jersey College for Girls	243	13.6%
Hautlieu	164	9.2%
Not Answered	110	6.2%
Haute Vallee	86	4.8%
Highlands	83	4.6%
Beaulieu	81	4.5%
Le Rocquier	20	1.1%
Other	12	0.7%
Les Quennevais	10	0.6%
Employed	9	0.5%
University	2	0.1%

Figure 2. Respondents to survey by school

These differences may be explained by time pressures, insufficient resources, or potentially, the relative importance and priority given to the issues. Exploring the precise reasons are outside of the scope of this report but will be useful in future exploration and discussions by the Task Force.

The ethnic identity of respondents was approximately in line with the island as a whole as seen in figures 3 and 4 (1)

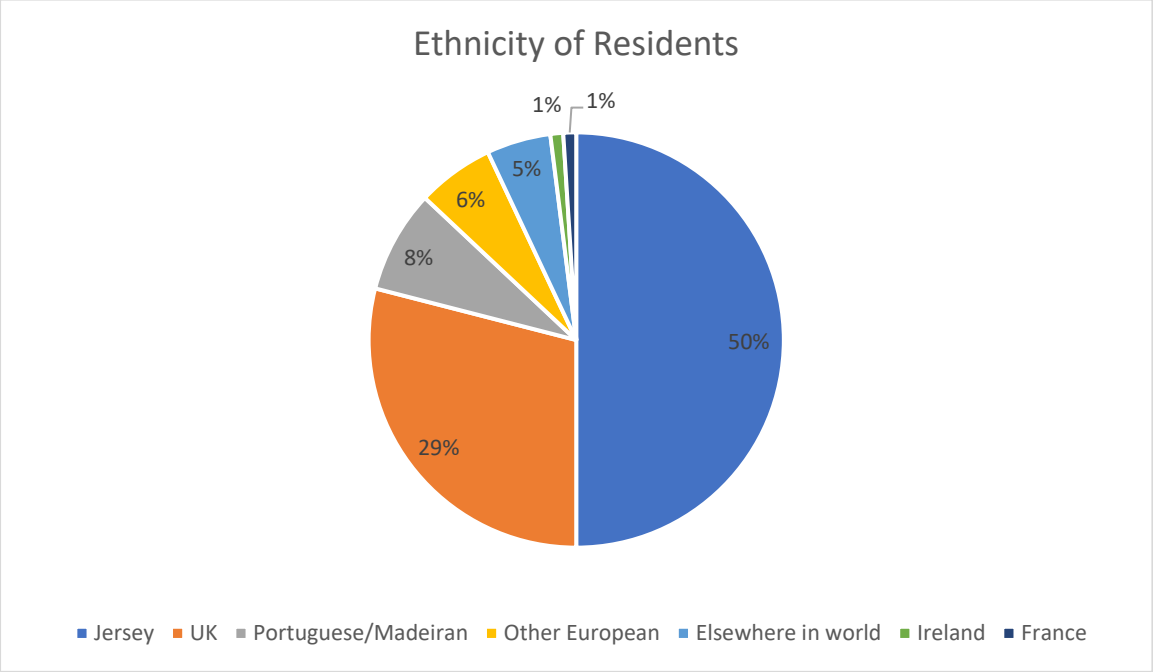


Figure 3. Jersey Demographics; ethnicity

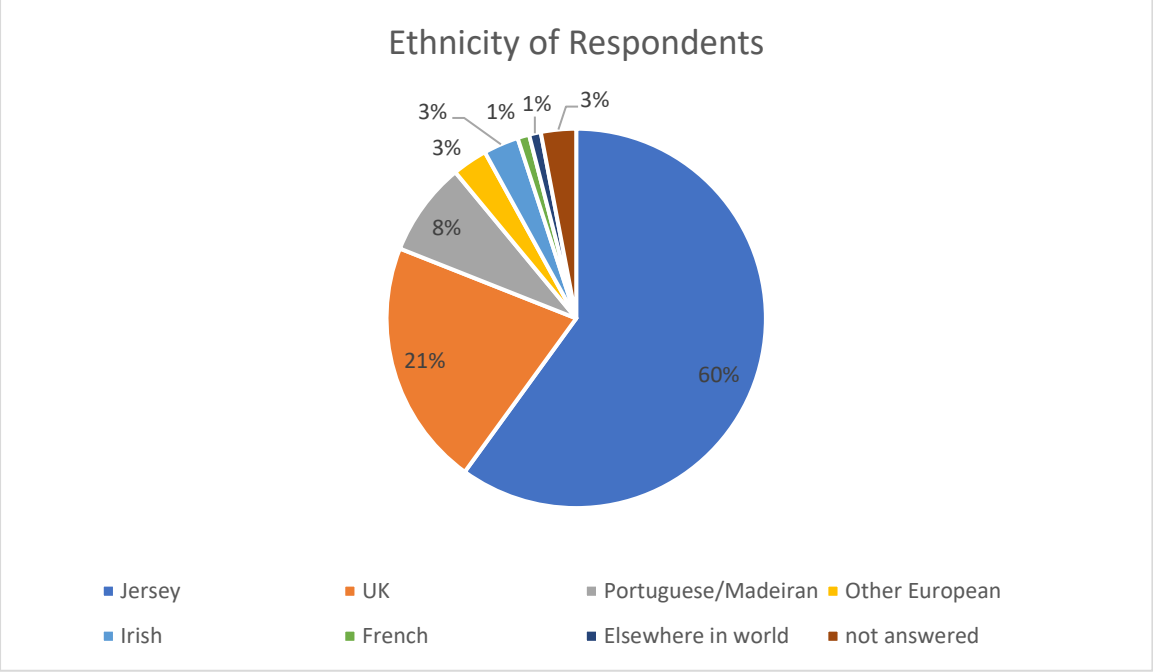


Figure 4. Survey Respondents 2023

In addition, 4% of the respondents identify as Asian (Chinese, Thai or Indian) and 4% as Black (African or Caribbean), numbering 75 and 78 respectively.

Two other demographic points to note from survey respondents are that:

- the number of non-binary and gender non-conforming students were 38 in total, representing 2% of the respondents. There is no corresponding data from the whole population.
- 16% of respondents describe themselves as Disabled, again, in line with available data for the whole Jersey population which shows 14% define as Disabled (2).

4. Focus groups

The first six focus groups were facilitated on 30th and 31st January and the final four on 27th and 28th February 2023. A total of 64 young people attended focus groups from Jersey College for Girls, Victoria College, Hautlieu, Le Rocquier, Les Quennevais, Haute Vallee, Grainville, Highlands, Jersey Football Association and Jersey Youth Service. A total of 43 young women and girls and 21 young men and boys took part in the focus groups.

The students who took part in focus groups were broadly representative in terms of disability, ethnicity, sexuality and gender identity but for reasons of anonymity, given the small number of students, these demographics were not formally collected.

One school (De La Salle) was scheduled to take part, but the group was cancelled due to the researcher's flight delay on the day. One other school (Beaulieu) was invited to participate but cancelled shortly before the scheduled date. Whilst the boy's school, De La Salle, engaged nearly 400 students in completing the survey, the number of responses from the girls school, Beaulieu, were very small (81) relative to other establishments.

The limitations of the focus groups included:

- the need to 'steer clear' of exploring direct experiences in order to avoid triggering participants
- the length of time available, typically 1.5 hours with each group of between four and nine students
- the decision not to conduct focus groups online to prioritise the safety and wellbeing of the children and young people

5. Themes

Perceptions of safety

"*It's illusory how safe it is" (F 16)*

67% of all participants in the survey felt that Jersey was safer than other places, with the UK being the most frequent comparator.

In the focus groups, the discussion of this perception was explored and explained by young people in terms of the relatively rare occurrence of 'serious' crimes such as murder. Young people felt that since Jersey was smaller, people are more noticeable and accountable. Further, that since "*everyone knows someone who knows someone"*, it was difficult to get away with bad behaviour and that the police find it easier to solve crimes. Some of the young people had come to live on the island because it was seen as safer for them, and this view was one commonly heard from parents.

The small size of the Island was often referenced as a reason for it being safer, including the sense of community it invoked.
"I feel like people in Jersey are more likely to help me if I'm in trouble" (F 16)
However, there were several students in focus groups who held alternative views and were more cynical about the belief in the island being safer.

"It is expensive to live on Jersey, so people justify the expense by saying it is safe" (F 16)

"It's important for people to say that Jersey is safe to attract tourists" (F 16)

"We convince ourselves that Jersey is safer, because of its reputation – even if this conflicts with our experiences" (F 17)

"The culture in Jersey is that if you have money, you can do what you like" (M 17)

"If Jersey was scaled up in population size, wouldn't it just be as unsafe as places on the mainland?" (M 17)

"People who think Jersey is safer for these kinds of things, probably hasn't experienced them" (F 15)

"Jersey is a finance centre and the people who can afford to live here want it to look good" (M 17)

"There's definitely a lower crime rate in Jersey – older rich people so don't need to steal" (M 15)

Gender and perception of safety

Of those who felt Jersey was safer, 60% were boys and young men, 34% were girls and young women, and 2% were non-binary or gender non-conforming.

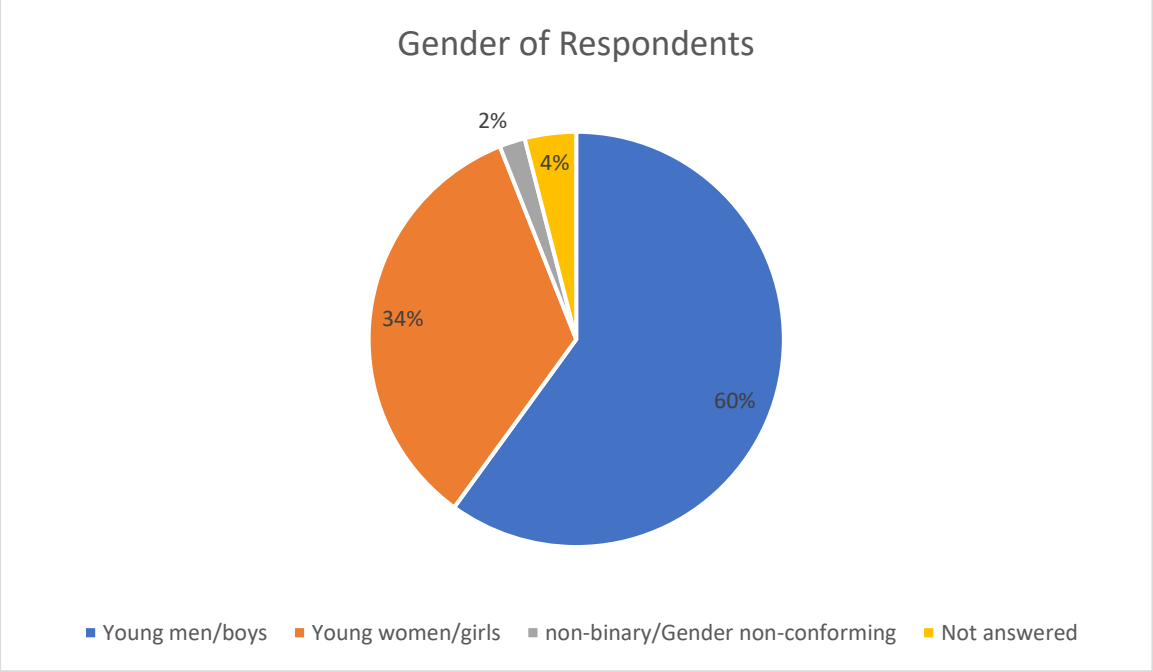


Figure 5. Respondents answering yes to whether Jersey was safer than other places.

The students in focus groups made sense of this finding of gender difference through the following views.

"Men would say it's a safe place – because they are not affected by it" (F 16)

"Girls worry about their safety – boys don't have to" (F 17)

"If I am walking at night with my girlfriends, I won't leave a girl alone, I'd wait until their lift came – but boys don't worry about this" (F 16)

"Boys don't feel like they have to worry as it happens to them less, so they don't have to think about it" (F 16)

"You look up 'women's safety on Amazon and you get key chains, personal alarms and anti-drink spiking scrunchies. You look up for men and it's all construction clothing and boots…..!" (F 19)

Ethnicity and perception of safety

The survey data from those from ethnic backgrounds other than White Jersey or White British were interesting since they were broadly in line with the 67% of the overall sample who felt that Jersey was safer than elsewhere. The figures for other groups include.

- 65% of those with Portuguese/Madeiran background felt Jersey was safer.
- 69% of those with Polish heritage felt it was safer.
- 72% of those from Asian backgrounds (Chinese, Indian, Thai) felt Jersey was safer.
- 62% of those with Black African or Caribbean heritage felt Jersey was safer.

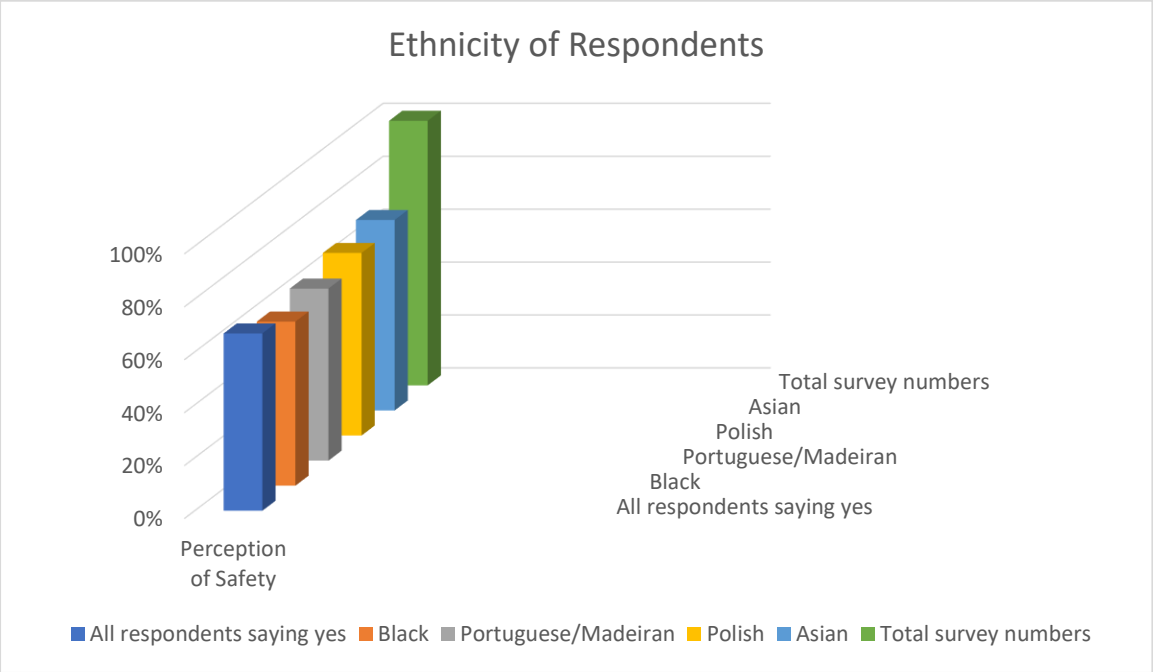


Figure 6. Respondents answering yes to whether Jersey was safer than other places.

It appears that children and young people from diverse ethnic groups experience Jersey as safer than other places in much the same proportions as the whole sample. What cannot be gleaned from these data is whether this is a comment upon the positive nature of Jersey itself or alternatively, related more to perceptions of extreme racism and risk on mainland UK or other countries. It is worth noting that the figures for perception of safety were lowest for Black African and Caribbean respondents. However, the data are taken from small sample sizes and should be indicative rather than scientifically precise.

Age, risk and perception of safety

It might be expected that the older the age of the young person, the safer they felt Jersey to be, given that aging typically leads to greater personal resources, independence and agency. However, the opposite is true, with 37% of those believing Jersey was safer being aged 11-14, dropping to 21% of those aged 15-16 and 7% of the 17+ age group.

This may be understood as the younger age group being shielded from things that might worry them by their parents and them taking the views of parents and adults more at face value. Older teenagers may have access to more information and greater cognitive capacity to make sense of what they have.
In addition, analysis of the data from the survey shows a correlation between having experienced any form of sexual or domestic violence, and age.

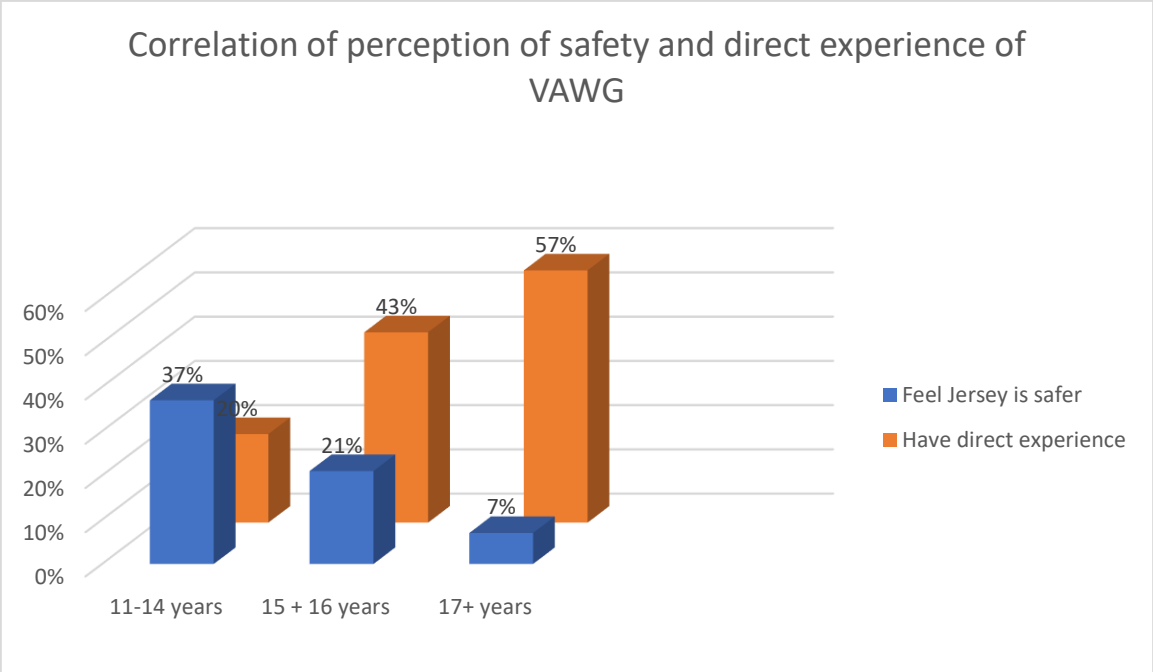


Figure 7. Ages of Young Women and Girls who have Experienced VAWG correlated with perception of Jersey as safer than other places.

Of those responding to the survey

- 20% of young women aged 11-14 have direct experience of VAWG.
- 43% of young women aged 15 and 16 have direct experience.
- 57% of young women in the 16 and 17 age group have direct experience.

Far from growing up meaning more safety for young women, it appears that there is much more likelihood of having experienced harassment, abuse or assault as the years pass, and therefore a growing realisation that the fact of being female carries with it an inherent risk.

Disability and perceptions of safety

62% of disabled young people felt Jersey was safer than other places, roughly in line with the overall survey respondents.

Understanding what constitutes Violence Against Women and Girls

The survey used a number of examples of violence and abuse across the whole spectrum of VAWG to get a sense of the understanding and views of young people:

- Inappropriate touching in a public place
- Making someone have sex with you
- Having sex with someone who has dunk too much or taken too many drugs to know what they are agreeing to
- Slapping, hitting or punching a partner
- Repeatedly criticising or shaming a partner
- Sharing nudes/explicit images without consent
- Controlling your partner's social life/stopping them seeing friends
- Taking a partner's money to stop them doing things
- Keeping track of a partner's, location, activities or calls
- Controlling a partner's social media presence
- Persuading or talking a partner round to doing something sexual
- Any sexual act without consent
- Scaring or threatening someone physically or mentally so they have sex
- Unwanted sexual comments
- Catcalling in the street
- Online sexual harassment
- Giving presents or money and expecting something sexual in return
- Indecent exposure
- Unwanted exposure to pornography
- Repeated unwanted advances

The survey asked respondents to judge whether each behaviour listed was acceptable or unacceptable or whether they were unsure. There was generally, a shared understanding of what was acceptable behaviour, but in some cases, the data suggests a large degree of confusion, and this seems most marked in terms of the perceptions of young men and boys.

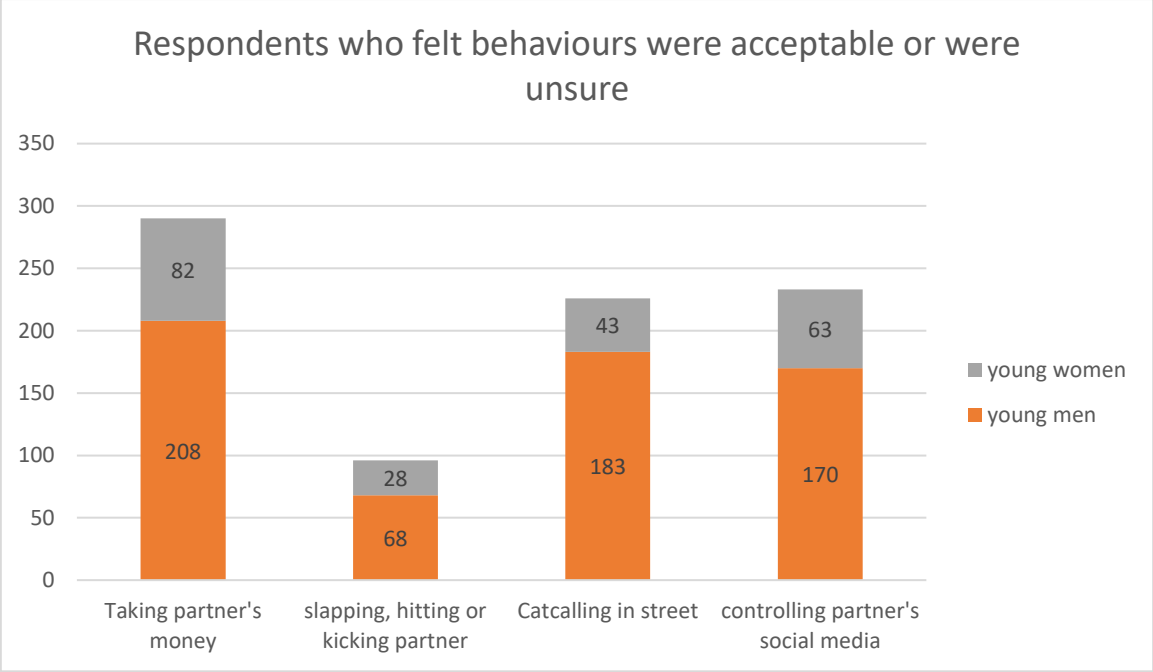


Figure 8. Types of VAWG and the numbers by gender of acceptability/not sure if acceptable

For example, only 6% of respondents felt 'slapping, hitting or kicking' a partner was acceptable, or were not sure, but of these most were young men.

The most marked gender difference was in the perception of 'catcalling in the street' where 14% felt this was acceptable behaviour or were not sure, but the vast majority of these were young men and boys.

A similar picture was found with perceptions of 'controlling your partner's social media presence', where 15% of respondents felt this was acceptable or were not sure but at a ratio of nearly 3 to 1 of young men and young women.

The data showed less gendered difference regarding the perception of keeping track of a partner's location, calls or activities but worryingly, that overall, 60% thought this was acceptable behaviour.

Of all the types of behaviour, there was the most consensus regarding the unacceptability of online sexual abuse and sharing nudes. These issues were not specifically explored in focus groups but the data suggest a message has cut through and registered with both young men and young women.

Students in the focus groups were asked for their views on why VAWG persists at such a high level. It is clear that links are made between the general attitudes held about women and embedded notions of power imbalances and specific issues of the culpability of women for these crimes.

"People always say that those things happen because of the clothes she was wearing – but it's not a green light. I'm wearing a short skirt because I WANT to, not because I want to be assaulted" (F 19)

"Difficult to stop these behaviours because of the mentality. It starts with girls are…weak, and boys are…tough. So, it makes things normalised" (F 19)

"Victorian ideas of men owning women are embedded in culture" (M – 17)

"I've heard people say that women are genetically weaker than men. So, if a man thought he had more power over a woman then he might use his strength to get what he wants" (M 15)

"messages from history at school; – men's job was to protect women and women's was to stay at home and have babies. It's not like that anymore but some people still believe it" (M 15)

"Everyone knows everyone – so it makes it more difficult to speak out. People are really quick to defend those they know" (F 17)

"If it is your word against theirs, then you won't be believed" (F 17)

There are some positive findings from the survey, evidencing that the majority of respondents understand that online abuse or harassment and the sharing of nudes are unacceptable behaviours. However, there are many areas where respondents demonstrate confusion regarding what behaviours are acceptable or unacceptable, and, where this is the case, the majority of these are young men and boys. Opportunities for exploration, discussion and the identification of behaviours constituting VAWG are indicated by these data. Specific recommendations for how this might be achieved, through PSHE lessons and bystander training, are covered later in this report.

Experiences of VAWG

The survey found that 52% of young women and girls had experienced the types of behaviour listed in the survey and 18% of young men and boys. The survey was headed 'Violence Against Women and Girls' but carefully worded so as not to exclude young men and boys, so it is not a surprise that they have responded by including their own experiences. Two points of notes regarding this

- 18% of boys experiencing harassment, violence and abuse is a sizeable number and deserves some deeper exploration. Violence of any kind is damaging, traumatic and worthy of examination. And men who raised the issue with the research team were assured that this would be directly raised with the task force.
- The fact that this research was commissioned by the task force specifically to look at violence against *women* means that they remain the focus of this report. And there is a particular sociological and political understanding of

violence against women *just because they are women* that is crucial in making sense of both their experiences of VAWG *and* their experiences of being women generally.

46% of disabled young people had experienced one or more incidents, 32% of Asian young people and 28% of Black African/Caribbean respondents.

In addition, of all survey respondents, 52% knew someone who has experienced these types of behaviour. A figure of 58% of those identifying as non-binary or gender non-conforming had experiences of VAWG but from a very small overall number so may not be useful in this context and may require greater exploration in further work.

These reports of direct experiences overall seem to conflict with the belief from over two thirds of young people who feel that Jersey is safer than other places.

This may be understood in terms of the mismatch between safety being perceived as safety from what is understood as 'major' crimes. Many young people mentioned that stabbings, shootings and murders are very rare in Jersey. These, it seems are the high-profile events by which safety generally is measured. And although the direct and indirect experiences of VAWG reported in the survey are high, this does not seem to register as 'unsafe' in the same way. There is a feeling from focus group participants that the very ubiquity of them renders them less worthy of comment. Although clearly, not less worthy of fear and discomfort.

"I feel like every girl has experienced catcalling" (F 15)

"It takes some time to recognise that being touched isn't a compliment and to start to realise that it didn't feel comfortable" (F 16)

"Catcalling isn't just done by drunk people, you see a lot of it, just in town by bus station, people just driving by in cars shouting out" (F 15)

"Girls feel less safe as they experience violence and harassment. Saturday night is a lot scarier for girls. My girlfriend gets stared at all the time" (M 15)

"It's scary for me as transgender woman – even just living my life as different is worse on Jersey because it is a small island with few LGBT+" (F 15))

"There is pressure to do sexual things" (F 15)

"Stories get spread around about girls" (M 15)

"Nudes being spread around school has happened before – it's not fair that these things happen to women" (M 15)

Formal data from much larger samples from the UK evidence a consistently high number of girls and young women experiencing harassment, assault and abuse. For example

- Three out of five women aged 16 to 34 years experienced at least one form of harassment in the previous 12 months (3)
- 44% of women aged 16 to 34 years having experienced catcalls, whistles, unwanted sexual comments or jokes (3)
- One in three teenage girls has experienced some form of sexual violence from a partner. (4)
- 31% of young women aged 18-24 report having experienced sexual abuse in childhood; 90% are abused by someone they know and 66% are abused by other children or young people under 18. (5)

In this albeit smaller, and unrepresentative sample on Jersey, 52% of young women and girls who responded to the survey, had experienced at least one of the forms of VAWG listed. The limited nature of the research (and the safeguarding constraints) did not allow for a deeper exploration of exactly what incidents were being experienced by young women on Jersey. However, that 52% of girls and young women who responded to the survey have experienced some form of sexual or domestic violence is a disturbing picture that is at odds with the view of Jersey as a safe place to grow up. It is truly shocking that a majority of young women and children, have had their lives interrupted by violence, abuse or harassment. Incidents of sexual and domestic violence, and all acts along the continuum of VAWG that objectify and undermine, terrify, shake confidence and limit the options of young women, are likely to have long-lasting impacts that continue well into adulthood.

Ethnicity and risk

Although the numbers in the overall survey were relatively low, the data tells us that 32% of respondents from an Asian heritage and 28% of respondents from Black African or Caribbean backgrounds, had at least one experience of harassment, abuse or assault. These figures include both young men and young women and may of course include those targeted because of both their gender, their ethnicity or the intersectionality of the two.

This is an unusual finding, given the increased levels of risk of overall violence associated with non-white young people in, for example, London is estimated to be three times as great (6)
It suggests that more exploration is needed to discover the whole pattern of risk, perceptions of safety and actual incidence of violence and abuse perpetrated against this part of the population.

Disability and Risk

The number of disabled young people (of any gender) experiencing harassment, violence or abuse was 135 of the total of 292 who completed the survey,

representing 46% of the whole group. This large percentage is in line with findings in the UK of the additional vulnerability to VAWG of disabled women. (7)

Impacts upon the lives of young women and girls

The nature of what young women do to avoid being a victim of sexual violence is held at an almost unconscious level that only emerges through specific questioning. There is a sense in talking to female students that what they do is *so* obvious that the enquiry is slightly nonsensical; "*of course I don't go out, or go out there, or go out alone, or leave my friends; of course I cover my drink, or maintain an awareness of who is around me*…"

The young women are describing a contextual background hum of thinking and feeling about their safety coupled with a constant level of vigilance. The experiences of young women being out in a world where violence against them is to be expected, seems to exist at a level of 'knowing' and rarely spoken about as, "*it is just what we do".*

"We don't go into town alone. The boys are fine but I'm scared something is going to happen…heard lots of stories and it typically happens to females more often" (F 15)

"I always carry my mobile, stay with my group of friends, sometimes I won't go out". "Things are often blamed on the woman; "you walked there or you wore that". (F 15)

"Even if I enjoyed drinking, I'd drink less out so I stayed aware" (F 16)

"At parties, girls stick together, stay aware" (F 16)

"I'm always looking around me, checking – girls are worried constantly and this is heightened in pubs" (F 19)

These feelings and behaviours limit the options for young women, curtailing their activities and reducing their opportunities for full inclusion. Their self-confidence is reduced, making them fearful, and as they try to stay 'under the radar' their relative lack of visibility creates a circularity whereby VAWG is *'both the cause and consequence of gender inequality'.*

PSHE learning (Personal, Social, Health and Economic)

Perhaps the topic that generated most conversation and animation in focus groups was the delivery of information and opportunities to learn about sex and relationships offered by PSHE. PSHE is a huge subject area covering a multitude of topics. In the survey, most of the respondents had received education on healthy relationships and sexual consent, but nearly a quarter had not or were unsure. At the very least this suggests that for a sizeable number of students, these vital issues were not presented in a way that registered; perhaps due to the curriculum, perhaps the style of delivery, perhaps they were only broached once in a student's school career.

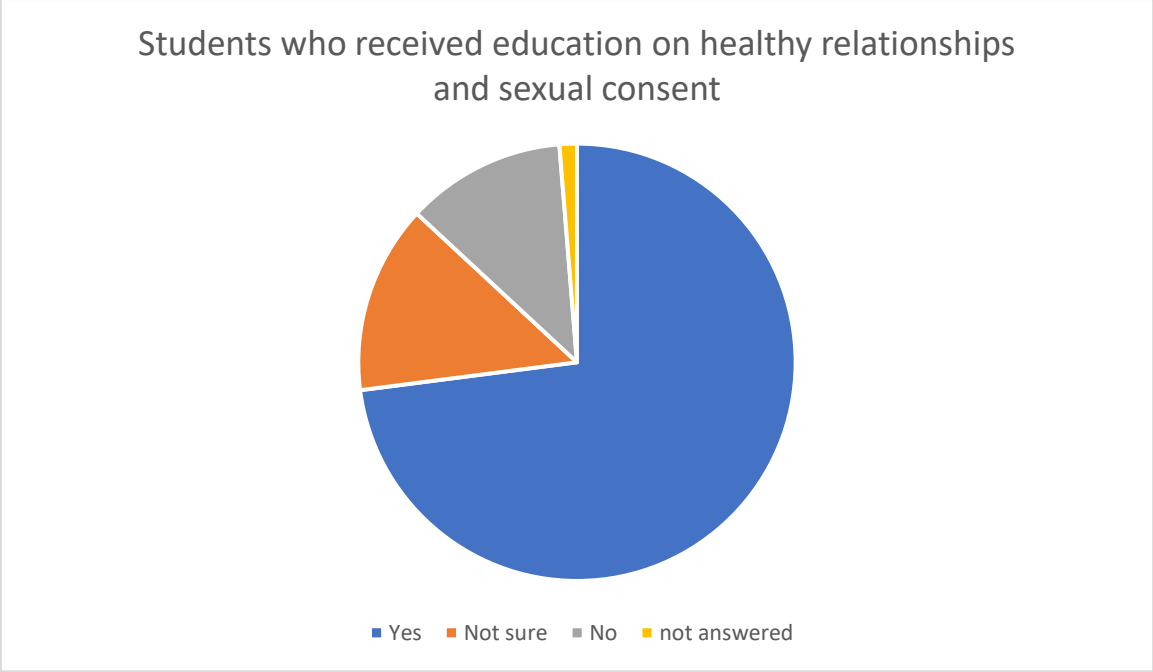


Figure 9. Survey Respondents who had received education on healthy relationships and sexual consent.

There was consensus in focus groups that currently PSHE was a wasted opportunity, but not necessarily agreement on what needed to be different. However, most felt that PSHE should start much earlier in a student's school career, and not end until education finished.

"Start in primary" (M 17)

"Continue for whole school career – don't stop at year 9" (F 16)

"A belief is difficult to change, so you need to start young" (M 17)

"Start much earlier" (F 15)

"Change the language so you don't scare little kids, but give them the information about when to say, this is not okay" (F 17)

"Even if you start earlier, know that some girls will already have experienced abuse" (F 16)

Students also felt that PSHE time could be longer, and discussions about these important issues should not be constrained to formal PSHE lessons.

"Don't just talk about VAWG in PSHE lessons – need to make it natural and talk about it anytime – in form time" (M 17)

The strongest and most consistent views were related to who was delivering PSHE content, with disappointment expressed about some teachers.

"Teachers are often out of their comfort zone when talking about these things – but people from Brook more comfortable and confident as it is their work" (M 16)

"Teachers to take lessons if they are trained, confident and want to do it" (F 17)

"Careful allocation of teachers to do this – so they are taken seriously and kids can't take the piss" (M 17)

"Some teachers beat around the bush – do it a bit half-arsed – and it's a waste of time for kids" (F 15)

"Teachers who teach PSHE are not PSHE teachers – some find it uncomfortable" (M 16)

"PSHE isn't taken that seriously by kids in secondary school – there is a lot of laughing" (M 17)

"Outsource the training of VAWG to external experts" (F 17)

There were various other ideas from all focus group members, evidencing a real desire from students to get these lessons to count and maximise their opportunities to learn about important issues.

"PSHE classes need to be smaller so it is easier to talk" (M 15)

Maximise opportunities for young men and women to learn together – "nothing bad can come of it" (M 17)

Joint lessons and common curriculum (F 18)

Get older students to present to younger ones – opportunity for collaboration. Peer education is well researched (M 18)

"Need PSHE to be more often and more hard-hitting" (M 15)

"Bring in more outside speakers" (F 15)

"Outsiders find it difficult to control the class or break the ice. Insiders mean there are people to go to afterwards if needed" (F 16)

PSHE – that tea video…putting a condom on a dildo – but nothing about relationships or LGBT (M 16)

It is clear that children and young people are discerning in their experiences of their education and expect more from their learning about sex, relationships and consent. The volume and nature of comments regarding PSHE lessons suggest students who feel they are often lightweight, tokenistic and poorly handled. Time to deliver the PSHE curriculum in schools is precious and does not, in its current form serve all young people well by ensuring effective attitudinal or behavioural change. It has the potential to do both.

School uniform

The issue of the school uniform of girls and young women came up in focus groups repeatedly and provoked some of the strongest responses in female students. There were two issues reported: - firstly, that girls and young women felt that they were treated differently in what they were allowed or not allowed to wear; and secondly, the things they had heard that were used to justify the rules around uniform which they found both unfair and offensive.

"We are always the students told off – never the boys" (F 15)

"They tell us that the way we dress distracts the male teachers – they should control themselves" (F 15)

"Teachers shouldn't look at us!" (F 18)

"Teach men and boys to control themselves. They need consequences instead of us having consequences" (F 18)

"I go to an all-girls school – but they still stop us wearing short skirts and told us it is to stop us distracting the male teachers. That's obscene – and not our problem" (F 17)

"Having no rules is tricky, and I know they also want us to look formal and smart, but the way teachers speak to us about it is the problem" (F 17)

Websites for each school show a variety of different rules; some, where male and female students have exactly the same uniform, some where the rules for the uniform for young women and girls is very different. Regardless of which school they attended, all young women felt that their clothing was policed more than their male peers. And all expressed indignation for the reasons that had been given, either to them directly, or indirectly to their friends. Most girls had knowledge of the messaging that held them in some way responsible for the behaviour of men or boys.

This seemingly innocuous issue sends out very strong signals and can be seen as emblematic of the maintenance of a culture whereby victims of sexual violence are blamed, and perpetrator's behaviour is excused. Several of the young women in

focus groups mentioned a specific exhibition which directly challenged the view that women are responsible for preventing assault or harassment.

"There was a museum that had mannequins in it wearing the clothes that women were wearing when they were raped. People think it is because they were wearing clothes showing lots of skin – but it was jumpers and joggers and everyday stuff. But the first thing people think about is 'Oh, what was she wearing'" (F 15)

The linkage of women's dress codes to 'victim blaming' is probably mostly unintentional and unconscious, but it nevertheless sits underneath a whole set of attitudes that do not serve young women and girls and sets in train thought processes that encourage them to question their behaviours.

Victim blaming is defined as*, "any language or action that implies (whether intentionally or unintentionally) that a person is partially or wholly responsible for abuse that has happened to them. It is harmful and can wrongfully place responsibility, shame or blame onto a victim, making them feel that they are complicit or responsible for the harm they have experienced". (8)*

Further, the whole notion of 'rape culture' is predicated on these same attitudes. The United Nations define rape culture as: *"…the social environment that allows sexual violence to be normalized and justified, fuelled by the persistent gender inequalities and attitudes about gender and sexuality… Rape culture is pervasive. It's embedded in the way we think, speak, and move in the world. While the contexts may differ, rape culture is always rooted in patriarchal beliefs, power, and control". (9)*

The young people I spoke to may not have the most detailed or nuanced arguments about this culture, but they do see the links and understand fundamental inequity in their society. Several of the teenage girls cite the only recently changed law that a married woman could not file her own tax return, as an outrageous message to women in Jersey. Also.

"Our government pays women less" (F 17)

"Why do drug dealers get longer sentences than rapists"? (M 16)

"Women are more nervous as they are portrayed as fragile victims on TV shows and films" (M 15)

There were no comments made about school uniform by any of the male students in focus groups.

Schools

Whilst there were differences across different focus groups, there seemed to be a consensus amongst both young women and young men, that more could and should be addressed within schools.

"It's important to see teachers challenge other teachers, to set an example, to role model. We went to another school for a joint assembly – and were wolf whistled at by boys. Nothing was done at the time, no teacher intervened" (F 16)

"A Stern word there and then – it doesn't have to be secret" (M 16)

"Start teaching kids in primary school and calling it out then" (M 15)

"Have warning signs up in schools – like the ones in shops that say, "we don't tolerate……" (M 17)

"Things are said in class, and it seems obvious that teachers overhear – but they don't always address jokes or banter" (M 17)

"They need not just to discourage wrong behaviour but also encourage right behaviour" (M - 18)

"Teachers need not only to call behaviour out – but to explain it and make sure boys understand why it's not okay" (M 17)

"Institutions are afraid of people finding out that something has happened in their school" (M 17)

"Suspension from school as a result of sexual violence is important. It needs to be less about "Oh his career is at risk" because this is a safeguarding issue" (F 17)

"Teachers need the same standards for everyone, and use warnings" (F 15)

"Need to address 'grey areas' e.g. catcalling isn't a compliment" (M 18)

"Don't teach 'boys will be boys'…" (F 17)

"Headteachers to address these issues in assemblies more" (F 15)

"Schools should make speaking about it a priority" (F 15)

"They should check up on students more often" (F 15)

"Schools need to be proactive – not wait for things to happen in the school" (M 16)

"All teachers need training in how to handle reports of VAWG in schools" (F 15)

"Some boys even joked about this survey whilst doing it – teachers don't say anything" (F 16)

There was a real sense from the focus groups of whatever age, whether mixed or single gender, whether fee-paying or state school, that schools were not doing enough in this area. Students felt that they were being let down by those who should most be helping them. Helping them to learn, to understand, to navigate, to set boundaries, to ask for help, to effect change in their lives. They wanted role models; teachers who are confident, firm and boundaried, staff who are proactive, showed leadership and who set high standards. They wanted schools to be clear, loud and consistent, and not just have the odd assembly, but develop a clear pathway that was constant and tangible.

The young people who expressed hope for change, located the drivers for that change in schools *"because everyone goes to school".* And because they felt their schools to be such a strong part of their sense of community.

Young men and boys

The uncertainty felt by young men and boys about some of the issues around VAWG was evident through conversations in focus groups. They felt unsure about what was okay to say, and there was a sense that boys had been taught to say one thing in a PSHE lesson – but it didn't always fit with what they actually felt or thought.

Andrew Tate is a former kickboxer, entrepreneur and social media personality. He is a self-declared misogynist who espouses violence and degradation of women and was recently arrested for trafficking women. He runs courses for men to teach them about his brand of masculinity, how to attain his success with money and women. Whenever his name came up in focus groups (virtually all of them), there were comments from boys defending his world view, justifying his beliefs, and protesting that he was misunderstood. Whilst some of the boys made it clear that some of his views about women were abhorrent, they felt much of his messaging about what it was to be a man was helpful to them.

"Some of the things Andrew Tate says are good" (M 15)

"Andrew Tate helps men become rich and successful – but he does have extreme views on women" (M 15)

"Men are getting the backlash now the world has gone soft" (M 16)

"Catcalling might just be paying a compliment" (M 15)

"It's difficult to have views on lots of things, like LGBT people" (M 16)

"We feel like we have to be careful when we're speaking – worried about getting into trouble if we disagree with things in PSHE" (M 15)

"Andrew Tate is a legend; he should be released from prison" (M 17)

"Andrew Tate is treated unfairly – he helps men" (M 16)

"Andrew Tate is a hero" (M 16)

The picking apart of the messaging from just this one individual takes time; there are whole programmes in the UK now, doing just that with young men in schools. Andrew Tate is just one high-profile social media influencer amongst hundreds with views on women, power and control. And the views he expresses are part of the whole picture of misogyny and victim blaming that underpin VAWG being *'both the cause and consequence of gender inequality'.* The young women I spoke to understand these connections.

…"Andrew Tate. Who is challenging his views? It is normalised. We don't hear it discussed by adults. More education on 'toxic masculinity" (F 16)

The young men in focus groups felt that it was possible to accept Andrew Tate's views on being rich and successful and powerful, whilst rejecting his extreme views on women. Generally, the young men and boys I spoke to, did not see the link between his views on success and power generally relating directly to success and power through the undermining of women. Working through these views and joining the dots takes time. Changing culture takes time. The current level of discussion, debate and exploration available to young men in these crucial areas is miniscule. And yet without this dedicated time, we do a disservice to both young men and young women in Jersey.

Parents and adults

It was a finding from the survey, that a high proportion of young people identified their parents as being the best form of support should they be subject to any type of VAWG. And at the same time, young people also expressed a feeling that parents did not have all the answers. There was a sense that if their parents could be given more information and confidence, then it would benefit young people and children. This wasn't confined to support after an incidence of violence or abuse but was a plea from students so their parents could be empowered to deal with these tricky issues in a meaningful way.

"Parents, parents, parents" (M 15)

"Send email to all parents from school – to help them have conversations" (F 15)

"Can you offer a course to new parents so they feel confident in talking to their young kids"? (F 15)

"Invite parents to presentations and assemblies at schools – this will give them direct information and not 2nd hand from children" (F 16)

"Educate parents on the importance of their influence on children" (M 15)

"Give parents tools and confidence to have difficult conversations with their children" (M 17)

"Put leaflets through doors of adults and newspaper adverts" (M 15)

"Use Facebook to send information as older people use this" (F 15)

Parents are clearly a vital resource in the education and socialisation of young people, helping them to make sense of the world, to develop boundaries and to understand acceptable ways of behaving towards others. Many of the young people I spoke to wanted to be guided by their parents but were not wholly confident that they would get accurate information from them. It is vital to provide opportunities for parents to increase their knowledge and examine their attitudes about violence against women and girls.

Support

The survey asked whether respondents would know where to advise a friend to seek support following a sexual assault, and this figure feels relatively high with 66% of respondents saying that they would. The same question was asked in relation to a friend who was being abused by a partner, and a slightly higher number felt that they would know what to advise, at 68%.

Interestingly, young men and boys expressed more confidence in where to seek support than young women.

The survey listed 12 areas of potential support and asked young people to consider first whether they knew of the service. The areas/services were.

- The Police
- GP
- School staff
- School Counsellors,
- YES
- Online services e.g. Kooth
- Dewberry House
- Brook
- Jersey Action on Rape
- Jersey Domestic Abuse Service
- Friends
- Family

The responses to the question of whether the service was known to them are presented below in figure 10, and in figure 11 are the percentages of survey respondents who did not answer this question, which may also be indicative of a lack of recognition.

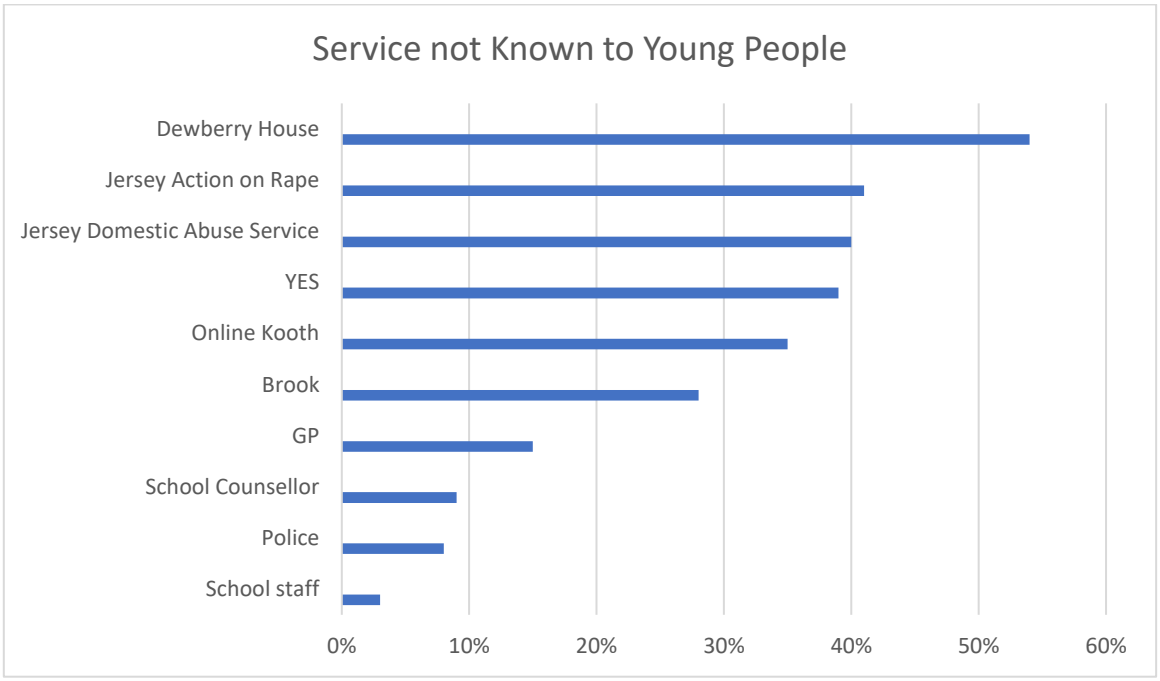


Figure 10. Survey responses highlighting services not known to young people

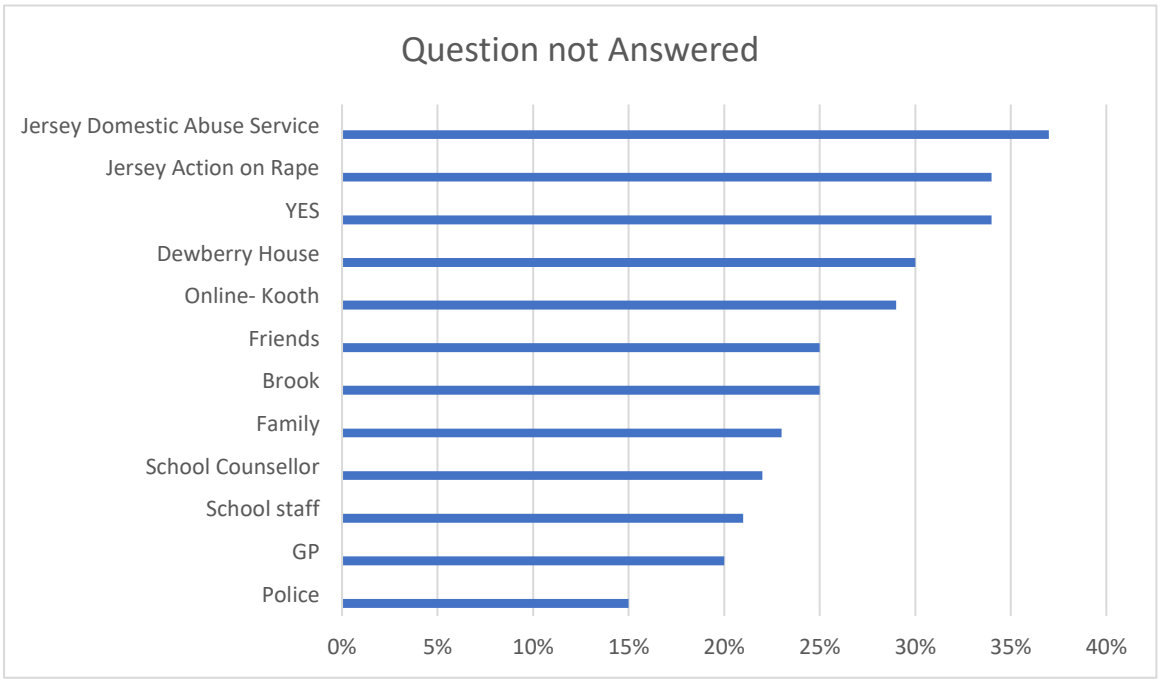


Figure 11. Percentages of survey responses that did not answer the question

Given that a relatively high percentage of respondents felt able to advise friends on where to seek support (68%), there is a seeming contradiction in the number of

services known to young people; the following three services had a relatively low level of recognition.

- 59% did not know of Dewberry House
- 44% did not know of Jersey Action Against Rape
- 44% did not know of Jersey Domestic Abuse Service

This suggests that the advice young people provide to their friends experiencing VAWG are limited to a smaller number of areas of support, and, significantly, that the highly specialised services working with sexual and domestic violence are the least known by children and young people.

The low levels of recognition of each service means that fewer respondents were able to make a judgement about specific aspects of their service, so the following graphs should be treated with caution.

We asked survey respondents to tell us which services they felt would be

- Comfortable and welcoming
- Confidential and discreet
- Helpful
- Easy to Access

The responses are presented in the graphs below, Figures 12, 13, 14 and 15

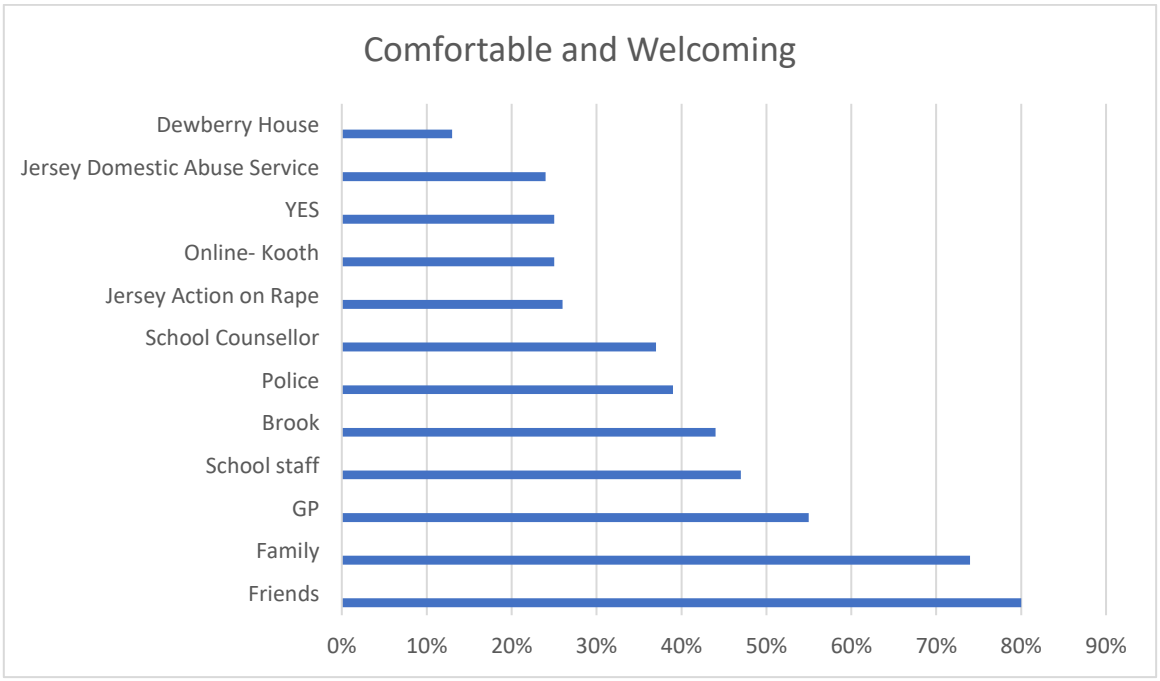


Figure 12.

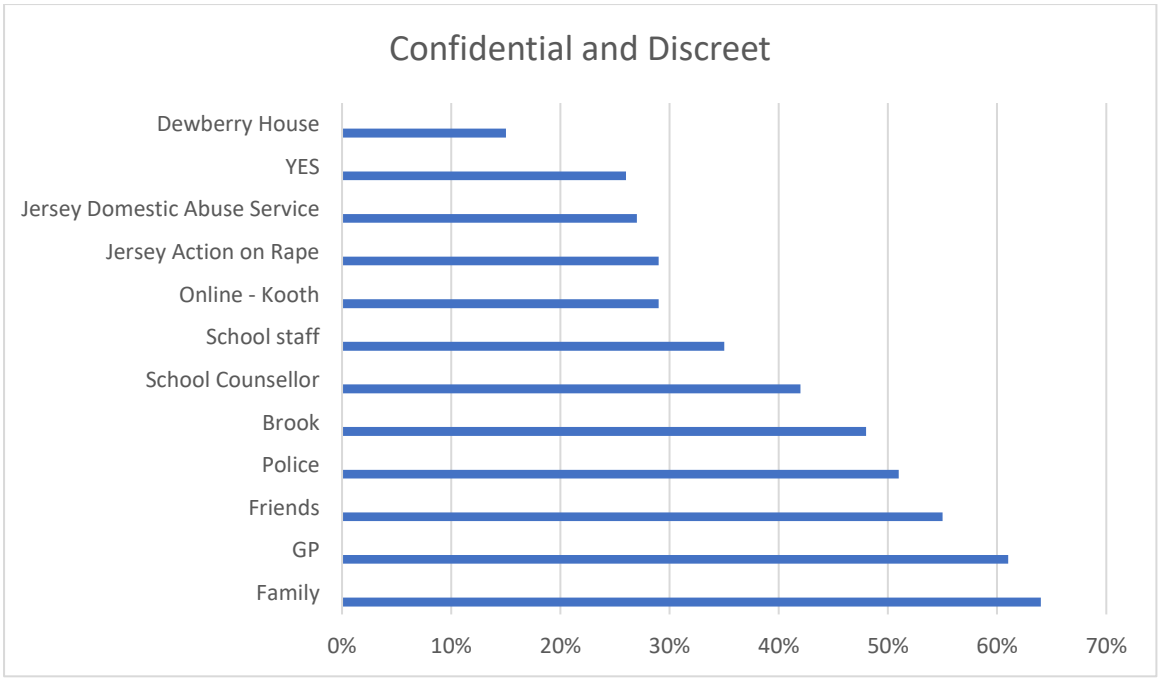


Figure 13.

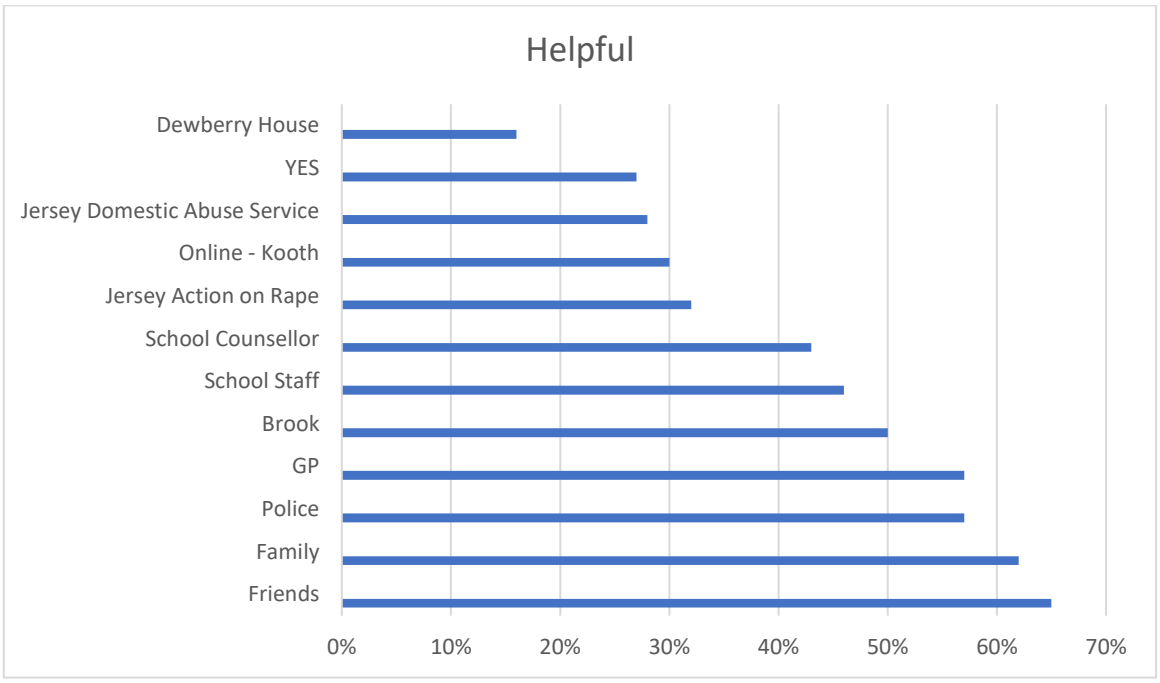


Figure 14.

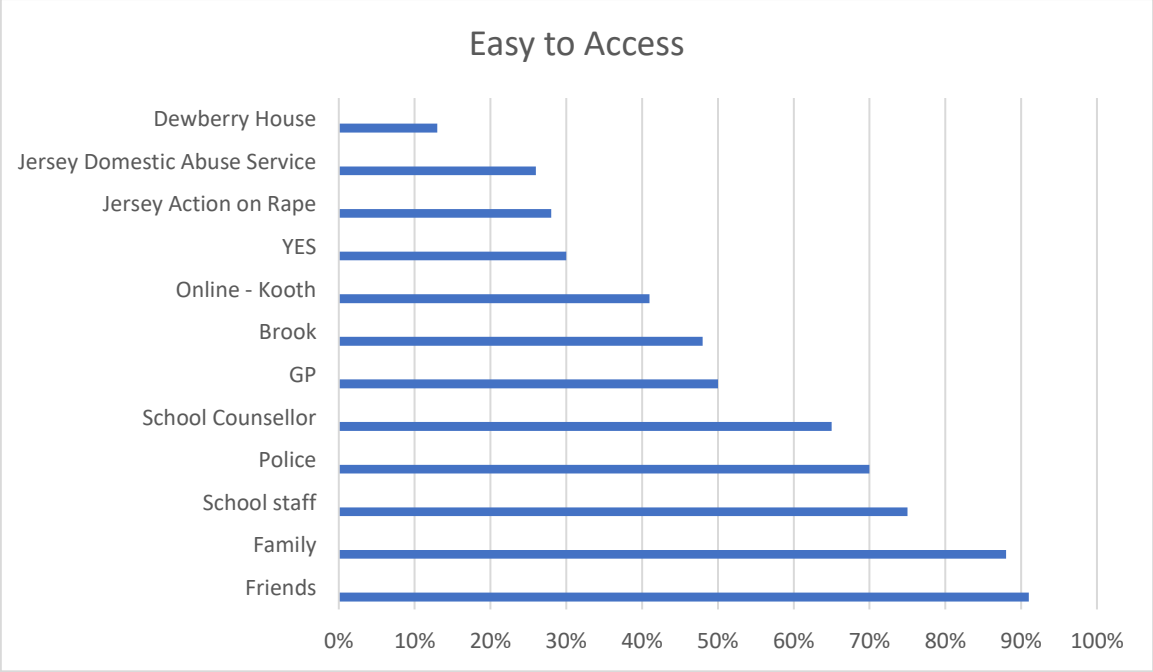


Figure 15.

There are several interesting points to make from the analysis of these responses, bearing in mind that direct comparisons are not possible because of the high level of not known/not answered responses.

- Family members rated highly on all aspects of support. The high scores for family members were slightly surprising, given the personal nature of some aspects of sexual and domestic abuse. However, it points towards parents being an excellent resource. Focus groups generally concurred that, whilst schools were the most significant places where change should happen, parents were the next most influential groups in terms of changing attitudes. However, many young people felt that parents needed more information and education to do this well, and to give the best support to young women and girls who are affected.
- Young people also identified their friends as being highly accessible and helpful places of support. However, since many are unaware of specialist services, and since PSHE has been identified as not providing sufficient knowledge, it can be surmised that friends are not necessarily best placed to provide the breadth and depth of support required.
- 10% of respondents did not know about the provision of school counsellors, yet the service is rated relatively highly by those who know of it. If all schools have this service in place, ensuring that it is known by all pupils should be a reasonable, and impactful aim.
- As well as being less well known to young people, the external, specialist services, Dewberry House, Jersey Action on Rape and Jersey Domestic Abuse Service all scored relatively low in all 4 areas. This may be indicative

of being less well known, but either way, this lack of confidence in the services means that fewer young people will seek support from them.

- The most widely known external services was Brook. In further explorations in the focus groups, it was constantly cited as the most widely recognised external agency and the knowledge they had imparted had certainly 'cut through' and stuck in the minds of young people. There is clearly a way of making a great impact and it is possible that the skills and knowledge of Brook could be utilised in terms of the development of the PSHE Curriculum.

The individual graphs for each support service/area, are included in appendix 1.

Other

Other findings from discussions in focus groups, that don't 'fit' in other sections but feel important to preserve and document include.

- Young women and girls more likely to want boys in schools dealt with immediately and openly, with men more likely to be cautious about embarrassing them and making it worse.
- Young men are more likely to want PSHE to be conducted by school staff.
- Young men and boys are more likely to see physical changes as impactful in reducing VAWG (more police, longer sentences, street pastors, lifts home) whereas young women and girls more likely to see changing attitudes as crucial.
- Students in mixed schools perceive that the issue of VAWG is more prevalent between single sex schools.
- Students in the two semi-state funded schools, Jersey College for Girls and Victoria College generally felt more hopeful of change, which may be attributed to privilege and class.
- Older female students are more focused on culture in the workplace, as many have weekend and holiday jobs.
- Older young women had a number of experiences of harassment, objectification and misogyny in holiday jobs, from both managers, colleagues and customers.
- Older students are more likely to think about changing culture of older people through workplace, making sexual harassment as important as Health and Safety.
- Older female students more likely to have had experience of drink spiking or know someone who has and want more, and better trained security staff.

6. Conclusions

There is a disturbing amount of violence against young women and girls in Jersey as evidenced by survey responses showing that 52% of those who responded had had direct experience of the behaviours listed. There is no formal data set available for the Island but given the self-reported prevalence, it can be surmised that the figures are roughly in line with the UK where;

- One in three teenage girls has experienced some form of sexual violence from a partner. (4.)
- Coercive control or pressure is used much more frequently by partners than physical force, as 16% of girls having been raped using pressure and coercion and 6% have been raped using physical force. (4)
- 31% of young women aged 18-24 report having experienced sexual abuse in childhood; 90% are abused by someone they know and 66% are abused by other children or young people under 18. (5)
- In 2012-2013, 22,654 sexual offences against under-18s were reported to police in England and Wales with four out of five cases involving girls. (10)

We found a lack of congruence between safety messaging provided to young people by parents, adults and the media about how it was to live on Jersey and the actual experiences of young women and girls. A corresponding mismatch was identified by general messages of equality and the inequitable way young women and girls felt they were treated. The example of school uniform highlights the specific and damaging messages provided to young women, that they are not only subject to the male gaze and objectification by men, but are also responsible for this, and so need to be 'policed'. The perceived ubiquity of catcalling provides more evidence that young women and girls are at constant risk of objectification, harassment and humiliation as they go about their day-to-day lives.

Without wholly realising it, young women take on these implicit and explicit messages and begin to police themselves in all aspects of their behaviour. They remain in states of alertness to danger, curtail their movements and limit their social opportunities. They live with a particular and additional burden of protecting themselves and their female friends from harm. And they do this generally at an unconscious level of awareness, as it seeps into all aspects of their day-to-day lives.

This cannot be how the adults and leaders and legislators want to see girls to grow up; wary, waiting for trouble, hypervigilant, frightened. And most of all, young women and girls seeing their experiences as 'just what happens' to them. Jersey surely does not want to continue to be to the kind of society that quietly accepts and colludes with this reality. Accepting that these are major issues is a first step to shifting attitudes and working preventatively.

Young men and boys are impacted by this too and they benefit from friendships and relationships with young women and girls that are open, trusting and equitable.

The survey and focus groups evidenced a need from boys and young men for clarity about what are acceptable attitudes and behaviour regarding female peers. But everyone needs clarity. Girls need clarity to be able to be certain that what doesn't feel okay is *not* okay and to develop assertion of their boundaries and confidence that young men and boys are respectful of boundaries. Girls need clarity so that they feel confident to report situations where boundaries have been crossed or violated. Boys need clarity so they don't rely on social media messages which confirm a skewed world order and develop their own internal sense of ethical, equitable and respectful behaviour.

All the young people expressed a desire from for more positive modelling and leadership by teachers and schools. Attitudes need to change, and this takes time, repeated messaging, consistency and dogged adult responses to counter the relentless negative messages from media, social media, history and general island culture – both nuanced and explicit. To affect positive changes for all young people on the island, *all* schools need to be fully committed to prioritising and taking action to reduce the levels of VAWG. It was repeatedly stated by young people that, whilst the issues were first raised by two schools in particular, incidents were widespread and potentially impacted all young women. The solutions to the gendered violence unearthed in Jersey need to be understood by all adults involved in the education of young people. Every school needs to demonstrate that it wants to work preventatively to affect change, and questions need to be posed directly to any school that does not fully embrace change.

There is a need to be methodical in the approach to changing attitudes and culture in Jersey and one of the strongest recommendations to meet this is the development and provision of bystander training.

There is much evidence from the United States and growing evidence from UK, that bystander training can have a significant impact upon the attitudes and behaviours of both young men and young women if it is planned, underpinned by theory, and delivered by well-trained people. The mechanism has been summarised as: *'bystanders must notice the event and understand it as a problem requiring intervention, decide that they are part of the solution and so assume responsibility, and finally, have the capacity and skill set to intervene'.* (11)

Bystander programmes are developed for specific populations and age groups including education and community settings and are designed to foster a shared understanding and responsibility.

There is an opportunity to develop an Island-wide programme of bystander training which can be delivered to.

- Teachers and school leaders
- Students
- Parents, youth workers, sports workers,
- Workplaces

Whilst this report highlights the experiences of young women and girls, the issues of VAWG are not 'women's issues', they are societal issues and require a societal response.

A systematic, island-wide programme would seek to have a significant impact upon cultural attitudes and experiences of VAWG. It would require a considerable commitment of resources but evidence suggests that embedding this approach could have significant benefits. (12)

Several recent reports synthesize the impacts of bystander programmes and will be useful for the Taskforce to refer to. These are included in Appendix 2.

The school environment is crucial, but not all the troubling behaviour comes from peers. Girls and young women talked about men catcalling them in the street, when they were walking home from school in their uniform or when they were out at night. The attitudes and behaviours from men that impact girls and young women are part of the fabric of the island. We have to believe that this culture can change. A major campaign could be undertaken to let islanders know this is how young women are growing up, with 52% having experienced VAWG before they reach adulthood (survey respondents). It is a shocking statistic, and many adults may need to be truly shocked. A campaign has the capacity to inform and inspire, encourage and cajole. Such a campaign needs to have high expectations for islanders, particularly men. The messaging must be careful not to provoke shame or defensiveness in men and boys, but to call them to action and give them tangible actions to grab hold of, so they don't merely paddle around in shame or awkwardness.

Campaigns such as 'That guy' by Police Scotland could be drawn upon to develop a Jersey-specific resource that speaks directly to men and boys:

https://www.scotland.police.uk/what-s-happening/news/2022/october/police-scotland-launches-new-that-guy-sexual-crime-prevention-campaign/

Or 'All men can' by White Ribbon UK, a major organisation engaging men and boys to help end violence towards women and girls, could be utilised or adapted to suit the needs of islanders:
https://www.whiteribbon.org.uk/our-campaigns

7. Recommendations

"SCHOOL IS THE PLACE TO CHANGE THINGS AS EVERYONE GOES TO SCHOOL" (F 19)

Taskforce/ Government of Jersey

- Agree to circulate this report to all schools in full and to recommend that each pupil has access and a chance to discuss it.
- To investigate whether some schools were unable or unwilling to fully sign up to promoting this research and if the latter, to find ways to engage them.
- For the Taskforce to undertake Bystander Training to understand how it can be shaped and developed to meet the specific needs of the island.
- To commission the development of Bystander Training for key staff in government, voluntary sector, sports associations, schools and college.
- To fund the development of Bystander training for young people, using a peer led approach and working across schools and genders.
- To run a major campaign to inform islanders and change attitudes. Specialist messages to get the balance right between holding men to account, whilst not alienating them.
- To commission, fund and coordinate a joint conference of school leaders and female pupils to discuss the feelings about school uniforms, links to victim blaming and ideas about understanding and resolving the issue.
- To use local media to highlight the issue of VAWG this situation and to promote this research and the actions agreed.
- To encourage, incentivise or legislate to ensure that every workplace takes sexual harassment and abuse as seriously as Health and Safety. To ensure that workplaces have a policy for staff and introduce it through training and induction.
- To consider whether additional research is needed to discover the whole pattern of risk, perceptions of safety and actual incidence of violence and abuse perpetrated against young people who are from non-White British backgrounds.

Schools/College

- To develop a consistent programme of campaigns and messaging to tackle attitudes and knowledge about VAWG.
- To identify key staff members to receive Bystander Training to develop a culture of vigilance, challenge and high standards of gender equality and safety.
- To work across all Jersey educational institutions to develop island-specific Bystander training that is co-produced with young people.

- To train and support young people to be part of a team delivering Bystander programmes to their peers.
- To work across schools to develop a Bill of Rights with students which is explicit in describing what is not acceptable behaviour.
- To develop a core curriculum for PSHE which starts in primary school and continues throughout a student's school career.
- To ensure that the PSHE curriculum includes explicit links between gender inequality, misogyny, victim blaming and violence directed towards young women and girls.
- To make training mandatory for all teachers who teach PSHE to develop their skills, knowledge and confidence in delivering content around sex, relationships, violence and abuse.
- To utilise the skills and knowledge of Brook in the meaningful engagement of students in the future development of the PSHE Curriculum.
- To work to engage parents by providing them with information and opportunities to learn about VAWG and how attitudes, including Bystander training.
- To ensure that the school counselling service is seen as accessible by all students.

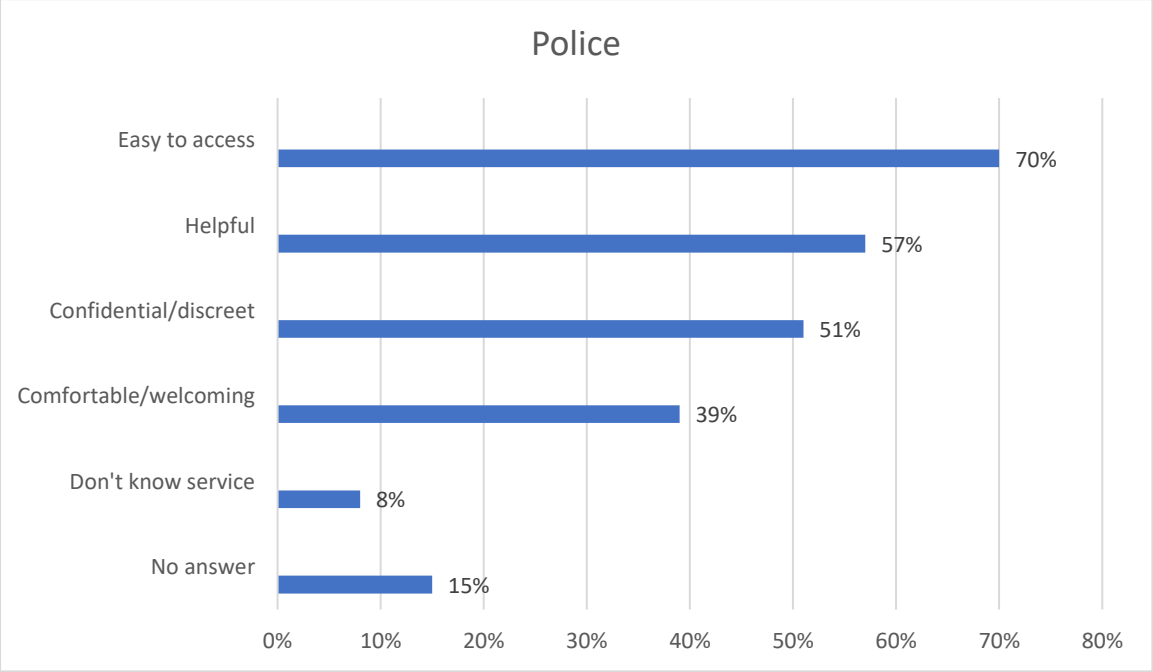
Services

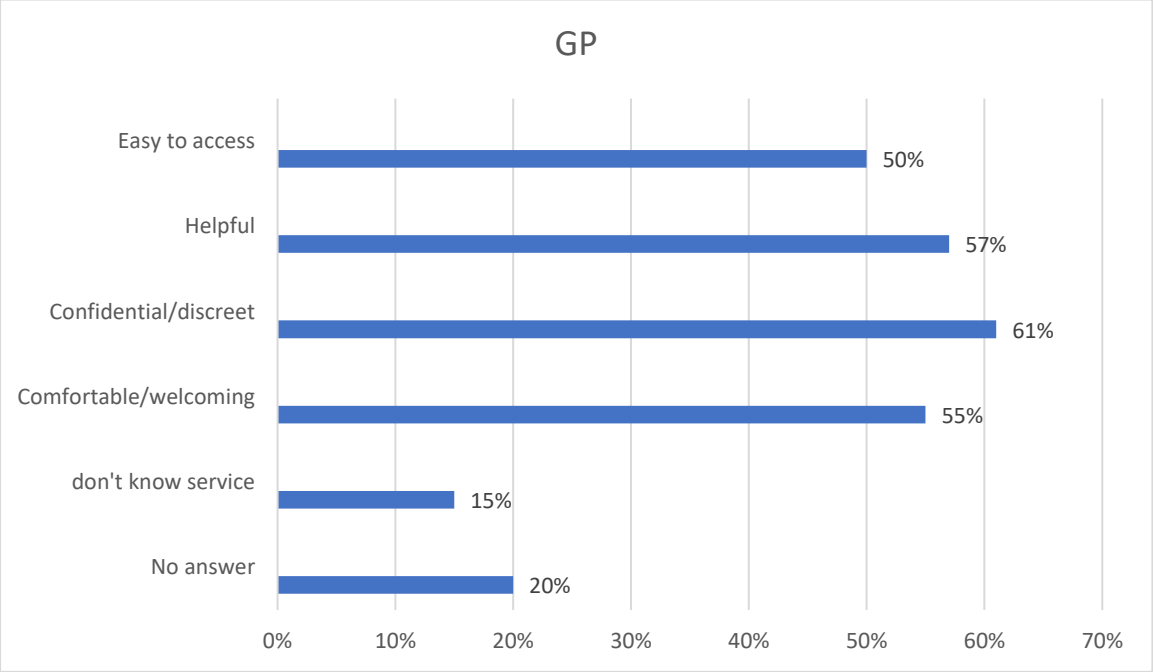
- To work collaboratively to create 'one front door'; one telephone number or email address, one thing for young people (and adults) to remember.
- To work with young women and girls to create a distinctive 'brand' for this one front door.
- To draw upon the experience of Brook in being widely recognised by young people as a safe and knowledgeable organisation.
- To ensure that young people are always offered a choice of ways to engage with services, including text.
- To facilitate the provision of anonymous reporting, and reporting that 'buys some time' for young women before they have to decide what to do next.

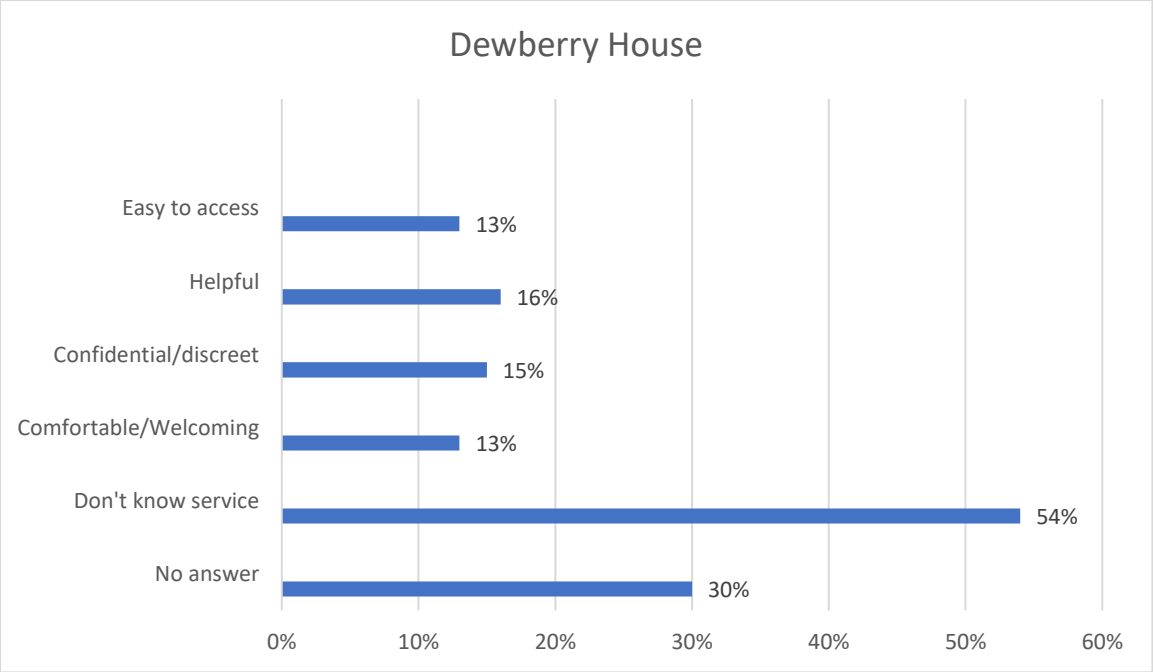
References

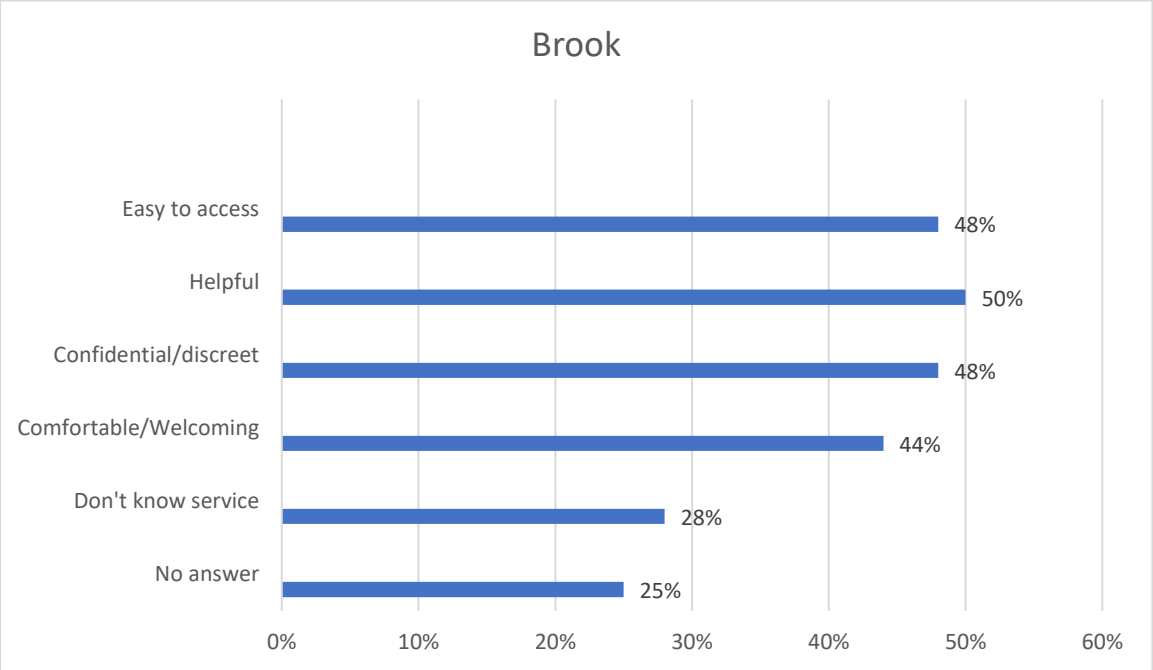
1. Jersey Census 2021
2. Disability Strategy for Jersey 2017
3. UK Office for National Statistics 2021
4. NSPCC 2009
5. NSPCC 2011
6. Mayor of London Office 2021
7. United Nations 2013
8. UK Council for Internet Safety 2022
9. United Nations Women 2011
10. NSPCC 2014
11. Fenton 2016
12. College of Policing UK 2022

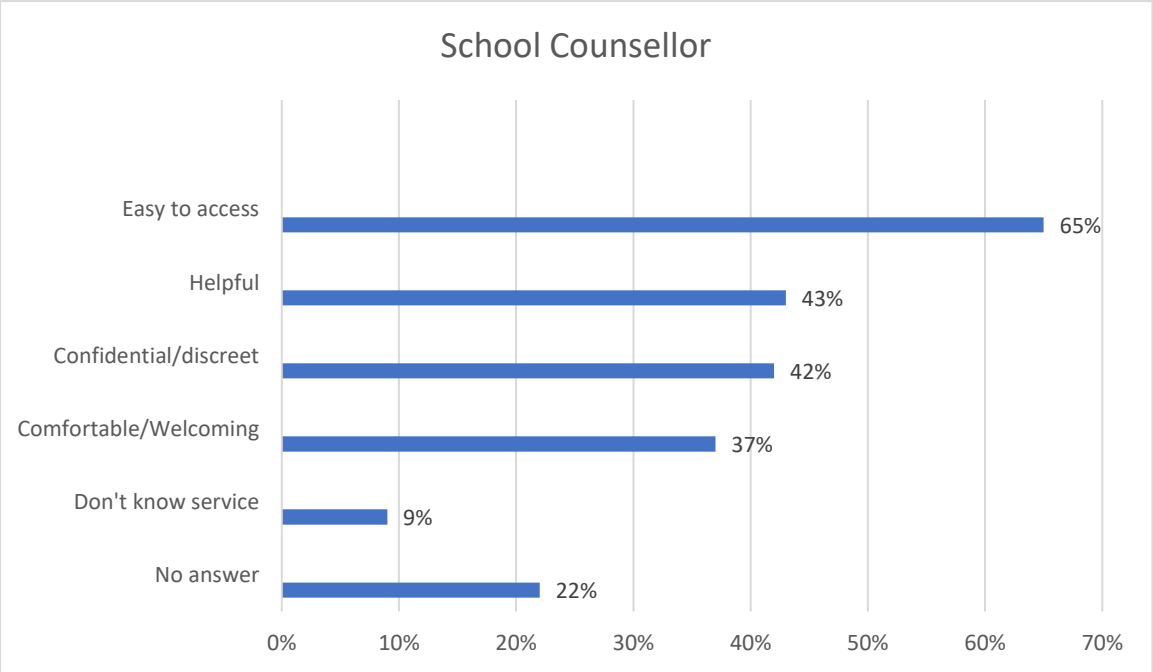
Appendix 1: Perceptions of Support Services

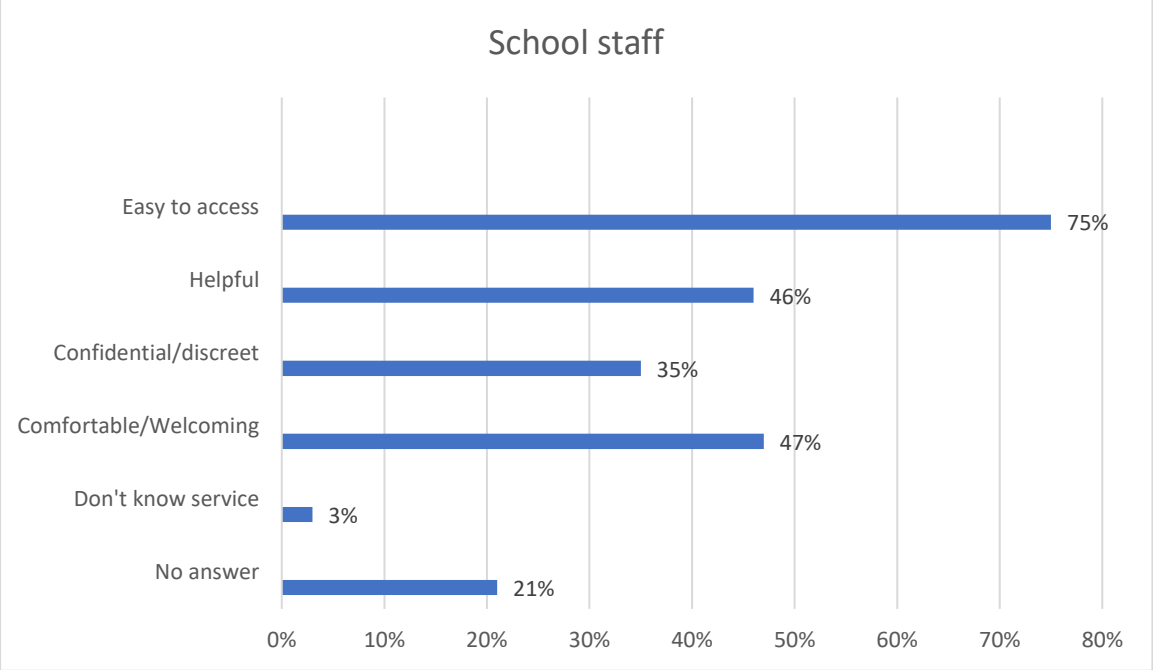


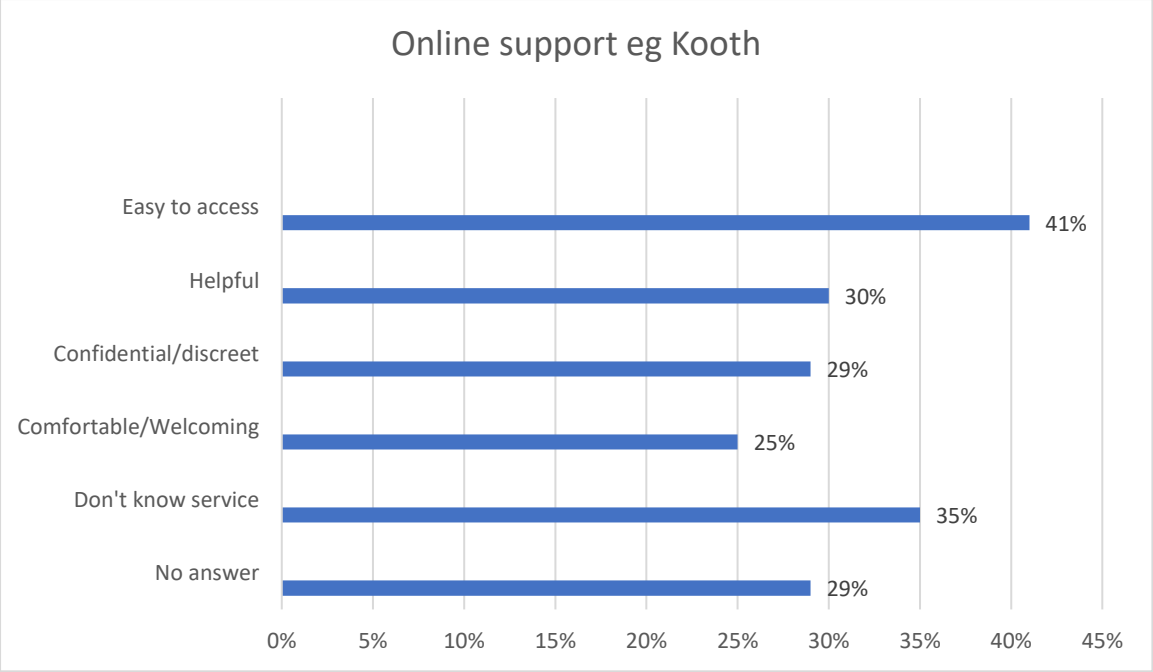


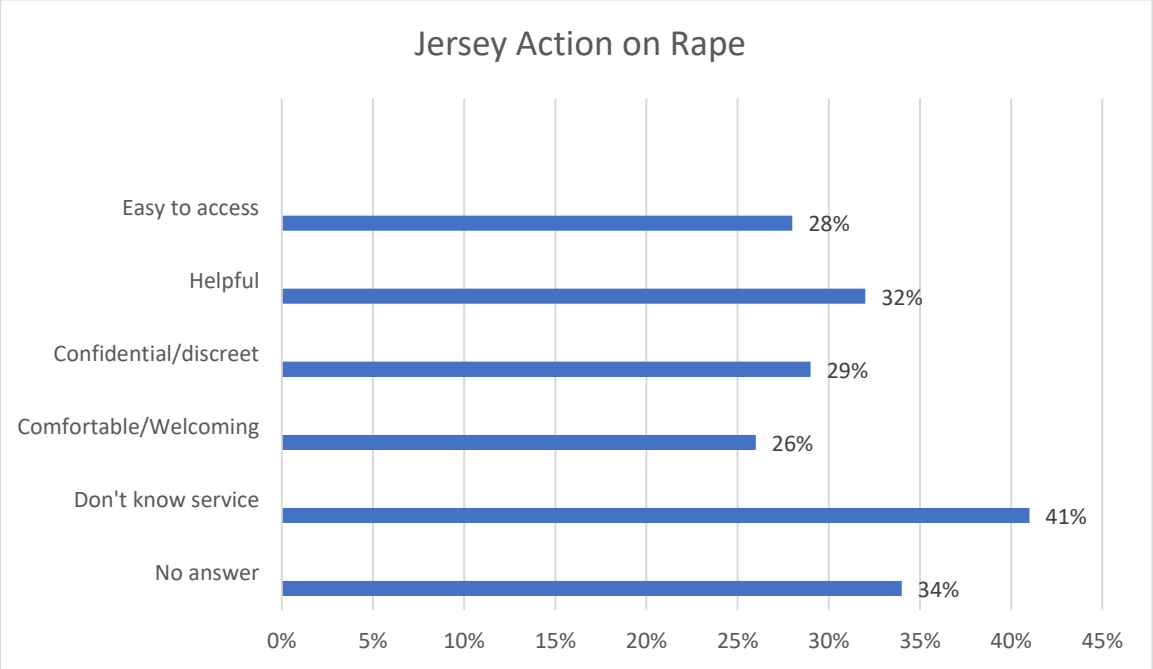

Dewberry House
Easy to access
13%
Helpful
16%
Confidential/discreet
15%
Comfortable/Welcoming
13%
Don't know service
54%
No answer
30%
0%
10%
20%
30%
40%
50%
60%

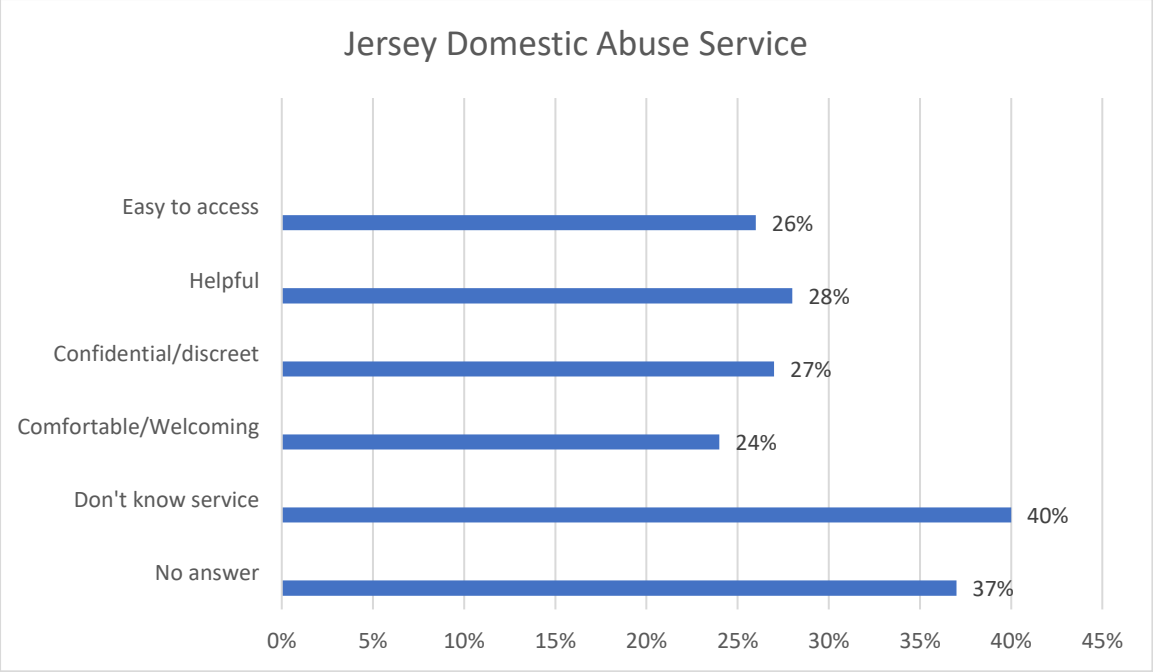

Brook
Easy to access
48%
Helpful
50%
Confidential/discreet
48%
Comfortable/Welcoming
44%
Don't know service
28%
No answer
25%
0%
10%
20%
30%
40%
50%
60%

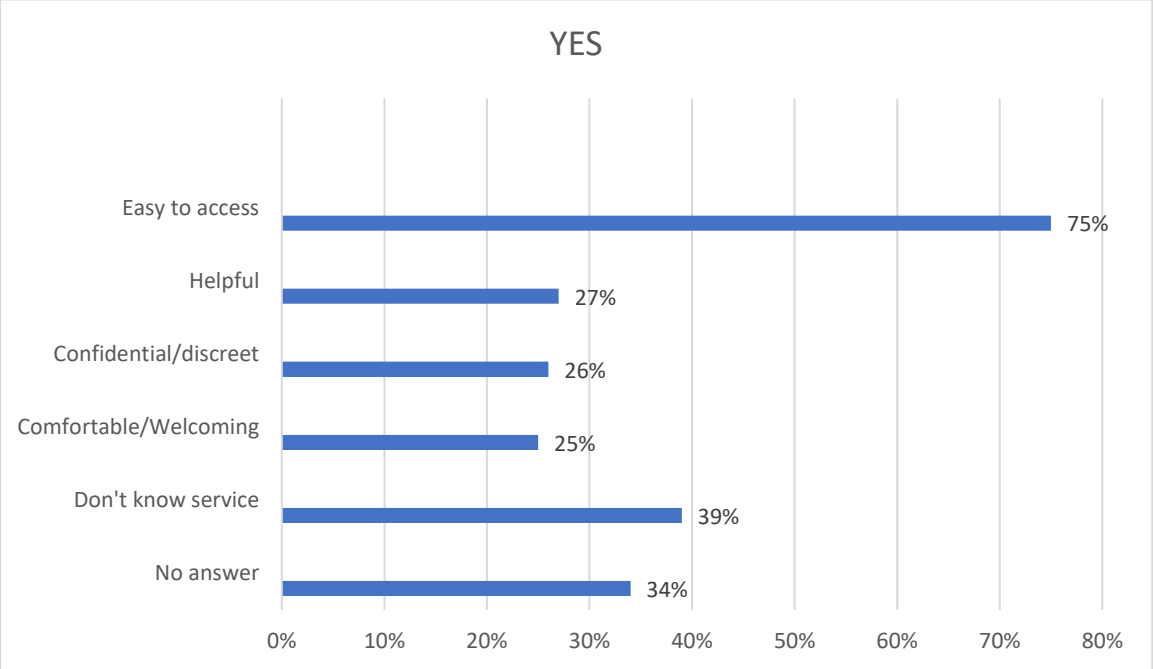

School Counsellor
Easy to access
Helpful
Confidential/discreet
Comfortable/Welcoming
Don't know service
No answer
65%
43%
42%
37%
9%
22%
0%
10%
20%
30%
40%
50%
60%
70%

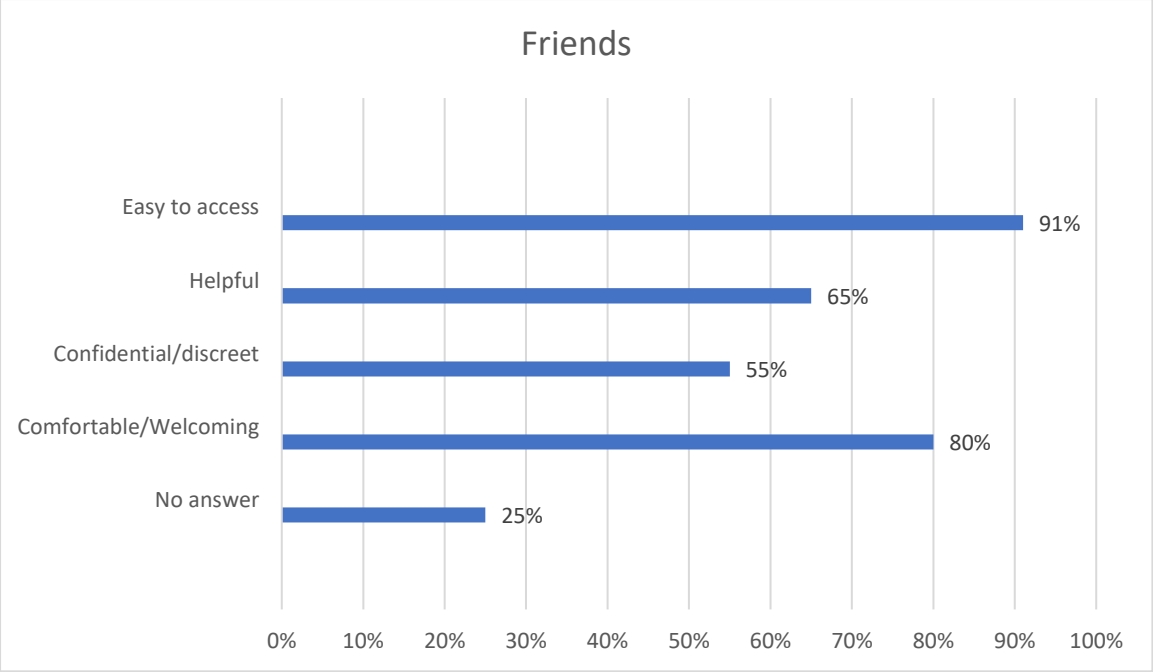

School staff
Easy to access
Helpful
Confidential/discreet
Comfortable/Welcoming
Don't know service
No answer
75%
46%
35%
47%
3%
21%
0%
10%
20%
30%
40%
50%
60%
70%
80%

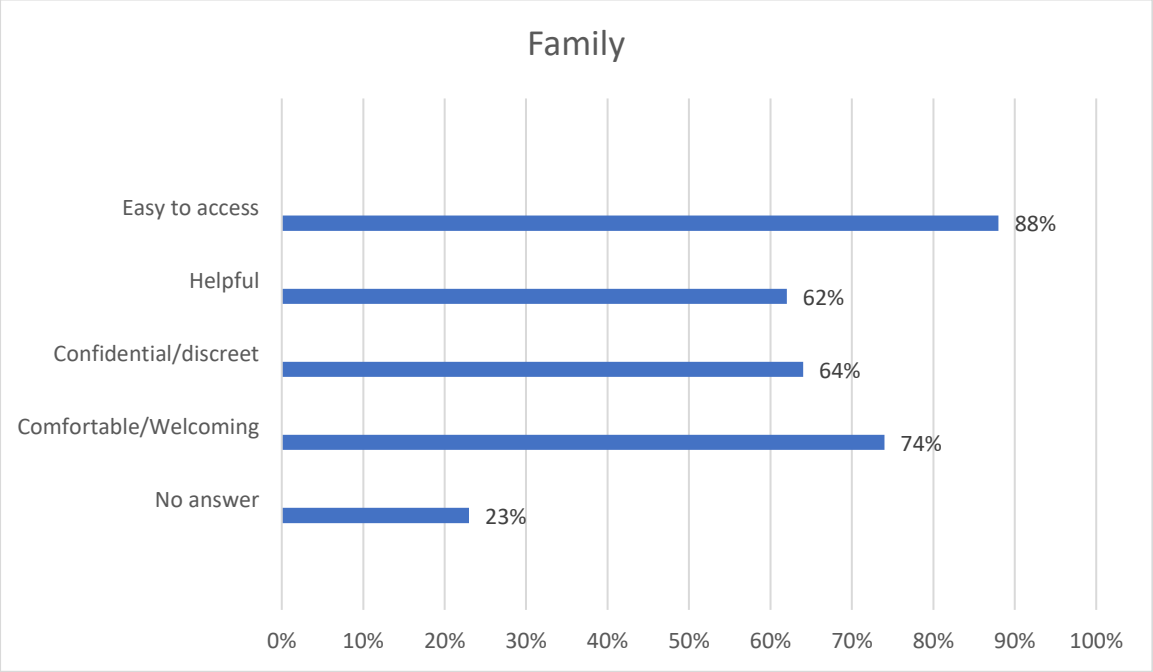

Online support eg Kooth
Easy to access
Helpful
Confidential/discreet
Comfortable/Welcoming
Don't know service
No answer
41%
30%
29%
25%
35%
29%
0%
5%
10%
15%
20%
25%
30%
35%
40%
45%


Jersey Action on Rape
Easy to access
Helpful
Confidential/discreet
Comfortable/Welcoming
Don't know service
No answer
28%
32%
29%
26%
41%
34%
0%
5%
10%
15%
20%
25%
30%
35%
40%
45%


Jersey Domestic Abuse Service
Easy to access
Helpful
Confidential/discreet
Comfortable/Welcoming
Don't know service
No answer
26%
28%
27%
24%
40%
37%
0%
5%
10%
15%
20%
25%
30%
35%
40%
45%


YES
Easy to access
Helpful
Confidential/discreet
Comfortable/Welcoming
Don't know service
No answer
75%
27%
26%
25%
39%
34%
0%
10%
20%
30%
40%
50%
60%
70%
80%


Friends
Easy to access
Helpful
Confidential/discreet
Comfortable/Welcoming
No answer
91%
65%
55%
80%
25%
0%
10%
20%
30%
40%
50%
60%
70%
80%
90%
100%


Family
Easy to access
Helpful
Confidential/discreet
Comfortable/Welcoming
No answer
88%
62%
64%
74%
23%
0%
10%
20%
30%
40%
50%
60%
70%
80%
90%
100%

Appendix 2

Research on Bystander Programmes

Public Health England study into university-based programmes.
https://assets.publishing.service.gov.uk/government/uploads/system/uploads/attachment_data/file/515634/Evidence_review_bystander_intervention_to_prevent_sexual_and_domestic_violence_in_universities_11April2016.pdf

A study from community-based Bystander programme in south west of England
https://bmcpublichealth.biomedcentral.com/articles/10.1186/s12889-020-08519-6

UK Police meta-analysis
https://assets.college.police.uk/s3fs-public/2022-03/Bystander-programmes-evidence-briefing.pdf

UK Government
https://www.gov.uk/government/publications/interventions-to-prevent-intimate-partner-and-sexual-violence/bystander-interventions-to-prevent-intimate-partner-and-sexual-violence-summary