

Volume II

Appendix 1. Project Respect published protocol, “Protocol for pilot cluster RCT of Project Respect: a school-based intervention to prevent dating and relationship violence and address health inequalities among young people”

Available in:


Meiksin R, Allen E, Crichton J, Morgan GS, Barter C, Elbourne D, Hunt K, Melendez-Torres GJ, Morris S, Reyes HL M N, Sturgess J, Taylor B, Young H, Campbell R, Bonell C. Protocol for pilot cluster RCT of project respect: a school-based intervention to prevent dating and relationship violence and address health inequalities among young people. *Pilot and Feasibility Studies*. 2019;5(1). <https://doi.org/10.1186/s40814-019-0391-z>.

STUDY PROTOCOL

Open Access



# Protocol for pilot cluster RCT of project respect: a school-based intervention to prevent dating and relationship violence and address health inequalities among young people

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## Abstract

**Background:** Dating and relationship violence (DRV) intimate partner violence during adolescence encompasses physical, sexual and emotional abuse. DRV is associated with a range of adverse health outcomes including injuries, sexually transmitted infections, adolescent pregnancy and mental health issues. Experiencing DRV also predicts both victimisation and perpetration of partner violence in adulthood. Prevention targeting early adolescence is important because this is when dating behaviours begin, behavioural norms become established and DRV starts to manifest. Despite high rates of DRV victimisation in England, from 22 to 48% among girls and 12 to 27% among boys ages 14–17 who report intimate relationships, no RCTs of DRV prevention programmes have taken place in the UK. Informed by two school-based interventions that have shown promising results in RCTs in the USA—Safe Dates and Shifting Boundaries—Project Respect aims to optimise and pilot a DRV prevention programme for secondary schools in England.

**Methods:** Design: optimisation and pilot cluster RCT. Trial will include a process evaluation and assess the feasibility of conducting a phase III RCT with embedded economic evaluation. Cognitive interviewing will inform survey development. Participants: optimisation involves four schools and pilot RCT involves six (four intervention, two control). All are secondary schools in England. Baseline surveys conducted with students in years 8 and 9 (ages 12–14). Follow-up surveys conducted with the same cohort, 16 months post-baseline. Optimisation sessions to inform intervention and research methods will involve consultations with stakeholders, including young people.

Intervention: school staff training, including guidance on reviewing school policies and addressing ‘hotspots’ for DRV and gender-based harassment; information for parents; informing students of a help-seeking app; and a classroom curriculum for students in years 9 and 10, including a student-led campaign.

Primary outcome: the primary outcome of the pilot RCT will be whether progression to a phase III RCT is justified. Testing within the pilot will also determine which of two existing scales is optimal for assessing DRV victimisation and perpetration in a phase III RCT.

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**Discussion:** This will be the first RCT of an intervention to prevent DRV in the UK. If findings indicate feasibility and acceptability, we will undertake planning for a phase III RCT of effectiveness.

**Trial registration:** ISRCTN, [ISRCTN 65324176](https://www.isrctn.com/ISRCTN65324176). Registered 8 June 2017.

**Keywords:** Dating and relationship violence, Violence prevention, School intervention, Cluster randomised trial, Realist evaluation, Process evaluation, Adolescent

## Background

### Dating violence and public health

Dating and relationship violence (DRV)—used to describe intimate partner violence during adolescence [1–3]—encompasses threats, emotional abuse, controlling behaviours, physical violence and coerced, non-consensual or abusive sexual activities perpetrated by a partner [4]. Globally, 30% of ever-partnered women report violence from current or previous partners at some point in their lives [5, 6]. Evidence suggests that partner violence begins early, with prevalence of DRV victimisation already reaching 29.4% among girls ages 15–19 [6–10]. Norms accepting of gender-based violence and harassment strongly correlate with DRV perpetration and victimisation [9–13] and young people identify concerns about social repercussions as a barrier to intervening in DRV as a bystander [14]. Young people who experience DRV are more likely to be victims or perpetrators of relationship violence as adults [15–17]. Early experience of DRV is also associated with subsequent adverse outcomes such as substance misuse and anti-social behaviour [18–20], sexually transmitted infections (STIs) and teenage pregnancy [21], eating disorders [17], suicidal behaviours and other mental health problems [17, 22], physical injuries [23] and low educational attainment [22]. Experiencing violence during pregnancy correlates with poorer maternal and neonatal health outcomes [21, 24]. In addition to its harms, domestic violence is associated with significant financial costs to health systems. In 2008 in the UK, it was estimated that domestic violence cost the National Health Service £1.73 billion per year with total costs to the UK economy of £15.73 billion per year [25].

### Rationale for proposed study

There is a pressing need to prevent DRV in the UK. Recent surveys of English young people suggest victimisation prevalence of 22–48% for young women and 12–27% for young men aged 14–17 years who report an intimate relationship [26–28]. Universal, primary prevention of DRV is required since these behaviours are widespread and under-reported [29]. Prevention during early adolescence is important because this is the time when dating behaviours begin, behavioural norms become established and DRV starts to manifest [30, 31].

Schools are a key site to achieve this since they are settings in which young people are socialised into gender norms and in which significant amounts of gender-based harassment and DRV go unchallenged [32, 33]. Because DRV arises not only from individual deficits in communication and anger management skills [34] but also from sexist gender norms and pervasive gender-based harassment [23, 35–37], within schools multi-component interventions—for example, addressing school curricula, policies and environments—are required [38] to address factors driving DRV at multiple levels of the social ecology.

There is thus a pressing need for a UK-based randomised controlled trial (RCT) of a universal multi-component, school-based prevention intervention, informed by existing evidence, which targets early adolescents. Project Respect aims to meet this need. The Project Respect intervention is designed to address similar topics to those targeted by the effective Safe Dates [39] and Shifting Boundaries interventions [40]. The programme's theory of change outlines hypothesised pathways to programme outcomes. There is a need for a UK-specific intervention because given cultural differences, direct replication of a US intervention is unlikely to be effective in the UK [41]. We will therefore begin by working with UK secondary school staff and students to elaborate and optimise the intervention and produce the manual, curriculum and other intervention materials. We will then subject Project Respect to a pilot cluster RCT to assess feasibility and acceptability and optimise methods prior to a phase III RCT. This will be the first UK RCT of an intervention to prevent DRV among young people.

### Interventions

Guidance on domestic violence published by the UK National Institute for Health and Care Excellence in 2014 has highlighted the lack of current evidence for interventions preventing adolescent DRV [42]. Recent Cochrane and Campbell reviews of DRV prevention have conducted meta-analyses to estimate effects on behavioural, attitudinal and knowledge outcomes, finding overall effects on knowledge and attitude, but not behaviour [43, 44]. However, more promising results for behaviour are reported from RCTs of the Safe Dates and Shifting



Boundaries interventions [39, 40]. These were included in the Campbell but excluded from the Cochrane review; exclusion of Safe Dates and Shifting Boundaries from the Cochrane review was due to incomplete reporting and recent publication respectively. The authors of the Cochrane review noted that non-inclusion of Safe Dates was a major limitation of their review. These interventions were also identified in a broader review of interventions to prevent sexual violence perpetration as the only effective interventions addressing this issue among young people [45].

The Safe Dates curriculum was delivered over ten sessions to eighth and ninth grade students (aged 13–15 years) in North Carolina, USA and focused on the consequences of DRV, gender roles, conflict management skills, norms, help-seeking and student participation in drama and poster activities. A school cluster RCT [39, 46] reported significantly reduced perpetration of physical DRV and victimisation of serious physical DRV ( $p < 0.05$  for both) and significantly reduced perpetration and victimisation of sexual DRV ( $p = 0.04$ ,  $p = 0.01$  respectively) at 4-year follow-up. The duration of these effects suggests these might be real behavioural effects rather than merely social desirability effects on reporting. The intervention was equally effective for females and males [47].

A four-arm school cluster RCT of the Shifting Boundaries interventions allocated schools to receive one of the following: curriculum intervention, school environment intervention, combined intervention and neither intervention [40]. The curriculum comprised six sessions on the consequences of DRV, the social construction of gender roles and what constitutes healthy relationships. The environment intervention included higher levels of staff presence in hot-spots for gender-based harassment mapped by students, including use of joint faculty and student safety committees to help guide the placement of security personal, posters and increased sanctions for perpetrators including use of building-based temporary restraining orders and use of joint faculty-student safety committees. The environment-only and the combined interventions were effective in reducing sexual violence victimisation at 6-months follow-up (respectively OR = 0.662  $p = 0.028$ ; OR = 0.659  $p = 0.011$ ). There were also reductions in sexual violence perpetration in the environment-only and combined intervention (respectively OR = 0.527  $p = 0.002$ ; OR = 0.524  $p = 0.001$ ). There was no evidence of these effects with the curriculum-only intervention. Results show similar benefits for females and males and for those with and without a history of DRV [48]. The Cochrane review recommended that further research on multi-component interventions in schools is a priority. The Campbell review recommended that future interventions more explicitly address skills and the role of peer norms in preventing DRV.

## Benefits and risks

There are major potential public health benefits arising from the prevention of adolescent DRV, which affects a substantial proportion of young people in the UK. Components of the Project Respect intervention are similar to those comprising the effective Safe Dates and Shifting Boundaries interventions, which do not report physical or psychological harm stemming from such an intervention blending structural and curriculum components. Evidence suggests DRV research is unlikely to pose psychological risks to research participants [49]. Research participants will be informed that their participation in the research is voluntary and that they may withdraw at any point. As we cannot be certain prior to piloting that this intervention research poses no risk to participants, our process evaluation will explore potential for harm. Any potential mechanisms of harmful effects of the intervention will be explored through qualitative data in this pilot RCT and in later evaluation phases. We will closely liaise with participating schools to facilitate data collection with students. We will minimise disruption for staff and ensure student privacy and confidentiality both by employing strategies used successfully in our past work, such as having the trial manager liaise directly with each participating school to identify convenient times and places for data collection, and by piloting innovative methods in this context, such as the use of computer assisted self-interview (CASI) surveys. Ethical issues are discussed in more detail below.

## Methods

### Research aims, research questions and objectives

#### Aims

- I. With stakeholders, to elaborate and optimise Project Respect, informed by existing research.
- II. To conduct a pilot RCT (four intervention, two control schools) in southern England.

#### Research questions

1. Is progression to a phase III RCT justified in terms of pre-specified criteria? These criteria are: randomisation occurs and four or more schools out of six accept randomisation and continue within the study; the intervention is implemented with fidelity in at least three of the four intervention schools; the process evaluation indicates the intervention is acceptable to 70% or more of year 9 and 10 students and staff involved in implementation; CASI surveys of students are acceptable and achieve response rates of at least 80% in four or more schools; and methods for economic evaluation in a phase III RCT are feasible.

2. Which of two existing scales—the Safe Dates (SD) and the short Conflict in Adolescent Dating Relationships Inventory (CADRI-s)—is optimal for assessing DRV victimisation and perpetration as primary outcomes in a phase III RCT, judged in terms of completion, inter-item reliability and fit?
3. What are likely response rates in a phase III RCT?
4. Do the estimates of prevalence and intra-cluster correlation coefficient (ICC) of DRV derived from the literature look similar to those found in the UK so that they may inform a sample size calculation for a phase III RCT?
5. Are secondary outcome and covariate measures reliable and what refinements are suggested?
6. What refinements to the intervention are suggested by the process evaluation?
7. What do qualitative data suggest about how contextual factors might influence implementation, receipt or mechanisms of action?
8. Do qualitative data suggest any potential harms and how might these be reduced?
9. What sexual health and violence-related activities occur in and around control schools?

### Objectives

- a. To elaborate and optimise Project Respect and produce intervention materials in collaboration with the National Society for the Prevention of Cruelty to Children (NSPCC), four secondary schools, youth and policy stakeholders and the originators of effective US programmes informing our intervention.
- b. To adapt and cognitively test the SD and CADRI-s scales prior to piloting.
- c. To recruit six schools, undertake baseline CASI survey of two cohorts of students at the end of years 8 and 9 respectively plus online staff survey, and randomise four schools to receive the intervention and two to be usual-treatment controls (see Fig. 1).
- d. To ensure Project Respect is implemented for students in years 9 and 10, conduct process evaluation, and follow-up student CASI and staff online surveys 16 months post-baseline (start of years 10 and 11).
- e. To address the above research questions to inform progression to a phase III RCT.

### Research design

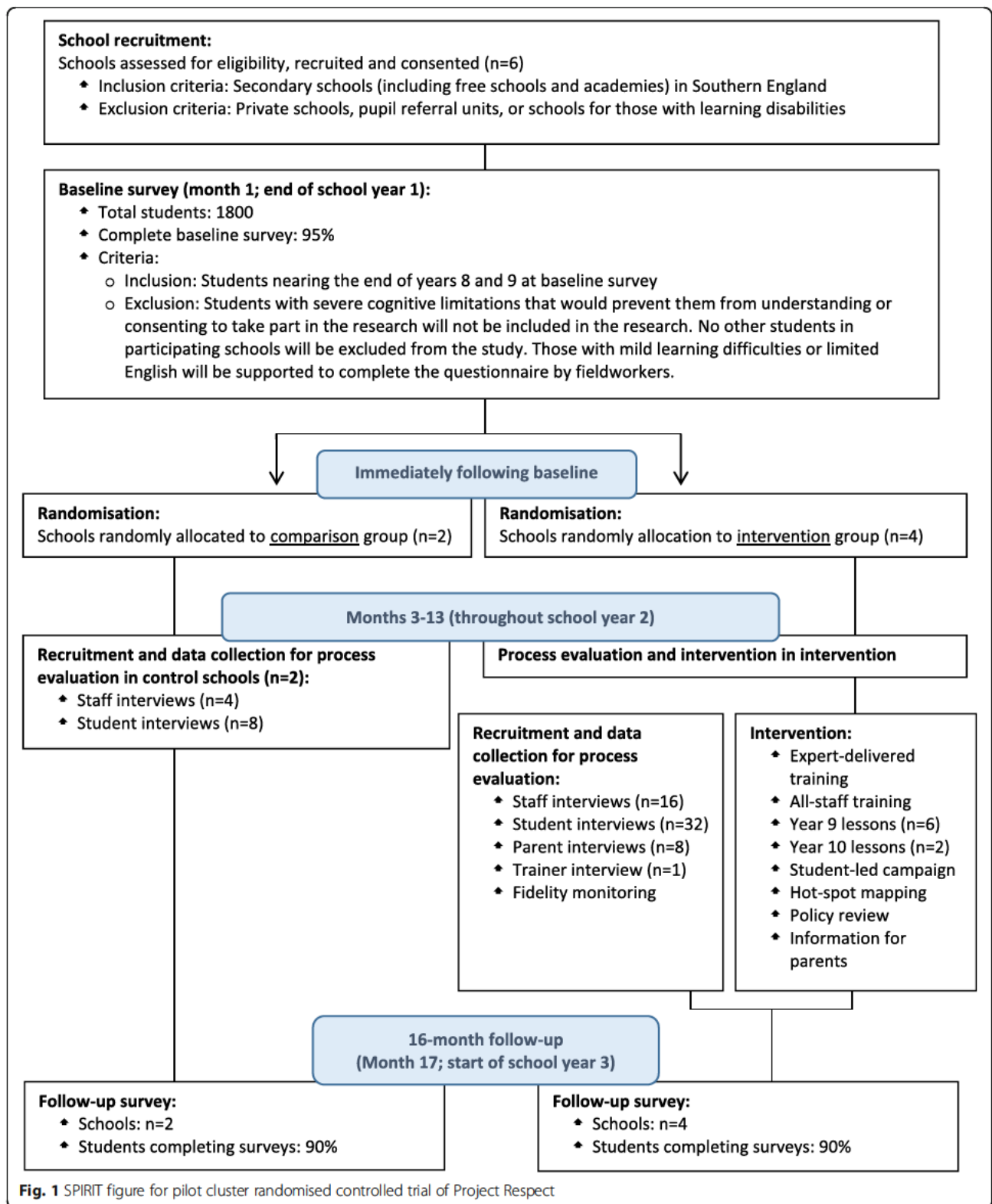
#### *Intervention elaboration and optimisation and cognitive interviewing to refine DRV scales*

The core components of the intervention and the underlying theory of change have been informed by existing research, including studies on the Safe Dates and Shifting Boundaries interventions and existing systematic

reviews as described above. Further work is required to elaborate the intervention methods and produce materials (manual, staff training and student curriculum), optimising these for use in the UK. This process will be led by the investigators and NSPCC working in close collaboration, and with the participation of students and teachers drawn from four secondary schools (different to those that will be involved in the pilot RCT), as well as the Advice Leading to Public Health Advancement (ALPHA) group [50]—a young people's research advisory group—and policy stakeholders. We will elaborate and optimise the intervention through a systematic process involving review by researchers and NSPCC of existing systematic reviews and evaluation reports, elaboration of Project Respect methods and production of draft materials by NSPCC staff and the research team, consultation with stakeholders on the draft intervention materials via two facilitated workshops and web-based consultation and refinement of the draft intervention materials based on feedback. At the same time, we will adapt two existing DRV scales and refine the adaptations by conducting cognitive interviews with young people who are the same age as intended respondents. In cognitive interviewing, a qualitative method for pre-testing and improving survey questions, the focus is on the cognitive processes respondents use to answer survey items [51]. It aims to assess whether survey items are appropriate for their intended purpose [52], and we will use this approach to identify problems respondents encounter with survey items and to assess whether participants understand these items as intended. After adaptation, we will test these two scales in the pilot cluster RCT in order to determine which would be optimal for measuring DRV victimisation and perpetration as the primary outcomes in a phase III RCT. In these cognitive interviews, we will also pre-test selected items on attitudes and norms related to gender and DRV. Cognitive interviewing will occur in one of the schools taking part in elaborating the intervention and will involve eight male and eight female students. Students will complete paper questionnaires covering basic socio-demographics followed by the two DRV scales. They will then be interviewed and asked to 'think aloud' about how they answered the questions [53] with some probing [54] about comprehension, recall, judgement and response in relation to selected items [55].

#### *Pilot RCT*

We will then conduct a pilot cluster RCT (four intervention, two control schools; different to those involved in intervention elaboration and any subsequent phase III RCT), with an integral process evaluation and an embedded economic evaluation feasibility study. The research and intervention teams will be separately



managed to ensure the evaluation is independent and that the proposed research does not distort intervention delivery. Although in the phase III RCT the intervention

would be delivered over two academic years (targeting a single cohort of students progressing from year 9 to year 10 in this period), in this pilot the intervention will be

implemented during one school year to two groups of students, those in year 9 and those in year 10. Curriculum lessons designed for each of these year groups will be piloted with the appropriate year group. One year of piloting is sufficient to assess feasibility and acceptability in order to address our research questions. Similarly, although a future phase III RCT would involve follow-up surveys at 28 months post-baseline, follow-up surveys in the pilot RCT will occur 16 months post-baseline. This timescale is sufficient to assess the feasibility of trial methods among participants of the same age as participants would be in a phase III trial at 28 months. Due to the sensitive nature of the baseline and follow-up student surveys, we will use a repeat cross-sectional rather than longitudinal design. The follow-up surveys will be conducted with the same two cohorts of students who took part in the baseline survey, but surveys will not be linked at the level of the individual. This design does not require that we link respondent names to the responses they submit, therefore protecting students' anonymity.

The Standard Protocol Items: Recommendations for Intervention Trials (SPIRIT) figure (Fig. 1) outlines the key phases of the study. We provide a SPIRIT checklist in Additional file 1 [56, 57].

### Setting

The Project Respect intervention is intended for all mainstream secondary schools. There is no clear evidence that DRV among UK adolescents is associated with individual socio-economic status (SES) or school-level deprivation [27, 58]. Evaluating Project Respect in a sample of schools over-representing those in deprived areas would therefore unnecessarily undermine the generalisability of our findings.

#### *Pilot trial inclusion criteria*

- Secondary schools (including free schools and academies) in southern England.

#### *Pilot trial exclusion criteria*

- Private schools, PRUs and schools designed especially for students with learning disabilities.

### Population

As with similar previous studies [39, 40], Project Respect is a universal intervention for female and male students aged 13–15 years (in years 9 and 10 in UK schools). This age group is appropriate because this is the time when most dating behaviours begin, behavioural norms become established and DRV starts to manifest [30, 31]. Stakeholder consultations suggest provision to year 11 students is not feasible due to UK school exam

timetables. In the pilot RCT, the intervention will run for 1 year only, targeting year 9 and 10 students, so that we may assess the intervention feasibility and acceptability.

#### *Pilot trial inclusion criteria*

- Students nearing the end of years 8 and 9 at the time of the baseline survey

#### *Pilot trial exclusion criteria*

- Students with severe cognitive limitations that would prevent them from understanding or consenting to take part in the research will not be included in the research. No other students in participating schools will be excluded from the study. Fieldworkers will support students who have mild learning difficulties or limited English proficiency to complete the questionnaire.

### Analytic sample and proposed sample size

The pilot RCT will focus on feasibility and no power calculation for this has been performed. Four schools implementing the intervention in the pilot trial balances the need to assess implementation in a diversity of schools while ensuring the pilot is small enough to be appropriate as a preliminary to a larger phase III RCT. The analytic sample for outcome assessment in the pilot will be a minimum of 1800 students at the ends of years 8 and 9 (aged 12/13 and 13/14 years) at baseline, with follow-up at 16 months. Data on fidelity and acceptability are intended to provide site-specific descriptive estimates rather than to be generalizable to a broader group of schools.

### Recruitment and randomisation

Four schools will be involved in intervention elaboration and optimisation, purposively sampled to vary by region and deprivation (as measured by the income deprivation affecting children index, IDACI). In the subsequent pilot RCT phase, three schools in southeast England and three schools in southwest England will be recruited; these schools will be different from those participating in optimisation. Schools taking part in the pilot RCT will be purposively sampled to ensure variation by deprivation and school-level value-added academic attainment, as approximate indicators of school capacity to deliver Project Respect.

We will recruit schools via letters and telephone calls to schools, local authorities, academy chains and school networks. Response rates will be recorded, as will any stated reasons for non-participation. After baseline CASI surveys with students at the end of years 8 and 9, schools will be stratified by region and randomly allocated 2:1 to intervention/control by the London School



of Hygiene and Tropical Medicine (LSHTM) clinical trials unit (CTU). The 2:1 allocation will enable us to pilot randomisation while ensuring sufficient diversity among four schools for piloting the intervention. Retention of control schools will be maximised via £500 payment and feedback of survey data.

### Planned intervention

#### *Intervention components*

Project Respect is a manualised, multi-component school-based universal prevention intervention.

Table 1 summarises the Project Respect intervention according to the items included in the 'Template for Intervention Description and Replication' (TIDieR) checklist [59], and Fig. 2 presents the intervention's theory of change.

#### *Research and provider and roles*

In close collaboration with the research team, NSPCC will lead the elaboration and optimisation of the intervention and the production of materials. In the delivery phase, NSPCC will work independently from the research team to train senior leadership and other key school staff in safeguarding to prevent, recognise and respond to gender-based harassment and DRV; to enable them to lead the intervention in their schools; to review school rules and policies to help prevent and respond to gender-based harassment and DRV; and to identify and increase staff presence in 'hotspots' for these behaviours. Trained school staff will then implement the school environment and curriculum components, cascading training in safeguarding to all staff.

#### *Comparator*

The comparator consists of schools randomly allocated to the control group. Control schools will not implement Project Respect, instead continuing with any existing gender, violence or sexual health-related provision. The study will include three additional activities to support all schools taking part: NSPCC will offer safeguarding officers of all schools a support session to prepare them in case the school experiences increased numbers of students seeking support as a result of the research or intervention (this will take place before the baseline surveys in case of such an increase immediately following baseline surveys; the training therefore takes place before randomisation); the research team will provide a short report to intervention and control schools about the prevalence of DRV reported in their schools; and NSPCC will brief its 'Childline' telephone helpline staff so that they are aware of the project in case the research or intervention results in students contacting them. While these activities mean the experience of control schools will differ slightly from treatment as usual, we

feel this measured response is essential to fulfil our duty of care to trial participants while not excessively distorting the nature of the comparator. The nature of the comparator will be assessed by examining the sexual health education provision in and around control schools at baseline.

### Outcome measures

In the pilot RCT, the primary outcome will be whether progression to a phase III RCT is justified in terms of the pre-specified criteria listed in research question 1. The pilot RCT will also determine which of two existing DRV scales will be used to measure the primary outcomes of DRV victimisation and perpetration in a phase III trial.

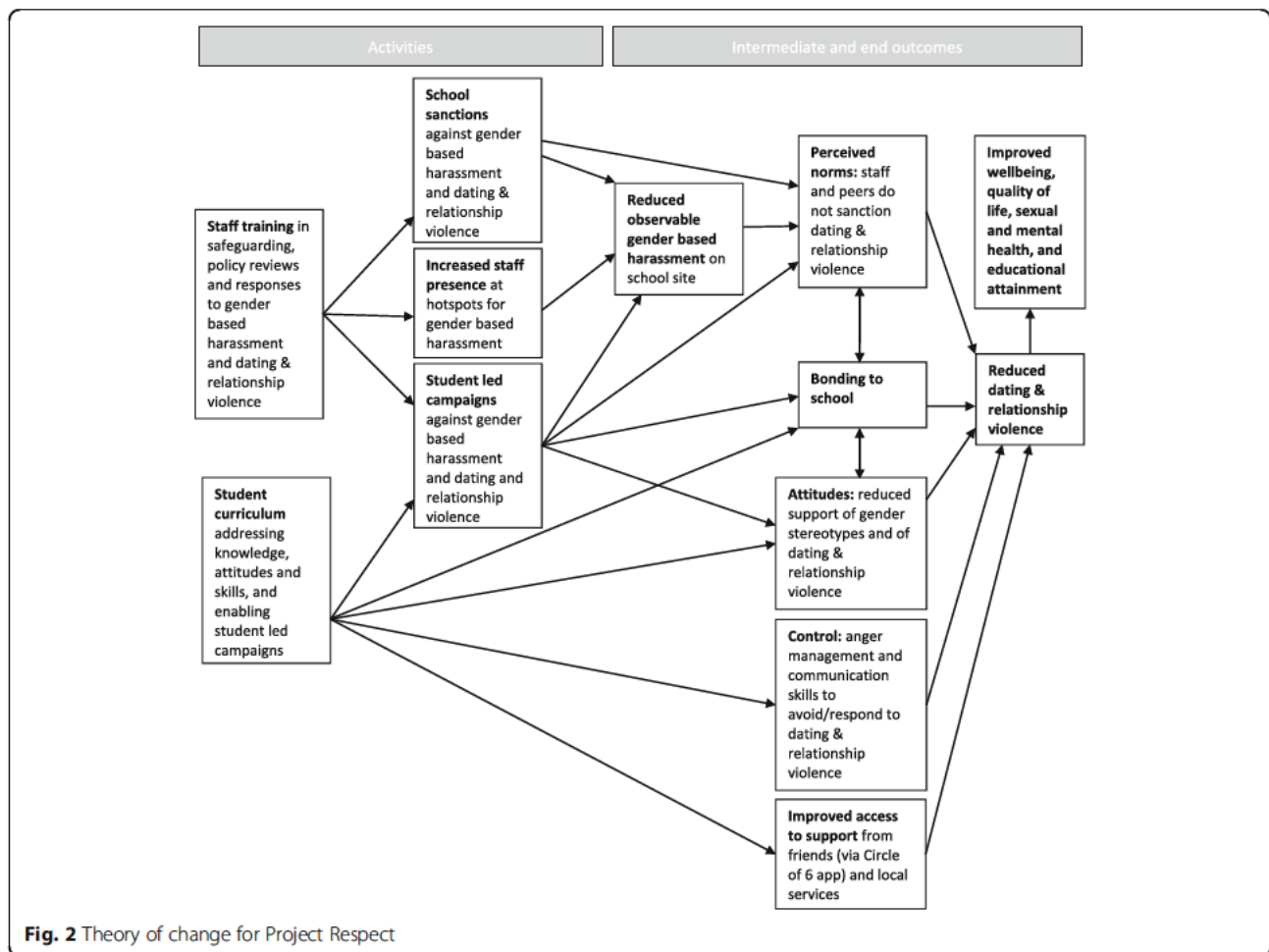
All measures of primary and secondary outcomes and mediators that would be examined in a phase III RCT will also be assessed for reliability in this pilot.

The twin primary outcomes in a phase III RCT would be binary measures of DRV victimisation and perpetration, measured using self-reports rather than via routine data. This is because most experiences of DRV will not result in notifications to the school, police or NHS [43] and our intervention is likely to increase rates of such notifications with the risk of ascertainment bias. While our intervention might also result in increased self-reports, this reporting bias will be minimised by use of a validated and reliable measure comprising items focused on specific behaviours. As there is currently no clear evidence as to whether the SD or CADRI-s measure is the optimal scale to assess DRV victimisation/perpetration in this population, we will adapt and test these measures in this pilot to determine which is most suitable in the UK context.

The SD measure of dating violence is based on self-reported perpetration and victimisation of psychological abuse and of physical and sexual violence in the previous year. Participants are asked 'How often has anyone that you have ever been on a date with done the following things to you?' Response options range 0–3, indicating frequency. Items are summed and then recoded 0–3 indicating overall degree of abuse. Psychological abuse is assessed in terms of 14 acts (Cronbach's alpha = 0.91 for victimisation and 0.89 for perpetration) [47, 60]. Physical and sexual violence are assessed in terms of 18 acts, of which 6 indicate serious physical violence and 2 indicate forced sexual acts (Cronbach's alphas for perpetration of moderate physical violence = 0.92, for severe physical violence = 0.89 and for sexual violence = 0.86). For victimisation, Cronbach's alphas are respectively 0.90, 0.86 and 0.74 [47]. The SD measure is one of the most commonly used in research on adolescent dating violence [61] and correlates with poor mental health and various health risk behaviours including other forms of youth violence and substance use [23, 62, 63]. Reliability has been examined in multiple studies of adolescents, but

**Table 1** Description of the Project Respect intervention using TIDieR checklist items

TIDieR Item	Information on Project Respect intervention
Brief name	Project Respect
Why	<p>We present the theory of change for Project Respect in Fig. 2. The intervention is underpinned by the theory of planned behaviour [93] and the social development model [94]. It is also supported by reviews which suggest that DRV interventions should challenge attitudes and perceived norms concerning gender stereotypes and violence as well as support the development of skills and control over behaviour [38]. Informed by the theory of planned behaviour, Project Respect will aim to reduce DRV by challenging student attitudes and perceived social norms about gender, appropriate behaviour in relationships, and violence; and by promoting student sense of control over their own behaviour. A key element of our theory of change is that attitudes and norms will be challenged not only via the student curriculum but also via actions at the level of the school environment to reduce gender-based harassment observable on the school site and increase school sanctions against gender-based harassment and DRV. Sense of control over behaviour will be promoted via the curriculum components focusing on communication and anger management skills. Informed by the social development model, Project Respect will enable student participation in curriculum lessons and leadership of campaigns in order to maximise learning, increase student bonding to school, and increase acceptance of school behavioural norms. The curriculum also aims to reduce DRV by promoting awareness of the Circle of 6 app [95] and local services, increasing the ability of those who experience DRV to seek support.</p> <p>Project Respect, like the earlier Shifting Boundaries intervention [40], includes a curriculum as well as school-elements. Informed by Shifting Boundaries, the Project Respect curriculum addresses gender roles and healthy relationships and uses hotspot mapping to inform changes in staff patrols of school premises. Informed by the earlier Safe Dates intervention [96], which is primarily curriculum-based, the Project Respect curriculum includes a focus on gender roles, conflict management skills, norms, and help-seeking and incorporates a student-led campaign component.</p>
What materials	Schools allocated to receive the intervention will be provided with various resources. Schools will receive a manual to guide delivery of the intervention. School staff will be offered training (see below) and participants will receive slides to guide delivery of an all-staff training they deliver. Parents of students will be given written information on the intervention and advice on preventing and responding to DRV. Students will be given the opportunity to download the 'Circle of 6' app which helps individuals contact friends or the police if threatened by/experiencing DRV. Schools will be provided with written lesson plans and slides to guide delivery of a classroom social and emotional skills curriculum targeting students aged 13–15 years which includes a student-led campaign element.
What procedures	<p>Project Respect is a multi-component school-based universal prevention intervention. The intervention aims to address DRV perpetrated by young people of all genders in heterosexual or same-sex relationships. School policies and rules will be rewritten to ensure that they aim to prevent and respond to DRV and gender-based harassment. Areas on the school site that are identified through student and staff mapping exercises as 'hotspots' for DRV and gender-based harassment will be patrolled by staff to prevent and respond to incidents. Responses will include appropriate sanctions for perpetration, support for victims and referral of victims or perpetrators to specialist services where necessary.</p> <p>The curriculum will include lessons that focus on (1) challenging gender norms; (2) defining healthy relationships; (3) inter-personal boundaries, consent, and mapping 'hotspots' for gender-based harassment and DRV on the school site; (4) how students can help a friend they are worried about, and empowering students to run campaigns challenging gender-based harassment and DRV; (5) communication and anger management skills relating to relationships; and (6) accessing local services relating to DRV and reviewing student-led campaign ideas. Learning activities will include: information provision; whole class discussions; video vignettes to help students identify abusive behaviours and relationships; quizzes; role plays and exercises; and cooperative planning and review of student-led campaigns. Schools that are randomly allocated to the intervention will be asked to continue with usual provision in addition to implementing the Project Respect intervention.</p>
Who provides	School staff will implement the intervention with support from the NSPCC. Training will be provided by NSPCC for senior leadership and other key school staff to enable them to plan and deliver the intervention in their schools and review school rules and policies to help prevent and respond to DRV and gender-based harassment, and increase staff presence in 'hotspots' for these behaviours. Training will then be provided by these trained school staff for all other school staff in safeguarding to prevent, recognise and respond to gender-based harassment and DRV. The NSPCC will further support intervention delivery by offering advice sessions of up to one hour per week to intervention schools.
How	All intervention components will be delivered face-to-face and at the group level.
Where	All components will be delivered on school premises.
When and how much	<p>Training by NSPCC will be provided in a 2–3-h session. Training within the school will be provided in a 60–90-min session. Policy review and hotspot mapping will occur in one or more school management meetings. School patrols will occur throughout the school year. The intervention curriculum will comprise six sessions in year 9 and two booster sessions for the same cohort in year 10, a relatively small number of lessons both years to ensure that the curriculum can be implemented in busy school timetables.</p> <p>As described in the 'Research design' section above, lessons in this pilot study will be delivered to students in years 9 and 10 during the same school year rather than to the same cohort over two years.</p>
Tailoring	The intervention will not be tailored.
How well (planned fidelity assessment)	As described in the 'Process evaluation' section below, fidelity will be assessed via audio-recordings of the NSPCC-delivered and all-staff trainings, logbooks completed by teaching staff delivering curriculum sessions, structured observations of a randomly selected session per school of one curriculum lesson, interviews with the NSPCC trainer(s) and interviews with intervention school staff.



not in the UK to date. We will add introductory text to clarify our interest in both on- and off-line behaviours. Our primary outcome will examine categorical measures of DRV perpetration and victimisation, while secondary outcomes will examine each subscale.

The CADRI measure comprises 92 items assessing DRV victimisation and perpetration over the past year. Subscales cover emotional abuse, relational abuse, controlling behaviours, physical violence and non-consensual sexual activities. Items are rated on a 4-point scale according to frequency, allowing generation of a binary measure of prevalence or a quantitative measure of frequency created from the summed score divided by the number of items. Research has found that DRV as measured via the CADRI scale is correlated during adolescence with early sexual debut, unsafe sex, violence and suicidal ideation [64]. The CADRI instrument has been used in research with young people in the USA, Canada [65, 66] and Spain [67], but not in the UK to date.

The use of the CADRI measure within trials is problematic due to its length. A short 10-item version of the CADRI, the CADRI-s, has been developed and piloted

among school-based samples of students in 9th–12th grade and in at-risk samples in Canada. The new measure was found to be slightly less sensitive than the full questionnaire but to have good reliability, fit and convergent validity with the full measure [68]. We plan to further assess this short version. We will modify the scale by adding text clarifying our interest in both on- and off-line behaviours and adding two items from the original CADRI measure to assess experience of controlling behaviours. The developers of the SD and CADRI-s have permitted our use and modification of these measures. We propose to use the pilot RCT to refine the two existing measures, cognitively test these to inform further refinements and then pilot the measures and assess completion rates, inter-item reliability (using Cronbach's and ordinal alphas) and fit (using confirmatory factor analysis).

Informed by our theory of change, secondary outcomes in a phase III RCT will include the following, which we will assess for reliability in this pilot trial:

- DRV frequency of victimisation and perpetration (using the SD and CADRI-s measures).



- Short Warwick-Edinburgh Mental Well-Being Scale (SWEMWBS). This is a 7-item scale designed to capture a broad concept of positive emotional well-being including psychological functioning, cognitive-evaluative dimensions and affective-emotional aspects [69]. Items are rated on a 5-point scale: none of the time, rarely, some of the time, often, or all of the time. Responses are scored and aggregated to form a 'well-being index' with a higher score representing greater well-being [69].
- Paediatric quality of life inventory (PedsQL) version 4.0. This is used to assess overall quality of life. The 23-item PedsQL [70] has been shown to be a reliable and valid measure of quality of life in normative adolescent populations. It consists of 23 items representing 5 functional domains—physical, emotional, social, school and well-being—and yields a total score, two summary scores for 'physical health' and 'psychosocial health', and three subscale scores for 'emotional', 'social' and 'school' functioning.
- Sexual harassment. Two new items measuring experience of sexual harassment (1) overall and (2) in school, drawing on a widely accepted definition of what constitutes sexual harassment [71].
- Strengths and Difficulties Questionnaire (SDQ). This is a brief, validated instrument for detecting behavioural, emotional and peer problems and prosocial strengths in children and adolescents. It comprises 25 items across five scales assessing emotional symptoms, conduct problems, hyperactivity/inattention, peer relationship problems and prosocial behaviour. A higher total problems score indicates greater problems [72].
- Self-reported sexual health. We will examine pregnancy and unintended pregnancy (initiation of pregnancy for boys) and sexually transmitted infections, age of sexual debut, partner numbers, and use of contraception at first and last sex using measures from previous RCTs [73, 74].
- Self-reported use of primary care, accident and emergency, other service in past 12 months.
- Self-reported contact with police [75].
- School attendance and educational attainment via routine school-level data on half-days absent and General Certificate of Secondary Education (English secondary school qualification) performance for the trial cohorts.

Informed by the intervention's theory of change, we will also examine the following mediators (to be assessed for reliability in this pilot trial):

- Social norms and gender stereotyping. We will use a modified version of a multi-item subscale developed

- by Foshee [23] measuring acceptance of prescribed norms (acceptance of dating violence under certain circumstances) using a 4-point Likert scale format, and adapt these items to measure injunctive norms (beliefs about others' attitudes towards dating violence). Items are averaged to create a composite score [23]. We will use a modified version of items used by Cook-Craig et al. to measure descriptive norms (beliefs about whether DRV is common) [76]. We will measure gender stereotyping using a modified version of the 16-item Attitudes Towards Women Scale, which has high reliability and uses a 4-point Likert scale format [77]. We will adapt these items to measure injunctive norms (beliefs about others' attitudes towards gender stereotypes).
- Self-reported awareness of services, and help seeking for victims and perpetrators. We will assess these via existing single-item self-report measures [23].
- Communication and anger management. We will assess these using the Modified Sexual Communication Survey (MSCS) and SDQ respectively. MSCS measures open sexual communication with a current or potential partner [78]. The scale includes 21 eight-point Likert scale items examining frequency and has excellent reliability [79, 80].
- Dating violence knowledge. This will be measured using a modified version of a reliable multi-item scale involving true/false questions on help-seeking and definitions [40].
- Downloading and use of the 'Circle of 6' app will be measured by a new single-item measure.

To ensure student surveys are age-appropriate, items with sensitive sexual content will be excluded at baseline but included at 16-month follow-up.

#### **Economic outcome measures**

In this pilot study, the aims of the economic evaluation component are to plan the economic evaluation that would accompany a phase III RCT, identify sources of data and determine how best to collect these. We will undertake a detailed cost analysis of the intervention; collect resource use data and examine response rates and data quality; use the process evaluation to identify any unanticipated costs to students, schools and NSPCC and to consider ways of maximising responses to economic data collection; identify unit costs for the cost components; and review additional literature to identify any new potential sources of data to model long-term costs and outcomes.

In a phase III RCT, the primary economic evaluation would take the form of a within-trial cost-utility analysis, with health outcomes expressed in terms of quality-adjusted life-years (QALYs). Changes in health-related

quality of life would be measured primarily from study participants' perspectives with a secondary analysis examining teacher outcomes. The Child Health Utility (CHU) 9D measure [81] would be used to assess students' health-related quality of life and the 12-item Short Form Health Survey (SF-12) would be used for this purpose for teachers [82]. In the pilot RCT, we will assess the measures used for this analysis by collecting data on them at baseline and follow-up. The CHU-9 is a validated age-appropriate measure that was explicitly developed using children's input and has been suggested to be more appropriate and function better than other generic health utility measures for children and adolescents [83]. In a phase III RCT, student and teacher utility values would be collected at baseline and subsequent follow-up points using the selected measures, which would then be converted into utility scores suitable for calculating QALYs using published algorithms. In addition, a cost consequence analysis would be presented with further outcomes. The time horizon would capture costs and outcomes within the trial. In terms of costs, we would present the base-case cost-effectiveness estimate from a public sector perspective, as recommended by the National Institute for Health and Care Excellence's public health methods guidance. Given that Project Respect will be delivered by a charity, our costing perspective would also be extended to include the voluntary sector.

### **Assessment and follow up**

Baseline surveys will be conducted before randomisation with two cohorts of students, one nearing the end of year 8 (aged 12–13 years) and one nearing the end of year 9 (aged 13–14 years). Baseline surveys will collect data on socio-demographic variables, pre-hypothesised outcome variables and potential confounders. Where feasible, surveys will be done at the same time of day in all schools. Students will be given an information sheet about the study at least 1 week prior to data collection and an oral description of the study. Students will have the opportunity to ask questions before deciding whether or not to take part. We will be clear about the topics to be explored and the complete anonymity of questionnaire data. Students will then be invited to assent to participate in data collection. All students will be provided with information about school safeguarding officers, other local safeguarding resources (where relevant), a national helpline and other agencies for students experiencing DRV or other forms of abuse. We will also provide students and their parents/guardians with the contact details for the research team to report any concerns relating to the research. As is conventional with UK trials in secondary schools, including trials of sexual health and violence prevention interventions [73, 74, 84], students' parents/guardians will also be sent a detailed

information sheet at least 1 week prior to data collection. They will be asked to contact the school or research team should they have questions or should they wish for their child not to take part. A sample of the information sheets and consent forms used for the study are provided in Additional file 2.

Given the particularly sensitive nature of DRV, we will pilot the use of tablet-based CASI surveys to maximise student privacy and optimise the quality of the data collected. Students will complete surveys confidentially and anonymously with researchers present to explain data collection and support participants where necessary. Teaching staff will be present but will remain at the front of the classroom, helping to maintain order but unable to read student responses. During optimisation, we will ask students about the acceptability of this approach.

We will survey absent students by leaving paper questionnaires and stamped addressed envelopes with their schools. When we conduct follow-up surveys 16 months post-baseline, with students who are near the beginning of years 10 and 11 (aged 14–15 and 15–16 years, respectively), we will collect self-report data on intervention participation, outcomes and potential mediators. Fieldworkers will be blind to school allocation. Based on past experience [84], in the pilot, we anticipate 95% baseline survey participation and 90% at follow-up. We will also conduct online staff surveys at baseline and 16 months post-baseline for the economic and process evaluations.

### **Process evaluation**

An integral process evaluation, informed by existing frameworks [85–87], has three purposes: first, to examine intervention feasibility, fidelity, reach and acceptability; second, to assess provision of sexual health services and violence prevention in and around control schools; and third, to explore context and potential mechanisms of action, as well as potential unintended effects, in order to refine the intervention's theory of change and the intervention methods.

#### ***Intervention feasibility, fidelity, reach and acceptability***

In addition to assessing the 'progression criteria' outlined in the study's research question 1 relating to intervention feasibility and acceptability, we will also examine reach and how it varies by student and school characteristics. Data on these outcomes will be collected via: audio-recording of all NSPCC and school-delivered training (fidelity); logbooks completed by teaching staff delivering all curriculum sessions (feasibility, fidelity, costs); structured observations of a randomly selected session per school of one curriculum lesson (fidelity); student surveys (reach, acceptability); staff survey (reach, acceptability of training and intervention overall); interviews with the NSPCC trainer(s) (feasibility, fidelity); interviews with four

staff per intervention school, purposively sampled by seniority and which intervention component(s) they are involved in (acceptability, fidelity); interviews with two parents per intervention school, purposively sampled by age and sex of their child (acceptability); and interviews with eight students per intervention school, purposively sampled by year 9/10, sex and involvement in a student-led campaign as part of the intervention delivery (acceptability).

Fidelity will be assessed quantitatively against tick-box quality metrics. For example, each training and curriculum session will be assessed against session-specific quality metrics relating to the topics covered, the exercises used and opportunities for discussion. After the intervention is fully elaborated, the investigators will finalise the fidelity metrics based on the intervention and will ask the Study Steering Committee (SSC) to approve these prior to their use in the process evaluation.

Trained researchers will conduct interviews in private rooms, guided by semi-structured interview guides. Although the qualitative research will not aim to explore students' personal experiences of sex, relationships, or DRV, disclosures of abuse may occur. In focus groups, we will instruct participants not to disclose any experiences of abuse during the group discussion since we cannot guarantee that all participants would keep this information confidential. All focus groups will be conducted by researchers who have been trained to steer group discussions away from potential disclosures. We will, however, provide the opportunity for participants to speak with the researcher in private after the focus group if they would like help with any issues they are facing. If disclosures of sexual intercourse before age 13 years or of any other abuse occur during qualitative data collection, the researcher will establish whether the reported abuse meets our criteria for referral. If it does, the researcher will inform the student that she or he must report this to the school safeguarding officer. We have defined categories of harm warranting such responses with the advice of a social worker specialising in child protection and in collaboration with NSPCC (see the 'Ethical issues' section, below). We will consult with school safeguarding officers in advance to ensure this process is compatible with school policies.

Interviews will be audio-recorded and transcribed in full. Drawing on May's theory of implementation [86], qualitative research will assess how implementation is influenced by NSPCC and school staffs' perceptions as to the intervention's potential workability and integration within the school system, possession of the required norms and relationships to underpin implementation, shared commitment to enact the complex intervention and continuous contributions that are sustained in time and space.

### **Provision in control schools**

We will examine sexual health provision in and around control schools to describe our comparator. Data on this will be collected via staff and student surveys; interviews with two staff members per control school, selected purposively by seniority; and four students per control school, selected purposively by year 9/10 and sex.

### **Context and mechanisms of action**

Informed by realist approaches [88, 89], using qualitative methods we will aim to explore potential intervention mechanisms and how these interact with contextual factors to enable outcomes, including mechanisms that might give rise to unintended, potentially harmful consequences. We will also explore how potential mechanisms of action might vary with school context and student characteristics, in order to refine and optimise the intervention's theory of change and intervention methods. Data on context and mechanisms will be collected via interviews with NSPCC trainers, student and staff surveys and interviews with four staff and eight students per intervention school (purposively sampled as described above). Our quantitative research will pilot mediator analyses, as discussed in the next section.

### **Approach to data analysis**

In the pilot RCT, our primary analysis will determine whether criteria for progression to a phase III RCT are met. Descriptive statistics on fidelity will draw on audio-recordings of training, logbooks completed by teaching staff and structured observations of curriculum lessons. Acceptability will be assessed through student and staff surveys. Recruitment and response rates will be reported in a flow chart and used to refine our power calculation. Pilot RCT analyses will also assess which of our indicative primary outcomes is sufficiently reliable to use within a phase III RCT, assessing response rates, inter-item reliability (using Cronbach's and ordinal alphas) and fit (using confirmatory factor analysis). In-line with our approach in a previous pilot trial, we will prioritise completion rates and inter-item reliability when judging between measures [84]. We will set the threshold for acceptable reliability at a Cronbach's alpha of 0.70 or higher. If both measures perform well on this, we will choose the CADRI-s for use in a phase III RCT since this is the more established measure. If neither performs well, we will not progress to phase III without first identifying and piloting alternative measures.

Although the pilot RCT will be underpowered to determine an ICC and prevalence among the comparator of DRV, it will enable a more qualitative assessment of whether estimates derived from North American studies seem to be appropriate for schools in England.

Data from the process evaluation will be analysed to describe provision of violence prevention and sexual health-related activities in and around study schools, contextual influences on intervention feasibility and acceptability and potential mechanisms of benefits and unintended impacts to refine the intervention's theory of change. Qualitative data will be subject to thematic content analysis using techniques drawn from grounded theory such as *in vivo*/axial codes and constant comparison [90]. As well as deriving themes inductively from the data, we will also use realist approaches to evaluation [89] and May's implementation theory [86] to inform analyses, identifying characteristics of the intervention, providers and settings which promote or hinder implementation or which might interact with intervention mechanisms to enable outcomes. Qualitative research will develop hypotheses which will be tested in exploratory quantitative analyses where data allow.

The economic evaluation feasibility component of the study will pilot measures assessing quality of life and assess the feasibility of methods to be used within a full RCT. We will also pilot the primary intention-to-treat analyses of outcomes which will use repeat cross-sectional data as would be done within a phase III RCT, as well as secondary, moderator and mediator analyses. In a phase III RCT, moderator analysis would be conducted to examine how effects vary by student socioeconomic status, sex and ethnicity and by school IDACI and value-added academic attainment. Mediator analysis would examine whether intervention effects on mediators might explain effects on our primary outcomes using established methods [91]. All such analyses will be underpowered in this pilot RCT but will be piloted to refine methods.

### **Protecting against bias**

The aim of this study is to pilot the intervention and RCT methods, not to estimate intervention effects. However, we will pilot methods aimed at minimising bias. The research team and the intervention delivery team will be separately managed. We will aim to maximise response rates to reduce non-response and attrition bias, for example by following up with schools to collect surveys from those individuals not present during survey sessions. Response rates and qualitative data will be analysed to refine data collection methods prior to a phase III RCT.

### **Ethical issues**

Ethical approval for the study has been obtained from the London School of Hygiene and Tropical Medicine Ethics Committee and the NSPCC Research Ethics Committee. All work will be carried out in accordance with guidelines laid down by the Economic and Social Research Council, the Data Protection Act 1998 and the latest Directive on Good Clinical Practice (2005/28/EC).

Any member of the research/fieldwork team visiting a school to conduct unsupervised research with a student will be required to have a full Disclosure and Barring Services check. Quantitative and qualitative data will be managed by project staff using secure data management systems and stored anonymously. Quantitative data will be managed by LSHTM, an accredited CTU. All data will be stored in password-protected folders. The names used in qualitative data will be replaced with pseudonyms in interview transcripts. In reporting the results of the qualitative research, care will be taken to use quotations that do not reveal the identity of respondents. In line with Medical Research Council guidance on personal information in medical research, we will retain all research data for 20 years after the end of the study [92]. This is to allow secondary analyses and further research to take place, and to allow any queries or concerns about the conduct of the study to be addressed. In order to maintain the accessibility of the data, the files will be refreshed annually and upgraded if required.

Any disclosures of abuse that meet the criteria for a serious adverse event (SAE) or suspected unexpected serious adverse reaction (SUSAR; defined as an unexpected SAE) will be reported in anonymised form to the SSC (which, because this is a pilot and not a phase III RCT, will undertake data monitoring and ethics duties) and to the LSHTM and NSPCC ethics committees. Reporting will be in real time if the event might plausibly have been caused by the intervention or research. Any other SAEs and SUSARs will be reported to these committees annually. Reporting will include the type of event, circumstances, extent of any possible connection with intervention or research activities and outcome of the response.

### **Research governance**

#### **Study registration**

The pilot RCT has been registered on 8th June 2017 with the ISRCTN registry (ISRCTN 65324176). <https://doi.org/10.1186/ISRCTN65324176>

#### **Study management**

The principal investigator (PI), Chris Bonell (CB), will have overall responsibility for the conduct of the study. The day-to-day management of the RCT will be coordinated by Rebecca Meiksin (RM), the study manager based at LSHTM. The following governance structures will be instituted: a study executive group (SEG) where the PI (CB) will chair fortnightly meetings with the study manager (RM), statistician Elizabeth Allen (EA) and, where appropriate, CTU and fieldwork staff; a study investigators' group (SIG) chaired by CB which includes all co-investigators and members of the SEG and which will meet monthly during the early stages of the research



(months 1–6), then every 3 months thereafter; and an SSC which will meet three times throughout the life of the project to advise on the conduct and progress of the study and on relevant practice and policy issues. The SSC will also undertake data monitoring and ethics duties. The project will employ standardised research protocols and pre-specified progression criteria, which have been agreed and will be monitored by the SIG and SSC.

### Consultation with public and stakeholders

The intervention will be elaborated and optimised by the NSPCC and the study team working with the ALPHA young people's research advisory group, policy stakeholders and school staff, as well as with young people recruited via an organisation that provides support to survivors of sexual abuse to ensure the intervention and evaluation are sensitive to the needs and preferences of young people directly affected by DRV. School staff and young people from the ALPHA group will also be consulted on research methods at the beginning of the study on recruitment, assent/consent materials, refinements of DRV scales and survey methods and strategies for increasing retention; and at the end of the study on RCT and intervention refinement and knowledge transfer. We will also convene two meetings with policy stakeholders, including representatives from the Association for Young People's Health, the Department for Education, the Department of Health, Public Health England, the Personal, Health, Social and Economic PSHE Association and an organisation providing support services to survivors of sexual abuse. The meetings will take place at the start to build support for the study and ensure it is policy-relevant, and near the end to inform preparations for a full RCT and knowledge transfer.

### Discussion

To our knowledge, this will be the first trial of an intervention that aims to reduce DRV among adolescents in the UK. Drawing on evidence from existing reviews and from promising interventions trialled in the USA, and underpinned by behavioural change theory, the Project Respect intervention will be optimised for the UK through work with students, school staff and policy stakeholders. We will pilot baseline and follow-up CASI surveys, assessing feasibility and acceptability of the research methods and determining whether the SD or CADRI-s scale is optimal for assessing the primary outcome measures of DRV perpetration and victimisation in a phase III RCT.

Informed by realist methods, the integral process evaluation will use qualitative methods to explore potential intervention mechanisms and how these interact with contextual factors to elicit both intended and unintended outcomes.

Judged against pre-specified criteria, findings from this pilot cluster RCT will determine whether progression to a phase III RCT is justified. If it is, learning from this pilot will inform refinement of the intervention, its theory of change and the research methods for a full-scale trial.

### Recruitment status

Participant enrolment for baseline surveys began in June 2017. At the time of submission (May 2018), the optimisation of the intervention and the student and staff baseline surveys have been carried out. Schools are in the process of implementing the intervention and the research team is currently recruiting participants for the process evaluation.

### Additional files

**Additional file 1:** SPIRIT Checklist. (DOC 121 kb)

**Additional file 2:** Consent Forms and Information Sheets for interviews with students in intervention schools. These reflect the structure and content of such documents used for the data collection activities conducted throughout the study. Separate Consent Forms and Information Sheets were developed for each recruitment and data collection activity, yielding a total of 44 such documents. For data collection involving students, separate Information Sheets were developed for students and for their parents/guardians. The Consent Forms and Information Sheets not included in this file are available upon request. (ZIP 1209 kb)

### Abbreviations

CASI: Computer assisted self interview; CHU 9D: Child Health Utility 9D; CTU: Clinical trials unit; DRV: Dating and relationship violence; ICC: Intra cluster correlation coefficient; IDACI: Income deprivation affecting children index; LSHTM: London School of Hygiene & Tropical Medicine; NSPCC: National Society for the Prevention of Cruelty to Children; PedsQL: Paediatric quality of life inventory; PSHE: Personal, Health, Social and Economic; QALYs: Quality adjusted life years; RCT: Randomised controlled trial; SAE: Serious adverse event; SF 12: 12 Item Short Form Health Survey; SPIRIT: Standard Protocol Items: Recommendations for Intervention Trials; SSC: Study Steering Committee; SUSAR: Suspected unexpected serious adverse reaction; SWEMWBS: Short Warwick Edinburgh Mental Well Being Scale; TIDieR: Template for Intervention Description and Replication

### Acknowledgements

We would like to thank the NSPCC for their work developing the intervention and for their guidance on developing the child safeguarding policy for this study. We would like to thank the members of the Study Steering Committee for their feedback on the study design and methods. Study steering committee

The Study Steering Committee is comprised of David Humphreys (Chair), Chris Bonell (Principal Investigator), David Gadd, Amanda Mason Jones and Mona Kanaan.

Audits and inspections

The study may be subject to audit by the London School of Hygiene & Tropical Medicine under their remit as sponsor, the Study Coordination Centre and other regulatory bodies to ensure adherence to GCP.

### Funding

This project is funded by the National Institute for Health Research Public Health Research Programme (PHR 15/03/09). This report presents independent research commissioned by the NIHR. The views and opinions expressed by authors in this publication are those of the authors and do not necessarily reflect those of the NHS, the NIHR, MRC, CCF, NETSCC, the Public Health Research programme or the Department of Health. The funder had no role in study design and will have no role in the collection, management, analysis or

interpretation of data. The funder will have no role in writing manuscripts based on study findings or in the decision to submit findings for publication.

#### Availability of data and materials

Data availability is not applicable; no study data are included in this publication. Study materials are available from the corresponding author upon request.

#### Additional information

##### Study dates

01/03/2017 to: 31/12/2018 (22 months).

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##### Sponsor information

London School of Hygiene & Tropical Medicine is the main research sponsor for this study. The study sponsor had no role in study design or the collection, management, analysis or interpretation of data, and will have no role in writing up findings or the decision to submit findings for publication. For further information regarding the sponsorship conditions, please contact the Research Governance and Integrity Office: London School of Hygiene & Tropical Medicine, Keppel Street, London WC1E 7HT.  
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##### Version Identifier

Version 221018

#### Authors' contributions

CB is principal investigator, conceived of the trial and led the trial design, overall analysis plan and funding application. CB and RC are the trial's co directors. RM drafted the manuscript and RM and JC manage the trial and data collection. DE and EA developed the statistical analysis plan. HLMR and BT consulted on the survey design and intervention, respectively. All authors contributed to the design of the trial and its procedures. SM designed the economic evaluation. HY led on public engagement with young people. All authors read and approved the final manuscript.

#### Ethics approval and consent to participate

This study was approved by the London School of Hygiene and Tropical Medicine Ethics Committee (reference: 11986) and by the National Society for the Prevention of Cruelty to Children Research Ethics Committee (reference: R/17/106). All study participants provide informed consent (for adults) or assent (for those under age 18) to participate in data collection.

#### Consent for publication

Not applicable; no study data are included in this publication.

#### Competing interests

The authors declare that they have no competing interests.

#### Publisher's Note

Springer Nature remains neutral with regard to jurisdictional claims in published maps and institutional affiliations.

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Received: 15 May 2018 Accepted: 3 January 2019

Published online: 22 January 2019

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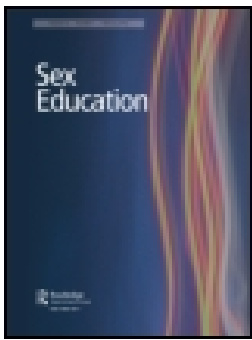
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Appendix 2. Project Respect process evaluation publication,  
“Implementing a whole-school relationships and sex education  
intervention to prevent dating and relationship violence: evidence from  
a pilot trial in English secondary schools”

Available in:

Meiksin R, Campbell R, Crichton J, Morgan GS, Williams P, Willmott M, Tilouche N, Ponsford R, Barter CA, Sweeting H, Taylor B, Young H, Melendez-Torres GJ, McNaughton Reyes HL, Bonell C. Implementing a whole-school relationships and sex education intervention to prevent dating and relationship violence: Evidence from a pilot trial in English secondary schools. *Sex Education*. 2020;1–17. <https://doi.org/10.1080/14681811.2020.1729718>



# Implementing a whole-school relationships and sex education intervention to prevent dating and relationship violence: evidence from a pilot trial in English secondary schools

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To cite this article: Rebecca Meiksin, Rona Campbell, Joanna Crichton, Gemma S. Morgan, Pippa Williams, Micky Willmott, Nerissa Tilouche, Ruth Ponsford, Christine A. Barter, Helen Sweeting, Bruce Taylor, Honor Young, GJ Melendez-Torres, H Luz McNaughton Reyes & Chris Bonell (2020): Implementing a whole-school relationships and sex education intervention to prevent dating and relationship violence: evidence from a pilot trial in English secondary schools, Sex Education, DOI: [10.1080/14681811.2020.1729718](https://doi.org/10.1080/14681811.2020.1729718)

To link to this article: <https://doi.org/10.1080/14681811.2020.1729718>



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Published online: 10 Mar 2020.



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# Implementing a whole-school relationships and sex education intervention to prevent dating and relationship violence: evidence from a pilot trial in English secondary schools

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## ABSTRACT

Adolescent dating and relationship violence is associated with health harms and is an important topic for sex education. School-based interventions addressing this have been effective in the USA, but schools in England confront pressures that might hinder implementation. We assessed the feasibility of, and contextual enablers/barriers to implementing Project Respect, a whole-school intervention. We conducted a pilot trial with process evaluation in six English secondary schools. Intervention comprised: training; policy-review; mapping and patrolling 'hotspots'; parent information; help-seeking app; and a curriculum (including student-led campaigns) targeting dating violence. Process evaluation included assessments of fidelity and interviews with the trainer and school staff. Schools delivered training and lessons partially or completely and made parent and app information available. Two schools conducted policy reviews; none patrolled hotspots or implemented campaigns. Implementation was strengthened where staff saw dating violence as a priority. Delivery was undermined where staff were insufficiently involved, lacked time for planning or struggled to timetable lessons, and where new school challenges undermined engagement. School-based health interventions must work to build staff buy-in and ensure they do not overburden schools. Dating and relationship violence might best be addressed in this context as a broader aspect of sex education.

## ARTICLE HISTORY

Received 8 November 2019  
Accepted 11 February 2020

## KEYWORDS

Dating and relationship violence; school intervention; process evaluation; adolescents; england

## Introduction

Dating and relationship violence refers to intimate-partner violence during adolescence (Mulford and Giordano 2008; Offenhauer and Buchalter 2011), encompassing threats,

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emotional abuse, controlling behaviours, physical violence, and coerced, non-consensual or abusive sexual activities perpetrated by current or former 'dating' or 'boyfriend'/'girlfriend' partners (Saltzman et al. 2002). Globally, 30% of ever-partnered women report any lifetime violence from a partner, with similar prevalence among adolescents (World Health Organization 2013). Young people who have experienced dating and relationship violence are more likely to be the victims or perpetrators of relationship-violence in adulthood (Krug et al. 2002; Loh and Gidycz 2006; Exner-Cortens, Eckenrode, and Rothman 2013). Dating and relationship violence have been associated with substance use and anti-social behaviour (Exner-Cortens, Eckenrode, and Rothman 2013; Foshee et al. 2012); STIs and teenage pregnancy (Campbell 2002); eating disorders (Exner-Cortens, Eckenrode, and Rothman 2013); suicidal behaviours (Orpinas, Nahapetyan, and Truszczynski 2017) and mental-health problems (Exner-Cortens, Eckenrode, and Rothman 2013; Temple et al. 2016); physical injuries (Foshee et al. 2001); and low educational attainment (Banyard and Cross 2008). Dating and relationship violence is thus an important topic for relationships and sex education.

Universal prevention is required since dating and relationship violence is widespread and under-reported (Barter, Agtaie, and Larkins 2014; Barter et al. 2017). Prevention during early and middle adolescence, defined, respectively, as 10–13 and 14–16 years (UNICEF 2006), is important, as this is often the period when dating behaviours begin, behavioural norms start to become established and dating and relationship violence starts to manifest (Furman and Rose 2013). Intervention to prevent dating and relationship violence needs to occur when these transitions are apparent to young people but before behaviours and norms are too established. Schools are key sites of socialisation into gender norms and are settings in which significant amounts of gender-based harassment and dating and relationship violence occur (Jamal et al. 2015). Multi-component interventions, for example, addressing school curricula, policies and environments, are promising because dating and relationship violence arises from individual deficits in communication and anger-management skills (Slaby and Guerra 1988), as well as from sexist norms and pervasive gender-based harassment (Foshee et al. 2001; Stanley et al. 2018).

Recent systematic reviews of school-based dating and relationship violence prevention, largely comprising curriculum-based interventions, have found effects on knowledge and attitudes, but not behaviour (Fellmeth, Heffernan, and Nurse et al. 2013; De La Rue et al. 2014). However, findings from two US randomised controlled trials (RCTs) suggest that multi-component interventions might be promising. In the Shifting Boundaries four-arm school cluster (RCT), schools were allocated to receive: a curriculum-only intervention; a school-environment intervention (staff patrols of hot-spots for gender-based harassment; posters; sanctions for perpetrators); curriculum plus environment components; or usual practice (Taylor et al. 2013). The environment and combined interventions were effective in reducing sexual-violence victimisation and perpetration. In the Safe Dates RCT, a dating and relationship violence prevention curriculum was delivered over ten sessions to students aged 13–15 years and focused on: the consequences of dating and relationship violence; gender roles; conflict-management skills; and student participation in drama and poster activities. A school cluster-RCT reported effects on reduced perpetration and victimisation of physical and sexual dating and relationship violence at 4-year follow-up (Foshee et al. 1998, 2004).



Recent surveys of English young people with experience of dating or relationships suggest victimisation prevalence of 22–48% for young women and 12–27% for young men aged 14–17 years (Barter, Aghtaie, and Larkins 2014). This suggests a need for prevention targeting those in early and middle adolescence informed by existing evidence. Implementing relationships and sex education and other health interventions in schools is best facilitated by committed school leaders and staff trained and supported to deliver health lessons (Pearson et al. 2015; Tancred et al. 2018). However, delivering health interventions in schools is challenging because of the limited incentives for schools to address students' health and the lack of training and support available on how to do this (Tancred et al. 2018). Multi-component school-based health interventions depend on multiple school stakeholders (Pearson et al. 2015), and public-health professionals may have little traction to promote implementation in schools (Buchanan et al. 2005; Aarons, Hurlburt, and Horowitz 2011). In England, these challenges may be compounded by pressures on schools increasing as a result of inspections; high-stakes testing and school league tables (Sturgis, Smith, and Hughes 2006; Han and Weiss 2005); and high rates of staff turnover leading to staff trained to lead or deliver a particular intervention moving on. All of these can erode schools' capacity and commitment to promote health (House of Commons Committee of Public Accounts 2016., Bonell et al. 2014).

With these challenges and processes in mind, we aimed to pilot Project Respect, a new multi-component whole-school relationships and sex education intervention to prevent dating and relationship violence, developed and delivered in partnership with the National Society for the Prevention of Cruelty to Children (NSPCC). Drawing on quantitative data, we examined whether Project Respect was feasible and acceptable for school staff to deliver with fidelity. Drawing on qualitative data, we examined what school contextual factors affected this. Our evaluation was informed by normalisation process theory, which proposes that the implementation of interventions is promoted by an intervention being made sense of as coherent and important by potential deliverers; these individuals 'cognitively engaging' with and thereby 'buying-in' to an intervention; deliverers engaging in collective action so that implementation is shared and coordinated; and reflexive monitoring where an intervention is formally and informally assessed as being useful and so maintained (May and Finch 2009).

## Materials and methods

### *Design*

We conducted a pilot cluster-RCT (four intervention, two control schools) with embedded process evaluation. The study protocol was registered on-line (ISRCTN65324176) and published (Meiksin et al. 2019). State secondary schools within one hour's journey time from London or Bristol could participate. Of 437 schools invited by email to participate, 25 expressed interest. Three schools in south-east England and three in south-west England were recruited, determined by response time and purposive sampling to ensure variation by neighbourhood disadvantage, as well as school academic attainment. After baseline surveys, schools were randomly allocated 2:1 to intervention/control by the clinical trials unit of the London School of Hygiene and Tropical Medicine, stratified by region (south-east or south-west).

## **Intervention**

In this pilot RCT, Project Respect was implemented in the 2017–2018 school-year. This new, manual-guided, multi-component whole-school universal relationships and sex education intervention was informed by previous studies (Foshee et al. 2004; Taylor et al. 2013), addressing dating and relationship violence perpetrated by girls or boys in heterosexual or same-sex relationships. The intervention was whole-school in that components included but went beyond classroom curricula (Smith et al. 2004), an approach with strong evidence of effectiveness across health outcomes (Langford, Bonell, and Jones et al. 2014).

Components comprised training by an NSPCC trainer for school senior leadership team members and other key staff to enable them to plan and deliver the intervention in their schools; training by these school staff of other school staff to prevent and respond to gender-based harassment and dating and relationship violence; senior leadership team staff reviewing school rules and policies so that these aimed to prevent and respond to gender-based harassment and dating and relationship violence; staff and students mapping 'hotspots' (i.e. geographical sites in the school where dating and relationship violence and gender-based harassment tended to occur); senior leadership team planning a rota of staff patrols targeting these hotspots whereby staff visit these sites to prevent or intervene in such behaviours; information for parents on preventing and responding to dating and relationship violence; distributing to students the existing, freely available 'Circle of 6' app ([www.circleof6app.com](http://www.circleof6app.com)), which helps individuals discreetly request help from their pre-identified contacts for support if threatened by/experiencing dating and relationship violence; and a classroom curriculum delivered by teachers in tutor group, 'personal, social and health education' or other sessions to students in years 9 (6 lessons) and 10 (2 lessons) aged 13–15. Lessons which were newly developed by NSPCC and informed by input from the research team focused on challenging gender norms; defining healthy relationships; inter-personal boundaries, consent, and mapping 'hotspots' for gender-based harassment and dating and relationship violence at school; helping friends at risk of dating and relationship violence and planning campaigns challenging gender-based harassment and dating and relationship violence; communication and anger management skills for relationships; and accessing local services relating to dating and relationship violence. Learning activities included information giving; discussion; videos; quizzes; role plays and exercises; and cooperative planning and review of student-led campaigns.

The intervention was underpinned by the theory of planned behaviour (Ajzen 2012) and the social development model (Catalano and Hawkins 1996), supported by reviews which suggest that interventions should promote the development of skills and control over behaviour, as well as challenge attitudes and perceived norms concerning gender stereotypes and violence (De La Rue et al. 2014; Fellmeth, Heffernan, and Nurse et al. 2013). The comparator condition was schools allocated to the control group, which did not implement Project Respect and continued with existing gender, violence or sexual-health-related provision.

## **Outcomes and data collection**

In the pilot RCT, the primary outcome was whether progression to a full trial (i.e. a 'phase-III' RCT which aims to assess effectiveness) was justified in terms of the pre-specified



criteria which included the intervention being implemented with fidelity in at least three of the four intervention schools. Fidelity is commonly measured for public-health interventions with some evidence that strong fidelity is necessary for effectiveness (Mihalic 2004). Data on implementation were collected via the audio-recording of all training; log-books completed by teachers delivering lessons which recorded what they actually delivered; structured observations of a randomly selected lesson per school; two interviews with the NSPCC trainer; and interviews with four staff per school, purposively sampled by seniority/role in implementing the intervention. Students were also interviewed; results from these interviews are reported in a forthcoming publication and are outside the scope of this paper.

Researchers arranged interviews with the NSPCC trainer directly and staff interviews were arranged by intervention schools. Log-books and observation guides monitored actual elements delivered against planned elements for the training sessions and curriculum lessons, listing planned topics and activities for each lesson with tick boxes for completion. Fidelity was defined as 100% delivery of essential elements for the NSPCC-delivered training and 75% delivery of essential elements for school-delivered components. Trained researchers conducted interviews in private rooms in schools or by telephone, using semi-structured guides. Interviews were audio-recorded and transcribed in full.

### ***Analysis***

Descriptive statistics on fidelity drew on audio-recordings, log-books and observations comparing actual to planned delivery and assessing whether this reached the threshold of 100% for NSPCC-delivered training and 75% for school-delivered training and lessons. Descriptive statistics on acceptability drew on staff interviews to give a summary indication of whether this was positive or not. Assessment drew on log-books with data from observations acting as a check on the accuracy of log-books. Qualitative data were subject to thematic content analysis using *in vivo*/axial codes and constant comparison to explore factors affecting feasibility (Green and Thorogood 2004). Our analysis was sensitised by normalisation process theory (May and Finch 2009) concepts of intervention sense-making and coherence, and participant cognitive engagement, collective action and reflexive monitoring. Analyses were conducted by two researchers working in parallel on different transcripts but meeting to discuss emerging themes and sub-themes and agree their overall structure.

### ***Ethics***

Ethical approval for the study was obtained from the LSHTM and NSPCC Ethics Committees. Individuals were given an information sheet one week in advance of data collection. Researchers orally described the study and individuals were given the opportunity to ask questions before deciding whether to participate. Participants were provided with information about sources of support for those experiencing dating and relationship violence or other abuse. We then sought written consent. Interviewees were informed that our safeguarding policy would require researchers to report to school safeguarding leads if interviewees suggested that a young person was at risk of serious harm.

## Results

### *Participants*

The NSPCC-delivered training was audio-recorded in all four intervention schools and school-delivered training was audio-recorded in three intervention schools; the school-delivered training did not take place in the fourth intervention school. Staff from all four intervention schools returned log-books, with the number per school ranging from four to 13. One lesson was observed in each of the three intervention schools. Two interviews were conducted with the NSPCC trainer, one mid-way through and one after implementation. Staff interviews were conducted near the end of implementation and included four staff-members in each intervention school plus one additional staff-member in one school.

### *Implementation fidelity and acceptability*

NSPCC trained key staff in all four schools, with fidelity of 76–86% (Table 1). School-delivered training occurred in three schools with fidelity of 71–93%. Policy-review occurred in two schools. Hotspot-mapping was undertaken by staff in four schools and by students in three schools. No school modified staff patrols. Parent information was distributed and details of the Circle of 6 app provided to students in four schools. All schools delivered lessons for year-9 and year-10 students. In three schools, lessons were delivered during personal, social and health education lessons. In the fourth, lessons were delivered in tutor-group time with each lesson split into two 20-minute sessions. In two schools, the number of year-9 lessons was reduced from six to four or five. Overall, the student curriculum was delivered with fidelity of 52–98%, and with fidelity over 75% in three schools. Staff interviews suggest student-led campaigns were planned in two schools but not implemented. Observations confirmed the accuracy of data from log-books, with an agreement at school level ranging 73–100%.

According to interviews with staff in intervention schools, the intervention was acceptable (described positively) to ten (59%) staff and unacceptable to two (12%) staff with three (17%) staff having mixed feelings and two (12%) being insufficiently aware of the intervention to have an opinion.

### *Factors affecting feasibility and acceptability*

#### *Staff engagement with the topic*

This theme was informed by the concepts within the normalisation process theory of coherence and cognitive engagement. Staff were consistently interested in the topic of dating and relationship violence. However, sub-themes indicated a variable understanding of the scope and range of dating and relationship violence. Among staff from all schools, there was broad support for preventing and addressing gender- or relationship-based abuse or harassment among students. Some staff referred to specific examples where such abuse had come to the school's attention:

I think that's probably something that I see more, is more of a controlling aspect rather than let's say physical violence or ... controlling behaviours in general. I think that's probably something that we see a lot more. We've had other pupils as well come to speak to us worried

Table 1. Overall fidelity of intervention in pilot.

Intervention component		Intervention schools*				Total/4 implementing with fidelity
		1	2	3	4	
Training by NSPCC (100% fidelity target)	Attendance, n (sheet)	4	3	19	7	N/A
	% coverage of essential topics	86%	86%	76%	86%	0
In-school training for all staff (75% fidelity threshold)	% coverage of essential topics	93%	93%	0%	71%	2
School policies reviewed to ensure address dating and relationship violence, y/n		Y	N	Y	N	2
Potential hotspots for dating and relationship violence mapped – staff, y/n		Y	Y	Y	Y	4
Potential hotspots for dating and relationship violence mapped – student, y/n		Y	N	Y	Y	3
Reorientation of school patrol to potential hotspots, y/n		N	N	N	N	0
Parent/guardian information on dating and relationship violence disseminated, y/n		Y	Y	Y	Y	4
Student information on Circle of 6 app, y/n		Y	Y	Y	Y	4
Student curriculum, % coverage of essential topics across classes (75% fidelity target)	Year 9 Lesson 1	100%	57%	73%	88%	2
	Year 9 Lesson 2	100%	50%	89%	79%	3
	Year 9 Lesson 3	100%	36%	77%	93%	3
	Year 9 Lesson 4	88%	54%	73%	83%	3
	Year 9 Lesson 5	0%	39%	84%	86%	2
	Year 9 Lesson 6	0%	33%	55%	93%	1
	Year 10 Lesson 1	100%	79%	97%	93%	4
	Year 10 Lesson 2	100%	57%	91%	100%	3
Overall across all lessons	98%	52%	83%	90%	3	
School-delivered components delivered with fidelity, # (75% fidelity target)		7	4	4	5	1
Delivered with overall fidelity (100% NSPCC training fidelity target; 75% school-delivered fidelity target), y/n		N	N	N	N	0

\*Shading indicates fidelity below target.

about people who're in relationships as well that might not be considered healthy. (Assistant head of year, school 1)

Many staff commented that students often used sexist terms of abuse targeting female students and that incidents of sexual harassment were also common:

Sort of boys being heavy-handed I suppose with girls and not realising that that's a problem. Sort of comments, snarky little comments and comments that then they don't know are necessarily harmful, I'm trying to think of examples ... Yeah, I mean the word, slag, gets, like bounced around a lot. (Teacher, school 4)

Staff commented that one reason for their strong commitment to the intervention was because it concerned safeguarding students from harm, for which schools have legal responsibility. According to one personal, social and health education coordinator, 'The first thing that will close the school is safeguarding, not their English results.'

Staff in one school reported that while their school had systems for responding to dating and relationship violence, the school now wanted to move towards prevention. The intervention was attractive because of its universal primary prevention rather than responsive approach:

If a female, or even a male student come up to, you know, head-teacher or whoever and said, 'You know, this, this has happened.' You know, we would deal with it ..., because we understand that that could be some form of like harassment, sexual harassment or relationship of course. But we never had sort of this Project Respect kind of make that message more widespread throughout the year-groups ... Not sending out a general message of, you know, this is right, this is wrong, you know, what is consent, what is not consent and I think that's why this has been quite good for the school because it's sort of made kids more aware, so hopefully the number of times we have to step in reduces." (Head of house, school 2)

However, schools took time to engage with the concept of dating and relationship violence as it was presented in intervention materials. The NSPCC trainer commented that the term was not previously used in these schools. He advised that the term 'violence' could cause confusion because some associated this only with physical violence, thereby eroding the coherence of the term for some other staff. He suggested that 'abuse' might be a better term. He also commented that the extent to which staff initially recognised whether dating and relationship violence was a problem varied with school location and staff gender:

There's one school in the south-west where you know, there was almost a divide between the male and female staff about their views on it. And the training had a bit of a, there was a clear distinction between who got that it's an issue and who didn't, as in like the males, sort of didn't as much. And I was actually pulled aside by the leader saying that they, that they struggle, they feel that they struggle with the male staff in the school.

Another sub-theme was that some staff perceived the 'dose' of the intervention as too large considering that dating and relationship violence was just one among many health topics that schools needed to address:

I don't think we can commit that amount of curriculum time to it, particularly in year 9 ... I would say whoever's organising the package, they need to remember that everybody, so drugs awareness, smoking, tobacco-awareness you know, all the resources you can get are about five, six weeks. (Assistant head, school 3)

### *Insufficient lead-in time*

Schools were informed in July whether they had been allocated to deliver the intervention the following September, and a theme apparent across interviews was that this timescale was too short. This could erode schools' abilities, as described within normalisation process theory, to ensure broad staff buy-in to the intervention, and time to organise delivery. The short lead-in time did not give staff sufficient time to schedule times and arranging cover for training, meetings or lessons. Staff also reported that the results of hotspot-mapping could not be used to modify patrols because staffing for patrols had already been negotiated and could not be changed. As the assistant head of school 3 described it,

"The duty rota is huge. The documentation about who's going where and what their actual duties are. And to change that massively means you're, you can't take somebody off one area without it affecting ... So it's difficult."



In terms of lessons, the intervention leads in each school scrambled to work out where in year-9 and year-10 timetables, the lessons could occur. They also had to identify and secure staff agreement to deliver these lessons, often in a context of high turnover and low morale:

I think the things that really made me nervous ... was the lessons. Because that team did not know that was coming their way so their planning had not been able to consider how and when they would fit in. And they became a bit of an add-on, rather than being properly incorporated to complement other lessons that they might have been delivering at the same time. So I was then in this position where I was having to get other people to do things that they didn't know about ... But we managed it. (Deputy head, school 1)

### *Insufficient whole-school buy-in*

The NSPCC trainer perceived that in some schools, the decision to participate was taken by one individual, with insufficient buy-in from other staff. This could cause problems when, for example, other stakeholders in the schools, such as staff coordinating personal, social and health education, were not consulted, or when the lead person left the school without a plan for who would take over responsibility. Staff in one school, in particular, described poor communication at the start of the intervention:

Project Respect fell into a series of problems from the very beginning in that the member of senior leadership team who commissioned it didn't speak to me about it and yet it was going to be taught in my curriculum. So I had no idea until September that it was happening ... The person who set it up left the school and handed it over to someone who was pushing it through without actually considering whether it, you know, what needed to work on it. (personal, social and health education coordinator, school 1)

Another member of staff inherited the intervention at the start of the implementation period, who was not briefed by their predecessor on what the intervention involved, resulting in a delay to intervention activities:

We were kind of all a bit in the dark really. So [name] had left ... I had no idea that it was happening. So then [name] left and then I guess [name] just kind of picked it up and was like, 'Oh, okay, so this is happening, like I had no idea.'" (Assistant head of year, school 1)

A sub-theme across schools was that senior leadership team members were insufficiently involved in intervention activities, such as the training by NSPCC. This adversely affected the implementation of other components, such as the policy review and staff training. The NSPCC trainer commented:

I think the problem when the SLT members aren't attending the training, standard staff wouldn't have the responsibility of editing the policies. So that's again making sure that the person who's responsible for policy review is involved ... I think for the success of the project I think there needs to be a commitment from the senior leadership team at the training as well because without that the implementation of the whole staff training can be a bit problematic.

Another staff-member described how the review of policies had been hampered by the senior leadership team not being sufficiently involved in the intervention:

It hasn't got anywhere if I'm honest. I think trying to, no, I'll rephrase that, finding the time I think to discuss with the senior leadership team has been quite difficult if I'm honest, I probably haven't pushed it as much as I need to. (personal, social and health education coordinator, school 4)

In some schools, there was poor communication between the staff-member leading the intervention and those attending the training, so they could come to the training with little understanding of why they were there. The NSPCC trainer commented:

Yeah. I mean staff buy-in to be honest ... And it's about that communication. Because the schools where we've had trouble are the ones where there's been a lack of communication from the senior leadership team down to the staff-members. So ..., if we take [school] for instance, when we sat there and there's just clearly someone massively disengaged, you know, and it's awkward. And, you know, and then at the end it's like well we don't know why we're here ... So yeah, it's that relying on schools to communicate it down to their staff.

### *Teacher ability to teach the curriculum*

Another theme was that there was variation in the extent to which teachers who were to deliver the classroom curriculum were committed and prepared for this. In one school, lessons were delivered by teachers not specialising in relationships and sex education or personal, social and health education and lacking experience in health education. Intervention leads were candid that some teachers lacked the skills. These staff's commitment to the intervention could also vary, with some seeing this as marginal to their particular role:

That's an issue with all staff teaching personal, social and health education. I think that's a whole-school issue than kind of Project Respect issue. It's a timetabled lesson. Staff have time to teach it and time to plan for it. It was quite evident to see, as I was [observing lessons], staff that had clearly gone through and looked at the resources and were clear about what they were teaching beforehand and staff that hadn't. (personal, social and health education coordinator, school 4)

Teachers varied in how comfortable they were delivering lessons. Intervention leads and classroom teachers acknowledged that some teachers were not comfortable addressing challenging topics or lacked the skills to facilitate participative learning methods:

"I think that there are some staff that are absolutely fabulous at delivering stuff like that. And then some others who should not be allowed anywhere near it. Because it can ... be quite damaging if it's not done the right way" (Deputy head, school 1).

### *Context of schools under strain*

A major theme concerned school context and how this could influence schools' commitment and capacity to implement the intervention. Staff described that most participating schools were experiencing high levels of staff turnover:

"There's like a crazy amount of staff leaving and coming and going, yeah, it's mad" (Assistant head of year, school 1)

Some schools were reported to be undergoing staff restructuring and redundancy programmes as a result of budget cuts, which were eroding relationships among staff:

The relationship between senior leadership team and staff at the moment is a little bit frayed and that is purely down to the fact that there is a complete restructure going on in place and I think, you know, people are very sensitive at the moment, so things like huge new initiatives we've actually said 'no'. That's not nice to be doing at the moment because staff are

concerned, they're having to be re-interviewed for jobs that they've been doing for years. (Assistant head, school 3)

This had resulted in staff being less willing to take on additional work such as that arising from Project Respect:

When I was thinking about getting involved with Project Respect I had no idea that we were going to this year have so much disruption, so this year we've gone through a ... restructuring process which means that teaching and learning responsibility is extra responsibility and the money for that position, and a lot of those have been stripped out for next year, and the process of sorting that out, who's losing what and who's going to therefore have to do more in order to get all the jobs done that need doing has been very painful for the staff, resulting in low morale and I would say a reluctance to take any more on than they have to. (Assistant head, school 3)

The NSPCC trainer reported that implementation could be impeded when schools faced challenges such as those described above. Two schools received a downgraded inspection rating during the course of implementing the intervention. This led to a shift in management priorities to increasing educational attainment and a need to scale back their involvement in the intervention to a core package.

Staff discontinuities and low morale could also undermine teachers' commitment to delivering the curriculum. In his second interview, following intervention delivery, the NSPCC trainer reflected on how staffing problems had meant that driving implementation was challenging across all four schools:

I didn't anticipate it being quite as difficult to get answers ... off the schools. I think that, you know, as I've said previously that the schools that were involved have ... they seem to have all had staffing issues as the project's gone on ... When I first went into teaching, you know, you'd go into teaching and it would be a job for life, whereas now, you know, people do go through redundancy processes ... So you know, the four schools that ... I think three out of the four, or four ... to have, you know, go through that sort of stuff in crisis and ... I would say, is quite unusual.

## Discussion

Project Respect, a multi-component, school-based relationships and sex education intervention focused specifically on preventing dating and relationship violence, was delivered with variable fidelity. Some components, such as policy-review and changes to school patrols, were implemented patchily or not at all. Lesson delivery for three-quarters of participating year-groups began late in the school year. The intervention was judged acceptable by just under two-thirds of the staff interviewed.

There was broad support among school leaders and teaching staff for addressing dating and relationship violence in schools and for an emphasis on prevention. This was grounded in a recognition that abusive relationships were prevalent among students and that it was the school's role to address. However, some participants noted that this recognition was not evenly distributed among staff, which existing studies suggest might undermine implementation (Pearson et al. 2015). Uncertainty as to what was meant by the term dating and relationship violence was also a barrier to staff's initial 'cognitive engagement' with the intervention. Although delivery of lessons by teachers rather than



external specialists offers the most promise for embedding dating and relationship violence interventions in school curricula (Stanley et al. 2015; Ollis 2014), it was however also clear that some teachers lacked the skills or interest to deliver high-quality lessons and facilitate participative discussions on challenging topics, consistent with some previous research findings (Pound et al. 2017).

Implementation was also undermined by the short lead-in time for the intervention, which did not give schools enough time to build support and collectively plan intervention activities, and by insufficient buy-in from some school staff and a lack of involvement from some senior leadership teams. In some cases, the training for staff was not attended by senior leadership team and other intended participants. Furthermore, some participants were unsure why they had been asked to attend, suggesting communication problems within schools and between schools and the training provider. As suggested in previous studies, schools found it difficult to find space in timetables for lessons focused solely on a single health topic (Bonell, Allen, and Warren et al. 2018).

In a context of budget cuts, inspections, high-stakes testing and school league tables (Sturgis, Smith, and Hughes 2006; Han and Weiss 2005), there was evidence that stressed schools struggled to prioritise this work. Schools' commitment could be undermined by new priorities (e.g., responding to worsened inspection ratings or exam results); and reduced staff morale (e.g., because of staff-restructuring programmes). Staff turnover was extremely high and hindered the extent to which implementation could be initiated in the autumn term and proceed incrementally over the school year. These attributes are likely to remain a feature of the English education policy landscape for some time and as previous studies have suggested, it is difficult for such challenges to be mitigated when the agency coordinating the intervention has little power to drive delivery.

Our findings identify a number of key barriers and enablers of whole-school health interventions, which resonate with normalisation process theory and previous research on the delivery of such interventions. Implementation was stimulated when staff made sense of the intervention, accepting the importance of addressing dating and relationship violence and understanding both how the intervention was intended to work and their role within its implementation. Fidelity was poorest for the policy review and reorientation of staff patrols, intervention components that schools could not align with their existing procedures and timetables, as suggested in previous research (Domitrovich et al. 2008). Implementation of this whole-school intervention was sometimes significantly undermined by some staff with a critical role in delivery who were not fully bought-in to the intervention; these included senior leadership team members who were intended to lead some components and some classroom teachers with a role in delivering the curriculum. Previous research has frequently referred to the importance of senior 'champions' for interventions with the commitment and authority to get things done (Pearson et al. 2015). Implementation was also undermined when schools lacked the time or leadership to develop a collective plan for intervention delivery, such that only one or two individuals were involved in leading delivery, a problem noted in some previous reports of whole-school interventions, linked to over-demanding research time-tables (Bonell, Fletcher, and Fitzgerald-Yau et al. 2013).

In terms of limitations, most elements of the process evaluation had very good response rates but the completion of log-books by staff delivering the curriculum was inconsistent. This meant that an assessment of the fidelity of delivery of this intervention

component is somewhat uncertain. We assessed intervention acceptability to staff using interview-based data because our questionnaire survey of staff had a low response rate. Although we found no evidence of staff being upset by any intervention contents, we did not explore whether any staff avoided participating in the project because of the sensitivity of the subject matter.

## Conclusion

In conclusion, our study suggests that there should not be an immediate proposal for a phase-III trial of this intervention. While staff showed broad support for school-based prevention of gender-based harassment and dating and relationship violence, interviews suggested that it was not feasible in some schools to implement a relationships and sex education intervention that required considerable space in the school timetable but only addressed one topic, among the multiple topics that should be addressed within comprehensive relationships and sex education. This is particularly relevant in England where new statutory relationships, sex and health education guidance for all secondary schools will be implemented from 2020 (Department for Education 2017). This suggests that if a future phase-III trial is warranted, it should focus on a broader intervention focused on comprehensive relationships and sex education and including dating and relationship violence within this. Placing dating and relationship violence in the broader context of healthy relationships, gender norms and communication skills might also make for a more powerful intervention.

Furthermore, a refined intervention should have a longer preparatory phase and a process for ensuring stronger buy-in including from senior leadership team members and classroom teachers, as well as training to ensure teachers have the skills to deliver the curriculum, with the option of some challenging topics being addressed by external specialists (Foshee et al. 2012). More generally, our study provides evidence that school-based health interventions must ensure they do not overburden schools, particularly in contexts where school systems are stressed by budgetary or staffing problems and performance pressures (Sturgis, Smith, and Hughes 2006; Han and Weiss 2005). In line with previous research, this study raises concerns that schools struggle to deliver separate interventions for each health issue affecting their students (Tancred et al. 2018), and so may be unwilling or unable to deliver an intervention focused solely on dating and relationship violence. Dating and relationship violence might best be addressed as an aspect of comprehensive relationships and sex education as suggested in recent studies (Santelli, Grilo, and Choo et al. 2018; Wolfe et al. 2009), with there being no clear evidence of a certain minimum dose for intervention effectiveness in reducing dating and relationship violence (Fellmeth, Heffernan, and Nurse et al. 2013). There is also increasing evidence that whole-school interventions aiming to ensure healthier school environments can benefit a range of outcomes simultaneously without adding large amounts of lesson time (Bonell, Allen, and Warren et al. 2018; Langford, Bonell, and Jones et al. 2014).

## Acknowledgments

We thank the NSPCC for their work developing the intervention and for their guidance on developing the child safeguarding policy for this study. We also thank David Humphreys, David Gadd,

Amanda Mason-Jones and Mona Kanaan for their feedback on the study design and methods via the Study Steering Committee. We thank members of the ALPHA young researchers group based in DECIPHer, Cardiff University, for their feedback on the intervention and methods. Finally, we thank the students and staff at the schools taking part in optimising the intervention for their contributions and support.

## Disclosure statement

The authors declare that they have no competing interests.

## Data availability

Data are available on reasonable request.

## Data availability statement

The data described in this article are openly available in the Open Science Framework at DOI: 10.17605/OSF.IO/TPA6U.

## Funding

This work was funded by the National Institute for Health Research Public Health Research Programme (PHR 15/03/09). This report presents independent research commissioned by the NIHR. The views and opinions expressed by authors in this publication are those of the authors and do not necessarily reflect those of the NHS, the NIHR, MRC, CCF, NETSCC, the Public Health Research programme or the Department of Health. The funder had no role in study design, in the collection, analysis or interpretation of data, or in writing this manuscript.

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## Appendix 3. Systematic review protocol on Open Science Framework

Available in:

Meiksin, Rebecca. (2020). *Systematic review of social norms measures relating to dating and relationship violence*. Open Science Framework. <https://doi.org/10.17605/OSF.IO/UWX9S>

# Protocol for a systematic review of social norms measures relating to dating and relationship violence

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This document outlines the protocol for a systematic review according to elements drawn from the Preferred Reporting Items for Systematic Reviews and Meta-Analyses (PRISMA) checklist.<sup>1</sup> Search, screening and data extraction procedures will be piloted and, where necessary, refined before use.

## Research question

Are existing measures of adolescent social norms relating to dating and relationship violence reliable and valid?

## Defining dating and relationship violence

Dating and relationship violence (DRV) is defined for this review as intimate partner violence (IPV) among young people aged 12-18 years. It comprises abuse by a current or former intimate partner,<sup>2,3</sup> including physical violence, stalking, psychological aggression, threats, controlling behaviours and coerced, non-consensual or abusive sexual activities.<sup>4</sup>

## Defining social norms

This review explores measures of two types of social norms, which are framed as beliefs about those in a valued “reference group” of important others:<sup>5,6</sup>

- 1) **Descriptive norms:** Beliefs about what others in the group do (i.e., what is typical)
- 2) **Injunctive norms:** Beliefs about what others in the group think should be done (i.e., what is appropriate)

Social norms are sustained by anticipation of social rewards (for complying with the norm) and social punishments (for not complying with the norm).<sup>5,7</sup> Theorists disagree about whether descriptive norms, injunctive norms and social consequences must all be in place to confirm the existence of a social norm or whether these components work collectively to strengthen a norm’s influence.<sup>8</sup> In this review we will search for measures that reflect any of these three domains.

## Eligibility criteria

Studies that meet the following criteria will be included:

- **Topic of interest:** The study presents at least one quantitative measure of descriptive or injunctive social norms pertaining to DRV or to gender (anticipated domains include norms relating to DRV victimisation/perpetration; bystander intervention in DRV; and gender roles) *and* empirically assesses the measure’s relationship to a DRV-related behavioural outcome. We would expect included measures to typically be assessed for their relationship to DRV victimisation and/or perpetration. However, reviews have found that often evaluations of DRV interventions do not measure victimisation or perpetration.<sup>9,10</sup> The inclusion criteria for this review therefore more broadly encompass other DRV-related behavioural outcomes so as not to miss relevant social norms measures in studies that test their association with



other types of DRV-related behavioural outcomes. This could include, for example, studies measuring DRV bystander norms which assesses the eligible norm measure's relationship to DRV bystander behaviour but not to DRV victimisation/perpetration.

- **Population:** The social norms measure was used with respondents aged 10-18 years. Though we define DRV as IPV among young people ages 12-18, we selected a wider age range for our inclusion criteria to capture studies measuring norms before age 12 that might predict DRV. Age 10 was selected because self-administered surveys are appropriate beginning around this age;<sup>11</sup> pressure to conform to gendered expectations begins to intensify at the start of puberty, which might be a key opportunity to intervene;<sup>12</sup> evidence suggests gender norms among very young adolescents are amenable to change via intervention;<sup>12</sup> and students as young as 11-13 years old report DRV, suggesting primary prevention would need to start before this.<sup>13</sup> Age 18 was selected as the upper age limit because it is the end of late adolescence<sup>11</sup> and sexual violence research suggests prevention efforts should begin prior to university.<sup>14</sup> We will exclude studies focusing on university samples.
- **Types of literature:** Peer-review published literature and grey literature, excluding abstract-only works.
- **Study design:** Empirical research studies reporting on validity of the social norms measure (operationalised as assessing the measure's association with DRV victimisation and/or perpetration or other DRV-related behavioural outcomes such as bystander intervention) used in primary data collection. Study designs might include, for example, cross-sectional surveys, randomised controlled trials or other evaluations of DRV interventions, cohort studies, secondary analysis of data from primary empirical research, or measure development involving empirical data collection. Reviews are excluded.
- **Language:** English
- **Dates of publication:** Published in 1997-2019. Cultural shifts over time might render earlier measures of gender norms meaningless or inappropriate for young people today<sup>15</sup> and 1997 marks the advent of social media,<sup>16</sup> which now plays an important role in the initiation and formation of adolescent romantic relationships.<sup>17</sup>

Inclusion will not be restricted by setting. Studies will be excluded if the specific items and response options for the relevant social norms measures are not available. Papers presenting a measure that falls within the topic of interest but do not report on its use and validity among young people ages 10-18 will be excluded because, as Ashburn, et al. observe, "there is considerable literature on theoretical ways to measure norms...[but] far fewer examples of social norm measures that have been utilized and shown valid in multiple contexts."<sup>8(p. 9)</sup>

### Information sources

We will search the following databases:

- IBSS (1951 to current)
- Popline (Knowledge for health)
- Medline (Ovid MEDLINE(R) and Epub Ahead of Print, In-Process & Other Non-Indexed Citations and Daily 1946 to May 03, 2019)
- PsychINFO (Ovid, PsycINFO 1806 to April Week 5 2019)
- PsychEXTRA (Ovid, PsycEXTRA 1908 to April 16, 2019)
- EMBASE (Ovid, Embase 1980 to 2019 Week 18)

- Web of Science (Clarivate Analytics)
- Global Health (Ovid, Global Health 1910 to 2019 Week 17)
- Scopus (Elsevier)

We will also:

1. Search Google Scholar (limited to the first 100 results)
2. Full-text screen all evaluations of DRV interventions included in eight reviews of DRV interventions published from 2006-2019 and previously identified from a non-systematic search of peer-reviewed published DRV literature (Whitaker 2006,<sup>18</sup> Cornelius 2007,<sup>19</sup> Leen 2013,<sup>20</sup> Fellmeth 2013,<sup>9</sup> De la Rue 2014,<sup>10</sup> De Koker 2014,<sup>21</sup> Stanley 2015,<sup>22</sup> Lundgren 2015<sup>23</sup>), excluding evaluations that can be excluded based on citation information (e.g., publication date or focus on university samples)
3. Assess eligibility of known studies from our internal database
4. Search the websites of organisations involved in initiatives to address social norms to improve adolescent sexual and reproductive health (Passages Project,<sup>24</sup> Promundo,<sup>25</sup> Overseas Development Institute [ODI],<sup>26</sup> Global Early Adolescent Study,<sup>27</sup> Girl Effect,<sup>28</sup> Save the Children,<sup>29</sup> Care International<sup>30</sup>)
5. Request eligible unpublished work or reports otherwise missed by other search methods by contacting experts via existing communities of research and practice (Learning Collaborative to Advance Normative Change,<sup>31</sup> Sexual Violence Research Initiative,<sup>32</sup> ODI ALIGN [Advancing Learning and Innovation on Gender Norms],<sup>33</sup> Gender Violence and Health Centre at the London School of Hygiene & Tropical Medicine<sup>34</sup>)
6. Search databases of related measures, using appropriate filters (e.g., IPV, adolescent) where possible
  - a. Population Council gender and power metrics website<sup>35</sup>
  - b. EMERGE (Evidence-based Measures of Empowerment for Research on Gender Equality) project<sup>36,37</sup>
7. Check references of all included studies

### Search strategy

Search terms will cover three key concepts: (1) injunctive and/or descriptive social norms; (2) DRV; and (3) ages 10-18.

Anticipating that studies will use a variety of terms for social norms,<sup>38</sup> and some will use the term “norm” but measure personal attitudes instead, we will use a variety of search terms to capture the concept of social norms. Specific search terms will be informed by a review of social norms measures relating to modern contraception<sup>38</sup> and by known studies that include relevant measures.

We will consult with a librarian from the London School of Hygiene & Tropical Medicine to inform the development and refinement the information sources and search strategy for this review. As recommended by PRISMA guidance,<sup>39</sup> a librarian will conduct a peer review of the search strategy based on Peer-Review for Electronic Search Strategies guidance.<sup>40</sup>



## Study selection

Search results will be imported into an electronic reference manager, de-duplicated (using a modified version<sup>i</sup> of the University of Leeds method as summarised by the London School of Hygiene & Tropical Medicine Library & Archives Service)<sup>41</sup> and dual-screened on title and abstract by two reviewers in batches of 50 references until reaching 85% agreement or higher. Remaining references will then be screened by one of these reviewers. References included at this stage will be single-screened by the lead reviewer on full text. Each stage will be guided by a screening tool piloted and refined by the lead reviewer in consultation with other members of the reviewing team. Reviewers will meet to discuss studies of uncertain eligibility and reach a consensus.

At the title and abstract screening stage, studies will be retained for full-text screening if they represent: (1) an empirical piece of work presented in an eligible type of literature published in English in 1997 or later; (2) focus or might focus on DRV; and (3) come from a quantitative or mixed-methods evaluation of a DRV intervention *and/or* indicate measurement of any attitudes or norms relating to DRV and/or to gender. Full text screening will then assess the full range of eligibility criteria. At both stages of screening, excluded studies will be tagged with the reason for exclusion.

## Data extraction

Two reviewers will pilot an electronic data extraction form and the lead reviewer will extract data using this form for all included studies. A second reviewer will check all data extraction and flag and correct any errors. Any disagreements will be resolved through discussion, consulting with a third reviewer where necessary. The following data elements will be extracted:

- **Study information:** Title, author(s), publication year, type of literature, study design, region
- **Social norms measure information:** Title/description, measure development, number of items, item(s), response options, calculation of variable, type of social norm (injunctive/descriptive, and domain [DRV/gender]), reference group(s), mode of data collection (e.g., self-complete [paper or electronic], interviewer)
- **Evidence for reliability:** Reliability tests conducted, their results, sampling and data collection for reliability testing (study design, sampling/recruitment, data collection setting, year[s] of data collection, sample size, population [age, gender, ethnicity and other socio-demographics])
- **Evidence for validity:** Information on behavioural measures used for validation (title/description, item[s], response options, calculation of variable), sample and data collection for validity testing (study design, sampling/recruitment, data collection setting, year[s] of data collection, sample size, population [age, gender, ethnicity and other socio-demographics], covariates), analysis method, results (effect size, measures of variability). Extracted results comprise the relationship between the social norms measure and DRV incidents or DRV-related behavioural outcomes. Where both unadjusted and adjusted results are presented, both sets of results will be extracted.
- **Other basic statistics of social norms measure:** distribution, central tendency, dispersion, completion rate
- **Behaviour change theory or framework used**

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<sup>i</sup> We adapted this method slightly by including Medline in-process records with the initial set of Medline imports.

- **Link to intervention:** If measure was used in intervention research presented in the included study, extracted data will include name of intervention, implementing organisation and intervention aims.

### Study quality

Consistent with similar reviews of measures, we report on the quality of included measures rather than the overall quality of or risk of bias in included studies.<sup>38,42,43</sup> To interpret the strength of the evidence supporting eligible measures we will draw on available guidelines for assessing the quality of quantitative measures.<sup>44,45</sup>

### Synthesis of results

We will narratively describe the included studies, the included measures and the evidence for their reliability and validity. We will reflect on the quality of included measures and identify gaps in the existing literature on DRV-related measures of social norms.

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## Appendix 4. Database search strategy and yields for systematic review



**Table 1. MEDLINE search strategy**

*Database: Ovid MEDLINE(R) and Epub Ahead of Print, In-Process & Other Non-Indexed Citations and Daily 1946 to June 21, 2019 (update was to February 25, 2022)*

Concept	Field(s)	Other filters	Yields	Search string
<b>Search date</b>				24 June 2019 (update: 1 March 2022)
Social norms relating to DRV and/or gender	Title/abstract	1997-Current, English [update: 24 Jun 2019-1 Mar 2022 (dt=20190624-20220301)], English) <sup>a</sup>		(peer* or friend* or communit* or neighbo?rhood or normative or norm? or masculin* or feminin* or "gender role?" or bystander?) or ((perceived or perception?) adj3 (prevalence or frequency)) or ((believe or belief?) adj3 (common or typical)) or ((social or other* or perceived or perception? or family* or parent*) adj3 (belief? or believ* or accept* or expect* or attitude? or view* or stigma* or taboo or approv* or disapprov* or tolera* or condone? or perception? or sanction*)) or ((social or positive or negative) adj2 (consequence? or sanction*)) or (gender adj3 (stress or strain))
	MeSH	1997-Current, English		"social norms"
<b>Count of all SN terms</b>			807,677 (update: 273,859)	
DRV	Title/abstract	1997-Current, English		(partner or dating or relationship) adj3 (violence or abuse or abusive or aggression or aggressive or victimisation or control* or stalk* or "force* sex" or "sexual assault" or rape or ((sex or sexual) adj1 (pressur* or coerc* or nonconsensual or "non-consensual"))) or "date fight" or "domestic violence" or battered or battering
	MeSH	1997-Current, English		"intimate partner violence" or "gender-based violence"
<b>Count of all DRV terms</b>			17,941 (update: 5,327)	
Age (adolescent + child)	Title/abstract	1997-Current, English		teen* or adolesc* or "young adult?" or "young m#n" or "young wom#n" or "young person" or "young people" or youth? or youths' or youth's or girl? or boy? or "high school?" or "secondary school?" or "middle school?"
	MeSH	1997-Current, English		adolescent or child
<b>Count of all Age terms</b>			1,565,028 (update: 286,238)	
<b>FULL SEARCH: Social norms + DRV + Age</b>		1997-Current, English	2,193 (update: 666)	

DRV=dating and relationship violence, MeSH=Medical Subject Heading

<sup>a</sup> The same filters were used for each set of search terms in the updated search

**Table 1. IBSS search strategy**

*Database: ProQuest IBSS, 1 Jan 1997-24 June 2019 (NB, this search was not updated because the London School of Hygiene & Tropical Medicine no longer had access to this database in March 2022)*

Concept	Field(s)	Other filters	Yields	Search string
<b>Search date</b>				24 June 2019
Social norms relating to DRV and/or gender	Title/abstract	English, 1997-today		(peer* OR friend* OR communit* OR neighbo?rhood OR OR normative OR norm? OR masculin* OR feminin* OR "gender role" OR "gender roles" OR bystander?) OR ((perceived OR perception?) NEAR/2 (prevalence OR frequency)) OR ((believe OR belief?) NEAR/2 (common OR typical)) OR ((social OR other* OR perceived OR perception? OR family* OR parent*) NEAR/2 (belief? OR believ* OR accept* OR expect* OR attitude? OR view* OR stigma* OR taboo OR approv* OR disapprov* OR tolera* OR condone? OR perception? OR sanction*)) OR ((social OR positive OR negative) NEAR/1 (consequence? OR sanction*)) OR (gender NEAR/2 (stress OR strain))
	Main subject	English, 1997-today		"norms" or "social norms"
<b>Count of all SN terms</b>			362,413	
DRV	Title/abstract	English, 1997-today		(partner OR dating OR relationship) NEAR/2 (violence OR abuse OR abusive OR aggression OR aggressive OR victimisation OR control* OR stalk* OR "force sex" OR "forced sex" OR "forces sex" OR "forcing sex" OR "sexual assault" OR rape OR ((sex OR sexual) NEAR/0 (pressur* OR coerc* or nonconsensual OR "non-consensual"))) OR "date fight" OR "domestic violence" OR battered OR battering
	Main subject	English, 1997-today		"date rape" or "domestic violence"
<b>Count of all DRV terms</b>			13,132	
Age (adolescent + child)	Title/abstract	English, 1997-today		(teen* OR adolesc* OR "young adult" OR "young adults" OR "young man" OR "young men" OR "young woman" OR "young women" OR "young person" OR "young people" OR youth? OR youths' OR youth's OR girl? OR boy? OR "high school" OR "high schools" OR "secondary school" OR "secondary schools" OR "middle school" OR "middle schools")
	Main subject	English, 1997-today		adolescent or child
<b>Count of all Age terms</b>			129,257	
<b>FULL SEARCH: Social norms + DRV + Age</b>		English, 1997-today	805	

DRV=dating and relationship violence

**Table 3. EMBASE search strategy**

*Database: Ovid EMBASE 1974 to 2019 June 21 (update was to 2022 February 28)*

Concept	Field(s)	Other filters	Yields	Search string
<b>Search date</b>				24 June 2019 (update: 1 March 2022)
Social norms relating to DRV and/or gender	Title/abstract	1997-Current, English language [update: 24 Jun 2019 - 1 Mar 2022 (dd=20190624-20220301)], English) <sup>a</sup>		(peer* or friend* or communit* or neighbo?rhoodor normative or norm? or masculin* or feminin* or "gender role?" or bystander?) or ((perceived or perception?) adj3 (prevalence or frequency)) or ((believe or belief?) adj3 (common or typical)) or ((social or other* or perceived or perception? or family* or parent*) adj3 (belief? or believ* or accept* or expect* or attitude? or view* or stigma* or taboo or approv* or disapprov* or tolera* or condone? or perception? or sanction*)) or ((social or positive or negative) adj2 (consequence? or sanction*)) or (gender adj3 (stress or strain))
	Subject heading	1997-Current, English language		"social norm"
<b>Count of all SN terms</b>			984,587 (update: 108,126)	
DRV	Title/abstract	1997-Current, English language		(partner or dating or relationship) adj3 (violence or abuse or abusive or aggression or aggressive or victimisation or control* or stalk* or "force* sex" or "sexual assault" or rape or ((sex or sexual) adj1 (pressur* or coerc* or nonconsensual or "non-consensual"))) or "date fight" or "domestic violence" or battered or battering
	Subject heading	1997-Current, English language		"partner violence" or "gender based violence"
<b>Count of all DRV terms</b>			23,507 (update: 2,212)	
Age (adolescent + child)	Title/abstract	1997-Current, English language		(teen* ORadolesc* OR "young adult?" OR "young m#n" OR "young wom#n" OR "young person" OR "young people" OR youth? OR youths' OR youth's OR girl? OR boy? OR "high school?" or "secondary school?" or "middle school?")
	Subject heading	1997-Current, English language		adolescent or child
<b>Count of all Age terms</b>			1,808,551 (update: 157,309)	
<b>FULL SEARCH: Social norms + DRV + Age</b>		1997-Current, English language	2,404 (update: 358)	

DRV=dating and relationship violence

<sup>a</sup> The same filters were used for each set of search terms in the updated search

**Table 4. Global Health search strategy**

*Database: Ovid Global Health 1910 to 2019 Week 24 (update was to 2022 Week 08)*

Concept	Field(s)	Other filters	Yields	Search string
<b>Search date</b>				24 June 2019 (update: 1 March 2022)
Social norms relating to DRV and/or gender	Title/abstract	1997-Current, English language [update: 2019-2022 (yr="2019 - Current"), English] <sup>a</sup>		(peer* or friend* or communit* or neighbo?rhood or normative or norm? or masculin* or feminin* or "gender role?" or bystander?) or ((perceived or perception?) adj3 (prevalence or frequency)) or ((believe or belief?) adj3 (common or typical)) or ((social or other* or perceived or perception? or family* or parent*) adj3 (belief? or believ* or accept* or expect* or attitude? or view* or stigma* or taboo or approv* or disapprov* or tolera* or condone? or perception? or sanction*)) or ((social or positive or negative) adj2 (consequence? or sanction*)) or (gender adj3 (stress or strain))
	Heading words	1997-Current, English language		
<b>Count of all SN terms</b>			196,715 (update: 77,360)	
DRV	Title/abstract	1997-Current, English language		(partner or dating or relationship) adj3 (violence or abuse or abusive or aggression or aggressive or victimisation or control* or stalk* or "force* sex" or "sexual assault" or rape or ((sex or sexual) adj1 (pressur* or coerc* or nonconsensual or "non-consensual"))) or "date fight" or "domestic violence" or battered or battering
	Heading words	1997-Current, English language		"domestic violence"
<b>Count of all DRV terms</b>			4,301 (update: 1,916)	
Age (adolescent + child)	Title/abstract	1997-Current, English language		(teen* OR adolesc* OR "young adult?" OR "young m#n" OR "young wom#n" OR "young person" OR "young people" OR youth? OR youths' OR youth's OR girl? OR boy? OR "high school?" OR "secondary school?" OR "middle school?")
	Heading words	1997-Current, English language		adolescents
<b>Count of all Age terms</b>			107,701 (update: 31,806)	
<b>FULL SEARCH: Social norms + DRV + Age</b>		1997-Current, English language	406 (update: 224)	

DRV=dating and relationship violence

<sup>a</sup> The same filters were used for each set of search terms in the updated search



**Table 5. PsycINFO search strategy**

*Database: Ovid APA PsycINFO 1806 to June Week 3 2019 (update was to February Week 3 2022)*

Concept	Field(s)	Other filters	Yields	Search string
<b>Search date</b>				24 June 2019 (update: 1 March 2022)
Social norms relating to DRV and/or gender	Title/abstract	1997-Current, English language [update: 24 Jun 2019 - 1 Mar 2022 (up=20190624-20220301), English] <sup>a</sup>		(peer* or friend* or communit* or neighbo?rhood or normative or norm? or masculin* or feminin* or "gender role?" or bystander?) or ((perceived or perception?) adj3 (prevalence or frequency)) or ((believe or belief?) adj3 (common or typical)) or ((social or other* or perceived or perception? or family* or parent*) adj3 (belief? or believ* or accept* or expect* or attitude? or view* or stigma* or taboo or approv* or disapprov* or tolera* or condone? or perception? or sanction*)) or ((social or positive or negative) adj2 (consequence? or sanction*)) or (gender adj3 (stress or strain))
	Subject heading	1997-Current, English language		"social norms"
<b>Count of all SN terms</b>			583,105 (update: 99,686)	
DRV	Title/abstract	1997-Current, English language		(partner or dating or relationship) adj3 (violence or abuse or abusive or aggression or aggressive or victimisation or control* or stak* or "force* sex" or "sexual assault" or rape or ((sex or sexual) adj1 (pressur* or coerc* or nonconsensual or "non-consensual"))) or "date fight" or "domestic violence" or battered or battering
	Subject heading	1997-Current, English language		"dating violence" or "intimate partner violence"
<b>Count of all DRV terms</b>			24,509 (update: 3,972)	
Age (adolescent + child)	Title/abstract	1997-Current, English language		(teen* ORadolesc* OR "young adult?" OR "young m#n" OR "young wom#n" OR "young person" OR "young people" OR youth? OR youths' OR youth's OR girl? OR boy? OR "high school?" OR "secondary school?" OR "middle school?")
	Subject heading	1997-Current, English language		
<b>Count of all Age terms</b>			309,361 (update: 51,204)	
<b>FULL SEARCH: Social norms + DRV + Age</b>		1997-Current, English language	1,814 (update: 362)	

DRV=dating and relationship violence

<sup>a</sup> The same filters were used for each set of search terms in the updated search

**Table 6. PsycEXTRA search strategy**

*Database: Ovid APA PsycEXTRA 1908 to June 10, 2019 (update was to February 14, 2022)*

Concept	Field(s)	Other filters	Yields	Search string
<b>Search date</b>				24 June 2019 (update: 1 March 2022)
Social norms relating to DRV and/or gender	Title/abstract	1997-Current, English language [update: 24 Jun 2019 - 1 Mar 2022 (up=20190624-20220301), English] <sup>a</sup>		(peer* or friend* or communit* or neighbo?rhood or normative or norm? or masculin* or feminin* or "gender role?") or ((perceived or perception or perception?) adj3 (prevalence or frequency)) or ((believe or belief?) adj3 (common or typical)) or ((social or other* or perceived or perception? or family* or parent*) adj3 (belief? or believ* or accept* or expect* or attitude? or view* or stigma* or taboo or approv* or disapprov* or tolera* or condone? or perception? or sanction*)) or ((social or positive or negative) adj2 (consequence? or sanction*)) or (gender adj3 (stress or strain))
	Subject heading	1997-Current, English language		"social norms"
<b>Count of all SN terms</b>			42,841 (update: 426)	
DRV	Title/abstract	1997-Current, English language		(partner or dating or relationship) adj3 (violence or abuse or abusive or aggression or aggressive or victimisation or control* or stalk* or "force* sex" or "sexual assault" or rape or ((sex or sexual) adj1 (pressur* or coerc* or nonconsensual or "non-consensual"))) or "date fight" or "domestic violence" or battered or battering
	Subject heading	1997-Current, English language		"intimate partner violence" or "dating violence"
<b>Count of all DRV terms</b>			3,159 (update: 22)	
Age (adolescent + child)	Title/abstract	1997-Current, English language		(teen* OR adolesc* OR "young adult?" OR "young m#n" OR "young wom#n" OR "young person" OR "young people" OR youth? OR youths' OR youth's OR girl? OR boy? OR "high school?" OR "secondary school?" OR "middle school?")
	Subject heading	1997-Current, English language		
<b>Count of all Age terms</b>			25,861 (update: 279)	
<b>FULL SEARCH: Social norms + DRV + Age</b>		1997-Current, English language	199 (update: 4)	

DRV=dating and relationship violence

<sup>a</sup> The same filters were used for each set of search terms in the updated search

**Table 7. Popline database search strategy**

*NB, this search was not updated because the Popline database was retired in September 2019*

Concept	Field(s)	Other filters	Yields	Search string
<b>Search date</b>				24 June 2019
Social norms relating to DRV and/or gender	All	English, 1997-2019		(peer* OR friend* OR neighbourhood OR neighborhood OR normative OR norm OR norms OR masculin* OR feminin* OR "gender role" OR "gender roles" OR bystander) OR ((perceived OR perception OR perceptions) AND (prevalence OR frequency)) OR ((social OR other* OR perceived OR perception OR perceptions OR family* OR parent*) AND (belief OR beliefs OR believ* OR accept* OR expect* OR attitude OR attitudes OR view* OR stigma* OR taboo OR approv* OR disapprov* OR tolera* OR condone OR condones OR condoned OR perception OR perceptions OR sanction*)) OR ((social OR positive OR negative) AND (consequence OR consequences OR sanction*)) OR ("gender role stress" OR "gender role strain" OR "gender role discrepancy stress" OR "gender role discrepancy strain")
	Keywords	English, 1997-2019		
<b>Count of all SN terms</b>			43,188	
DRV	All	English, 1997-2019		((partner OR dating OR relationship) AND (violence OR abuse OR abusive OR aggression OR aggressive OR victimisation OR control* or stalk* OR "force sex" OR "forcing sex" OR "forced sex" OR "sexual assault" OR rape OR "sexually pressure" OR "sexually pressures" OR "sexually pressured" or "sexually pressurised" OR "pressure sex" OR "pressures sex" OR "pressured sex" OR "pressurised sex" OR "sexual coercion" OR "sexually coerce" OR "sexually coerces" OR "sexually coerced" OR "sexually coercive" OR "coercive sex" OR "coerce sex" OR "coerces sex" OR "coerced sex" OR "nonconsensual sex" or "non-consensual sex")) OR "date fight" OR "domestic violence" OR battered OR battering
	Keywords	English, 1997-2019		"domestic violence"
<b>Count of all DRV terms</b>			3,929	
Age (adolescent + child)	All	English, 1997-2019		teen* OR adolesc* OR "young adult" OR "young adults" OR "young man" OR "young men" OR "young woman" OR "young women" OR "young person" OR "young people" OR youth OR youths OR youths' OR youth's OR girl OR girls OR boy OR boys OR "high school" OR "high schools" OR "secondary school" OR "secondary schools" OR "middle school" OR "middle schools"
	Keywords	English, 1997-2019		adolescents OR youth OR child OR children
<b>Count of all Age terms</b>			102,988	
<b>FULL SEARCH: Social norms + DRV + Age</b>		English, 1997-2019	1,393	

DRV=dating and relationship violence

**Table 8. Web of Science search strategy**

Database: Web of Science EXPANDED, SSCI, A&HCI, CPCI-S, CPCI-SSH, ESCI

NB, for the updated search I re-ran the full original search with updated dates (records indexed 24 June 2019 – 1 March 2022). Only the final number of records was given for the updated search.

Concept	Field(s)	Other filters	Yields	Search string
<b>Search date</b>				24 June 2019 (update: 1 March 2022)
Social norms relating to DRV and/or gender	Title, topic	1997-Current; formats: article, abstract of published item, bibliographical item, book, book chapter, correction, correction-addition, data paper, discussion, early access, editorial material, excerpt, item about an individual, letter, meeting abstract, meeting summary, note, proceedings paper, reprint, review <sup>a</sup>		(peer* OR friend* OR communit* neighbor* OR normative OR norm\$ OR masculin* OR feminin* OR "gender role\$" OR bystander\$) OR ((perceived OR perception\$) NEAR/2 (prevalence OR frequency)) OR ((believe OR belief\$) NEAR/2 (common OR typical)) OR ((social OR other* OR perceived OR perception\$ OR family* OR parent*) NEAR/2 (belief\$ OR believ* OR accept* OR expect* OR attitude\$ OR view* OR stigma* OR taboo OR approv* OR disapprov* OR tolera* OR condone\$ OR perception\$ OR sanction*)) OR ((social OR positive OR negative) NEAR/1 (consequence\$ OR sanction*)) OR (gender NEAR/2 (stress OR strain))
<b>Count of all SN terms</b>			1,092,144	
DRV	Title, topic	(see above)		(partner OR dating OR relationship) near/2 (violence OR abuse OR abusive OR aggression OR aggressive OR victimisation OR control* OR stalk* OR "force* sex" OR "sexual assault" OR rape OR ((sex OR sexual) near/0 (pressur* OR coerc* OR nonconsensual OR non-consensual))) OR "date fight" OR "domestic violence" OR battered OR battering
<b>Count of all DRV terms</b>			39,724	
Age (adolescent + child)	Title, topic	(see above)		(teen* OR adolesc* OR "young adult\$" OR "young m?n" OR "young wom?n" OR "young person" OR "young people" OR youth\$ OR youths' OR youth's OR girl\$ OR boy\$ OR "high school\$" OR "secondary school\$" OR "middle school\$")
<b>Count of all Age terms</b>			714,218	
<b>FULL SEARCH: Social norms + DRV + Age</b>		(see above)	2,284 (update: 1,112)	

DRV=dating and relationship violence

<sup>a</sup> The same filters were used for each set of search terms in the original search. The updated search specified records indexed 24 June 2019 – 1 Mar 2022; filters were otherwise identical to those used in the original search.



**Table 9. Scopus search strategy – original search**

Concept	Field(s)	Other filters	Yields	Search string
<b>Search date</b>				24 June 2019
Social norms relating to DRV and/or gender	Title/abstract	Published after 1996, English		(peer* OR friend* OR communit* OR neighbour* OR neighbourhood OR neighborhood OR normative OR norm OR norms OR masculin* OR feminin* OR {gender role} OR {gender roles} OR bystander OR bystanders) OR ((perceived OR perception OR perceptions) W/2 (prevalence OR frequency)) OR ((believe OR belief OR beliefs) W/2 (common OR typical)) OR ((social OR other* OR perceived OR perception OR perceptions OR family* OR parent*) W/2 (belief OR beliefs OR believ* OR accept* OR expect* OR attitude OR attitudes OR view* OR stigma* OR taboo OR approv* OR disapprov* OR tolera* OR condone OR condones OR condoned OR perception OR perceptions OR sanction*)) OR ((social OR positive OR negative) W/1 (consequence OR consequences OR sanction*)) OR (gender W/2 (stress OR strain))
<b>Count of all SN terms</b>			2,244,529	
DRV	Title/abstract	Published after 1996, English		(partner OR dating OR relationship) W/2 (violence OR abuse OR abusive OR aggression OR aggressive OR victimisation OR control* OR stalk* OR {force sex} OR {forced sex} OR {forces sex} OR {forcing sex} OR {sexual assault} OR rape OR ((sex OR sexual) W/0 (pressur* OR coerc* OR nonconsensual OR {non-consensual}))) OR {date fight} OR {domestic violence} OR battered OR battering
<b>Count of all DRV terms</b>			27,673	
Age (adolescent + child)	Title/abstract	Published after 1996, English		(teen* OR adolesc* OR {young adult} OR {young adults} OR {young man} OR {young men} OR {young woman} OR {young woman} OR {young person} OR {young people} OR youth OR youths OR youths' OR youth's OR girl OR girls OR boy OR boys OR {high school} OR {high schools} OR {secondary school} OR {secondary schools} OR {middle school} OR {middle schools})
<b>Count of all Age terms</b>			683,365	

*(continued on next page)*

Concept	Field(s)	Other filters	Yields	Search string
FULL SEARCH: Social norms + DRV + Age		<i>(embedded in search string)</i>		( TITLE-ABS ( ( peer* OR friend* OR communit* OR neighbourhood OR neighborhood OR normative OR norm OR norms OR masculin* OR feminin* OR {gender role} OR {gender roles} OR bystander OR bystanders ) OR ( ( perceived OR perception OR perceptions ) W/2 ( prevalence OR frequency ) ) OR ( ( believe OR belief OR beliefs ) W/2 ( common OR typical ) ) OR ( ( social OR other* OR perceived OR perception OR perceptions OR family* OR parent* ) W/2 ( belief OR beliefs OR believ* OR accept* OR expect* OR attitude OR attitudes OR view* OR stigma* OR taboo OR approv* OR disapprov* OR tolera* OR condone OR condones OR condoned OR perception OR perceptions OR sanction* ) ) OR ( ( social OR positive OR negative ) W/1 ( consequence OR consequences OR sanction* ) ) OR ( gender W/2 ( stress OR strain ) ) ) ) AND ( TITLE-ABS ( ( partner OR dating OR relationship ) W/2 ( violence OR abuse OR abusive OR aggression OR aggressive OR victimisation OR control* OR stalk* OR {force sex} OR {forced sex} OR {forces sex} OR {forcing sex} OR {sexual assault} OR rape OR ( ( sex OR sexual ) W/0 ( pressur* OR coerc* OR nonconsensual OR {non-consensual} ) ) ) OR {date fight} OR {domestic violence} OR battered OR battering ) ) AND ( TITLE-ABS ( ( teen* OR adolesc* OR {young adult} OR {young adults} OR {young man} OR {young men} OR {young woman} OR {young woman} OR {young person} OR {young people} OR youth OR youths OR youths' OR youth's OR girl OR girls OR boy OR boys OR {high school} OR {high schools} OR {secondary school} OR {secondary schools} OR {middle school} OR {middle schools} ) ) ) AND ( PUBYEAR > 1996 ) AND LANGUAGE ( english )
<b>Count of full search</b>			1,852	

DRV=dating and relationship violence

**Table 10. Scopus search strategy – updated search**

*The search string was revised between the original and updated Scopus search because Scopus syntax changed such that “...” replaced {...}*

Concept	Field(s)	Other filters	Yields	Search string
Search date				1 March 2022
<b>FULL SEARCH: Social norms + DRV + Age</b>		<i>(embedded in search string)</i>		( TITLE-ABS ( ( peer* OR friend* OR communit* OR neighbour* OR neighborhood OR normative OR norm OR norms OR masculin* OR feminin* OR "gender role" OR "gender roles" OR bystander OR bystanders ) OR ( ( perceived OR perception OR perceptions ) W/2 ( prevalence OR frequency ) ) OR ( ( believe OR belief OR beliefs ) W/2 ( common OR typical ) ) OR ( ( social OR other* OR perceived OR perception OR perceptions OR family* OR parent* ) W/2 ( belief OR beliefs OR believ* OR accept* OR expect* OR attitude OR attitudes OR view* OR stigma* OR taboo OR approv* OR disapprov* OR tolera* OR condone OR condones OR condoned OR perception OR perceptions OR sanction* ) ) OR ( ( social OR positive OR negative ) W/1 ( consequence OR consequences OR sanction* ) ) OR ( gender W/2 ( stress OR strain ) ) ) ) AND ( TITLE-ABS ( ( partner OR dating OR relationship ) W/2 ( violence OR abuse OR abusive OR aggression OR aggressive OR victimisation OR control* OR stalk* OR "force sex" OR "forced sex" OR "forces sex" OR "forcing sex" OR "sexual assault" OR rape OR ( ( sex OR sexual ) W/0 ( pressur* OR coerc* OR nonconsensual OR "non-consensual" ) ) ) OR "date fight" OR "domestic violence" OR battered OR battering ) ) AND ( TITLE-ABS ( ( teen* OR adolesc* OR "young adult" OR "young adults" OR "young man" OR "young men" OR "young woman" OR "young woman" OR "young person" OR "young people" OR youth OR youths OR youths' OR youth's OR girl OR girls OR boy OR boys OR "high school" OR "high schools" OR "secondary school" OR "secondary schools" OR "middle school" OR "middle schools" ) ) ) AND ( PUBYEAR > 2018 ) AND LANGUAGE ( english )
<b>Count of full search</b>			891	

DRV=dating and relationship violence

**Table 11. Google Scholar search string**

Concept	Field(s)	Other filters	Yields	Search string
Search date				21 July 2019
<b>FULL SEARCH: Social norms + DRV + Age</b>		1997-2019, search English pages, include citations, exclude patents, sort by relevance, show 20 per page		((partner OR dating OR relationship OR domestic) AND (violence OR abuse OR control OR stalk)) AND (teen OR adolescent OR young OR youth OR child OR school) AND (social OR norm OR peer OR friend OR bystander OR "gender role" OR "gender roles")
<b>Count of full search</b>			737,000 <sup>a</sup>	

DRV=dating and relationship violence

<sup>a</sup> Per our protocol, the first 100 of these records were imported into a reference manager and screened



## Appendix 5. Paper 1 supplemental appendices

Available from:

Meiksin R, Bonell C, Bhatia A, Melendez-Torres GJ, Kyegombe N, Kohli A. Social Norms About Dating and Relationship Violence and Gender Among Adolescents: Systematic Review of Measures Used in Dating and Relationship Violence Research. *Trauma, Violence, & Abuse*. 2023. <https://doi.org/10.1177/15248380231155526>

## Appendix A. Medline search strategy

Concept	Field(s) (Ovid Medline)	Other filters	Yields (Ovid Medline)	Search string (Ovid MEDLINE(R) and Epub Ahead of Print, In-Process & Other Non-Indexed Citations and Daily 1946 to June 21, 2019)
<b>Search date</b>				24-Jun-19
Social norms relating to DRV and/or gender	Title/abstract	1997-Current, English		(peer* or friend* or communit* or neighbo?rhood or normative or norm? or masculin* or feminin* or "gender role?" or bystander?) or ((perceived or perception?) adj3 (prevalence or frequency)) or ((believe or belief?) adj3 (common or typical)) or ((social or other* or perceived or perception? or family* or parent*) adj3 (belief? or believ* or accept* or expect* or attitude? or view* or stigma* or taboo or approv* or disapprov* or tolera* or condone? or perception? or sanction*)) or ((social or positive or negative) adj2 (consequence? or sanction*)) or (gender adj3 (stress or strain))
	MeSH subject heading	1997-Current, English		"social norms"
<b>Count of all SN terms</b>			807,677	
DRV	Title/abstract	1997-Current, English		(partner or dating or relationship) adj3 (violence or abuse or abusive or aggression or aggressive or victimisation or control* or stalk* or "force* sex" or "sexual assault" or rape or ((sex or sexual) adj1 (pressur* or coerc* or nonconsensual or "non-consensual")))) or "date fight" or "domestic violence" or battered or battering
	MeSH subject heading	1997-Current, English		"intimate partner violence" or "gender-based violence"
<b>Count of all DRV terms</b>			17,941	
Age (adolescent + child)	Title/abstract	1997-Current, English		teen* or adolesc* or "young adult?" or "young m#n" or "young wom#n" or "young person" or "young people" or youth? or youths' or youth's or girl? or boy? or "high school?" or "secondary school?" or "middle school?"
	MeSH subject heading	1997-Current, English		adolescent or child
<b>Count of all Age terms</b>			1,565,028	
<b>FULL SEARCH: Social norms + DRV + Age</b>		1997-Current, English	2,193	

DRV=dating and relationship violence

## Appendix B. Methods for quality assessment

Our quality assessment criteria reflect the early stage of development of the literature on social norms measurement. To develop quality assessment criteria we drew from a number of works on assessing the quality of survey measures, including health status questionnaires (Terwee et al., 2007), implementation-related measures (Lewis et al., 2015) and patient-reported outcome measures (Prinsen et al., 2018). Existing literature rarely focuses on reporting the psychometric properties of the eligible social norms measures, and studies use a variety of methods to assess validity. Furthermore, we do not have existing evidence to suggest what the relationships between eligible social norms measures and DRV outcomes or other constructs should be, nor the magnitude of change we can expect interventions to effect on these social norms measures. Therefore where assessing construct validity and responsiveness we focused on a threshold for significance of  $p < 0.05$  rather than the more detailed criteria outlined in some resources (Prinsen et al., 2018; Terwee et al., 2007).

Our approach to developing an assessment tool tailored to the type of measure under review was informed by Doherty, et al.'s and Pocock, et al.'s approaches to reviews of human trafficking and child domestic work measures (Doherty et al., 2016; Pocock et al., 2021). Scoring was informed by Doherty, et al., Pocock, et al. and Lewis, et al. (Doherty et al., 2016; Lewis et al., 2018; Pocock et al., 2021). Our quality assessment criteria are as follows:

**Participatory development:** Development of the measure involved soliciting input and/or feedback from young people

- Range is 0 to 1: 0 if none, 1 if any

**Defined reference group:** The measure specifies a reference group

- Range is 0 to 1: 0 if no, 1 if yes

**Reliability:** Internal consistency (correlation for 2 items, or Cronbach's alpha), test-retest reliability or split-half reliability

- Criteria (these apply to full scale or to each of its subscales):
  - Internal consistency: Cronbach's alpha (Lewis et al., 2015; Prinsen et al., 2018) or  $r \geq 0.70$
  - Test-retest or split-half reliability: ICC or weighted Kappa  $\geq 0.70$  in sample of  $n \geq 50$  (Prinsen et al., 2018; Terwee et al., 2007)
- Range is -1 to 1: -1 if Cronbach's alpha, ICC Kappa (in sample of  $n \geq 50$ ), or weighted Kappa (in sample of  $n \geq 50$ )  $< 0.70$ ; 0 if no test conducted (with sample size  $n \geq 50$  for test-retest or split half); 1 if meets above criteria

**Content validity – % items assessing SN domain:** Proportion of items in the measure that pertain to the domain of interest for this review (descriptive or injunctive DRV norms; descriptive or injunctive gender norms).

- Criteria: No if  $< 75\%$ , yes if  $\geq 75\%$
- Range is 0 to 1: 0 if no, 1 if yes

**Construct validity – relationship to DRV behavioural outcome:** Significant association between DRV-supportive/inequitable gender norms and higher risk of poor DRV behavioural outcome

- Criteria:  $p < 0.05$  (or lower p-value, if lower threshold was used by report authors) in sample of  $n \geq 50$  (Terwee et al., 2007)

- Range is -1 to 1: -1 if evidence of significant association between DRV-supportive/inequitable gender norms and lower risk of poor DRV behavioural outcome; 0 if no evidence of significant relationship; 1 if any evidence of significant association between norms supportive of DRV/inequitable gender norms and higher risk of poor DRV behavioural outcome.

**Other evidence of validity:**

- Criteria:
  - Construct validity: Significant positive association between DRV-supportive/inequitable gender norms and own DRV-supportive/inequitable gender attitudes, DRV-supportive intentions, and/or lower DRV perceived behavioural control (Prinsen et al., 2018).  $p \leq 0.05$  (or lower p-value, if lower threshold was used by report authors) and sample of  $n \geq 50$  (Terwee et al., 2007).
  - Convergent validity: exploratory factor analysis (EFA) or confirmatory factor analysis (CFA). EFA conducted with sample that is  $\geq 5$  \* the # of items and has a total  $n \geq 100$  or with sample that is  $> 5$  \* the # of items if total  $n < 100$ ; or CFA conducted and  $RMSEA \leq 0.05$  (Lewis et al., 2015) or CFI or comparable measure  $\geq 0.95$  (Lewis et al., 2015; Prinsen et al., 2018).
- Range is 0 to 1: 0 if no evidence of significant positive relationship to DRV/gender attitudes, DRV intentions, and/or DRV perceived behavioural control and no evidence on convergent validity; 1 if evidence of significant positive relationship to DRV/gender attitudes, DRV intentions, and/or DRV perceived behavioural control; and/or if good convergent validity.

**Statistically desirable properties:** Evidence of norms, responsiveness and/or of lack of floor and ceiling effects

- Criteria:
  - Lack of floor and ceiling effects:  $\leq 15\%$  achieved highest (ceiling effect) or lowest (floor effect) score possible in sample of  $n \geq 50$  (Terwee et al., 2007)
  - Responsiveness: Demonstrated significant ( $p < 0.05$ ) change between pre- and post-implementation of an intervention in a sample of  $n \geq 100$  (Lewis et al., 2015)
  - Norms (applies to full scale or to each of its subscales): Measures of central tendency and distribution of total score available for a sample of  $n \geq 50$  (Lewis et al., 2015)
- Range is 0 to 1: 0 if none, 1 if any

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### Appendix C. Characteristics of included studies

Report	Region	Study design <sup>a</sup>	Sample size <sup>a</sup>	Recruitment and eligibility <sup>a</sup>	# included social norms measures, by domain				
					DRV		Gender		Tot.
					Desc	Inj	Desc	Inj	
Aizpitarte 2017	Spain	Cross-sectional	477	Students recruited from university (48%), high schools (32%) and vocational training centres (20%)	1	0	0	0	1
Antônio 2012	Brazil (Porto Alegre)	Cross-sectional	43	Convenience sample of "street youth" (p.1582) aged 13-17 years recruited via service centres	1	0	0	0	1
Enosh 2007	Northern Israel	Cross-sectional	329	11 <sup>th</sup> grade students from 3 high schools	0	1	0	0	1
Foshee 2001	USA (rural North Carolina)	Cross-sectional analysis of baseline data; and longitudinal analysis (data from RCT)	<b>Internal consistency:</b> Appears to be 300 <b>Construct validity:</b> <u>Cross-sectional:</u> 1,186 <u>Longitudinal:</u> 1,013	<b>Internal consistency:</b> Adolescents (sample separate from participants in main study). Sample characteristics not stated. <b>Construct validity:</b> All students in 8th/9 <sup>th</sup> grade in the 14 public schools in a single rural county, living with a mother and reporting dating. FU in 9th/10 <sup>th</sup> grade.	1	0	0	0	1
Fisher 2007	South Africa (Cape Town)	<b>Test-retest:</b> Repeat cross-sectional (10-14 days apart) <b>Internal consistency, construct validity:</b> Cross-sectional	<b>Test-retest:</b> 114 <b>Internal consistency:</b> 596  <b>Construct validity:</b> 521	<b>Test-retest:</b> Grade 8-11 students sampled from 4 independent schools (1 girls-only, 1 boys-only, 2 mixed) <b>Internal consistency and construct validity:</b> Overall study conducted using multistage cluster sampling; students in grades 8-11 from 39 public secondary schools. Of these, 20% randomly selected to complete partner violence questionnaire. Those reporting ever being in a relationship included in construct validity analysis.	0	2	0	0	2
Gagné' 2005	Canada (Montreal and Quebec City)	Cross-sectional	<b>Construct validity (victimisation &gt;1 year ago):</b> 622 <b>Construct validity (past 12 months victimisation):</b> 622	<b>Analysis of victimisation &gt;1 years ago:</b> 10 <sup>th</sup> and 11 <sup>th</sup> grade girls from 5 francophone high schools (4 in Montreal, 1 in Quebec City). Schools selected to reflect low- to middle-SES and cultural diversity; nonrepresentative sample. <b>Analysis of past 12 months victimisation:</b> Above sample limited to those reporting at least 1 dating partner in past 12 months	1	0	1	0	2
Gonzalez-Mendez 2019	Spain	Cross-sectional	1,248	Female high school students reporting having, or having had, at least 1 opposite-sex partner, recruited via participating schools	2	0	0	0	2
Hébert 2019	Canada (Quebec)	Cross-sectional	3,267	Representative sample of students in grades 10-12, recruited via stratified cluster sampling of 34 high schools randomly selected from eligible schools from Quebec Ministry of Education. Analysis limited to heterosexual respondents reporting dating in last 12 months.	1	0	0	0	1

Report	Region	Study design <sup>a</sup>	Sample size <sup>a</sup>	Recruitment and eligibility <sup>a</sup>	# included social norms measures, by domain				
					DRV		Gender		Tot.
					Desc	Inj	Desc	Inj	
Helland 1998	USA (north-eastern)	Cross-sectional	<b>Chi-square test:</b> 415 <b>Pearson correlation:</b> 416	All students were invited to take part from one high school in a multi-ethnic community with socioeconomic variation	1	0	0	0	1
Hopper 2011	USA (San Diego County)	Cross-sectional	<b>Internal consistency:</b> Unclear; seems to be overall sample (N=186) <b>Construct validity:</b> 148	Convenience sample of high school Seniors recruited from 9 English-only classrooms from 1 high school, which was recruited by inviting principles of several San Diego County schools. Construct validity analysis restricted to students reporting dating in the past year.	0	2	0	0	2
Hunt 2022	USA (Midwest)	Cross-sectional	1884	Students from six high schools reporting ever having dated	0	1	0	0	1
Kernsmith 2011	USA (south-eastern Michigan)	Cross-sectional	<b>Full sample:</b> 102 <b>Responded to SN measure:</b> 91	Girls from one high school	0	1	0	0	1
Kinsfogel 2004	USA (mid-sized city in the midwest)	Cross-sectional	<b>Internal consistency:</b> 391 <b>Construct validity:</b> 186	Invited all students enrolled in social studies classes in a socioeconomically diverse public high school	2	0	0	0	2
Peskin 2017	USA (southeast Texas)	Cross-sectional (analysis of RCT baseline data)	<b>Full sample:</b> 424 <b>Responded to SN measure:</b> 396	6 <sup>th</sup> -grade students reporting ever having a girlfriend/boyfriend, from 10 public middle schools in large urban school district not receiving other DRV programming	1	0	0	0	1
Nardi-Rodríguez 2022	Spain (town)	Longitudinal	<b>Full sample:</b> 1619 <b>Responded to SN measures (“dating” sample used to assess construct validity):</b> <b>#1, #5:</b> <u>Single:</u> 279; <u>Dating:</u> 115 <b>#2, #6:</b> <u>Single:</u> 282; <u>Dating:</u> 124 <b>#3, #7:</b> <u>Single:</u> 267; <u>Dating:</u> 182 <b>#4, #8:</b> <u>Single:</u> 284; <u>Dating:</u> 166	Heterosexual secondary school students from 11 state and state-supported private schools which were randomly selected from among all 46 in one Spanish Autonomous Region. Contacted directors and schools agreed to participate. Randomly assigned half of the students within each class to respond to controlling behaviours measures and half to devaluing behaviours measures. 3 months later, students reporting a relationship of at least 1 month in the past 3 months reported on actual DRV behaviours.	4	4	0	0	8
Pöllänen 2018	South Africa (Western Cape Province)	Cross-sectional (analysis of RCT baseline data)	2,199	Year 8 students reporting ever having had a girlfriend or boyfriend, from 42 randomly-selected public high schools from the province	0	2	0	0	2
Price 2002	Canada (urban and rural New Brunswick, rural Nova Scotia)	Cross-sectional	138	Boys in grades 10, 11 and 12 from 2 high schools in New Brunswick and 1 in Nova Scotia	1	0	0	0	1

Report	Region	Study design <sup>a</sup>	Sample size <sup>a</sup>	Recruitment and eligibility <sup>a</sup>	# included social norms measures, by domain				
					DRV		Gender		Tot.
					Desc	Inj	Desc	Inj	
Reed 2011	USA (urban neighbour-hoods of greater Boston)	Cross-sectional	<b>Full sample:</b> 275 <b>Boys reporting ever having sex with female partner:</b> 134	English- and Spanish-speaking boys aged 14-20 years reporting female dating partners, seeking healthcare in 5 clinics (2 in public schools, 1 community health centre, 2 in other community settings)	1	0	0	0	1
Reyes 2016	USA (primarily rural county in North Carolina)	Cross-sectional analysis of baseline data; and longitudinal analysis (data from RCT)	<b>Internal consistency:</b> Unclear whether T1 or longitudinal sample <b>Construct validity (cross-sectional, T1):</b> 850 <b>Construct validity (longitudinal):</b> 577	Males enrolled in 8 <sup>th</sup> -9 <sup>th</sup> grade at T1 in one of 14 public schools in the county were eligible. Analytic sample included those retained at T2 (18 months later; 9 <sup>th</sup> -10 <sup>th</sup> grades) who at T2 responded to DRV outcome measure and reported past-year dating.	1	0	0	0	1
Shakya 2022	Niger (rural villages in Dosso, Doutchi and Logo districts)	Cross-sectional (analysis of RCT baseline data)	1,010	Twenty-five married girls (13-19 year old) from each of 48 villages, and their husbands.	0	0	0	2	2
Shamu 2016	South Africa (within 50km radius of Pretoria City)	Cross-sectional (analysis of RCT baseline data)	<b>Internal consistency:</b> Unclear; seems to be overall sample (N=3755) <b>Construct validity:</b> 2,249	Grade 8 learners from 24 purposively selected English medium State secondary schools (purposively selected). Sample for construct validity analysis restricted to ever-partnered respondents.	0	0	0	3	3
Shorey 2018	USA (southeast Texas)	Cross-sectional and longitudinal analyses	<b>Age (in years)</b> 15: N=732 16: N=941 17: N=909 18: N=795	Students in Freshman or Sophomore year of high school at wave 1 recruited from 7 urban, rural and suburban schools in the region	1	0	0	0	1
van Ouytsel 2017	Belgium (Flanders)	Cross-sectional	466	Students in last 2 years at 7 secondary schools and those in vocational 7 <sup>th</sup> year at 1 of these schools, reporting romantic relationship/partner	0	1	0	0	1
Wesche 2019	USA (mid-sized Mid-western city)	Cross-sectional	<b>Inter-item correlation</b> 281 <b>Construct validity</b> Victimisation analysis: 146 Perpetration analysis: 148	Recruited gang-members aged 14-19 years via community events, schools, community organisations and snowball sampling. Construct validity analysis restricted to those reporting past-year romantic partners.	0	0	0	1	1
<b>Total</b>					<b>19</b>	<b>14</b>	<b>1</b>	<b>6</b>	<b>40</b>

<sup>a</sup> For analysis of construct validity (relationship to DRV behavioural outcomes) and for applicable reliability and internal consistency analyses, unless otherwise stated.

BL=baseline; Desc=descriptive; FU=follow-up; GED=general equivalency diploma; Inj=injunctive

SD=standard deviation; SN=social norms; RCT=randomised controlled trial; SEM=structural equation modelling; Tot=total; T1=time 1; T2=time 2

### Appendix D. Sample characteristics and social norms and outcome measure wording, by social norms domain

Report (measure, if >1)	Sample characteristics	Inductive SN concept measured	Social norms measure characteristics	DRV outcome measure characteristics
<b>Descriptive DRV norms</b>				
Aizpitarte 2017	<p><b>Gender:</b> 59% female</p> <p><b>Age:</b> 16-20 years (M=18.0, SD=1.4)</p> <p><b>Ethnicity:</b> 98% Spaniard, 3% Latin American origin</p> <p><b>Parental education:</b> On scale from 1 (no schooling) to 7 (higher education or university), mean=5.8 (SD=1.4)</p> <p><b>Sexual orientation:</b> 99% heterosexual</p>	Gender-neutral DRV perpetration (psych., physical, sexual)	<p>Asked how common a series of DRV perpetration behaviours are among people at their age.</p> <p><b>ROs:</b> Likert scale, 1 (never) to 10 (always)</p> <p><b>Variable:</b> Single score</p>	<p>VADRI (perpetration items). Psych., physical and sexual perpetration against current or most recent partner (26 items).</p> <p><b>ROs:</b> Likert scale, 1 (never) to 10 (always)</p> <p><b>Variable:</b> Higher score indicates higher level of DRV perpetration</p>
Antônio 2012	<p><b>Gender:</b> 26% girls</p> <p><b>Age:</b> 13-17 years (M=15.37, SD=1.18)</p>	Gender-neutral DRV perpetration (psych., physical, sexual)	<p>Assessed proportion of peers who did the following to their dating partner: hit, pushed or shoved, yelled at, insulted, kissed when partner did not want it, touched sexually when partner did not want it</p> <p><b>ROs:</b> Likert scale, 0 (none of them) to 4 (all of them)</p> <p><b>Variable:</b> Computed mean scores</p>	<p>Modified CADRI, translated to Brazilian Portuguese. Psych., physical and sexual victimisation (21 items) and perpetration (21 items).</p> <p><b>ROs:</b> Likert scale, 0 (0 times) to 7 (6 or more times).</p> <p><b>Variable:</b> Summed scores</p>
Foshee 2001	<p><b>Construct validity</b></p> <p><u>Cross-sectional:</u> 51% female, 77% white</p> <p><u>Longitudinal:</u> 53% female, 80% white (included only those reporting no DRV perpetration at BL)</p>	Female and male heterosexual DRV perpetration (physical)	<p>Asked how strongly respondents agreed/disagreed:</p> <ol style="list-style-type: none"> <li>1. Most boys hit their girlfriends.</li> <li>2. Most husbands hit their wives.</li> <li>3. Most girls hit their boyfriends.</li> </ol> <p><b>ROs:</b> Likert scale, 0 (strongly disagree) to 3 (strongly agree)</p> <p><b>Variable:</b> Responses averaged to create composite scores</p>	<p>Scale newly designed for evaluation of Safe Dates intervention (perpetration items). Number of times of physical or sexual perpetration against someone have been on a date with, excluding self-defense (18 items, categorised as mild or severe).</p> <p><b>ROs:</b> Not stated</p> <p><b>Variable:</b> 0=none, 1=no severe but any mild, 2=any severe</p>



Report (measure, if >1)	Sample characteristics	Inductive SN concept measured	Social norms measure characteristics	DRV outcome measure characteristics
Gagné 2005	<p><b>Analysis of victimisation &gt;1 years ago</b>  <u>Gender:</u> All girls  <u>Age:</u> 14-20 years (M=16.3, SD=0.8)  <u>Location:</u> 59% Montreal, 41% Quebec  <u>Culture:</u> 79% Quebec or Canadian  <u>Language:</u> 92% spoke mostly French  <b>Analysis of victimisation in past 12 months:</b> Does not differ significantly from above sample on socioeconomic variables.</p>	Gender-neutral DRV perpetration and female heterosexual DRV victimisation (physical)	<p>Asked how many friends respondent was involved with in past year. Among these, asked as far as respondent knew:</p> <ol style="list-style-type: none"> <li>1. How many girls and boys have physically hurt their dating partner during the last year</li> <li>2. How many girls have been handled roughly by a male dating partner</li> <li>3. How many girls have faced sexual coercion by a male peer</li> <li>4. How many boys have used sexual coercion towards a female peer</li> </ol> <p><b>Variable:</b> Binary. Coded as 1 if for <math>\geq 1</math> item, <math>\geq 1</math> out of 4 of the respondent's friends of the gender referenced were involved in the violence asked about</p>	<p><b>Sequential logistic regression analysis</b>  VIFFA. Psych., physical and sexual victimisation in respondent's most difficult relationship over the past 12 months (40 items).  <u>ROs:</u> Likert scale: 1 (never), 2 (1-2 times), 3 (3-10 times), 4 (&gt;10 times)  <u>Variable:</u> Added item responses for single score. Coded as victim if score &gt;average.</p> <hr/> <p><b>Correlation analysis</b>  Physical or sexual victimisation &gt;1 year ago by dating partner or one-night stand.  <u>Variable:</u> Binary; 0=no, 1=yes. Those reporting no dating relationship &gt;1 year ago coded as 0.</p>
Gonzalez-Mendez 2019 (#1)	<p><b>Gender:</b> All girls  <b>Age:</b> 13-18 years (M=15.33, SD=1.13)  <b>Ethnicity:</b> All of European ethnic origin, all born in Spain</p>	Gender-neutral DRV perpetration (general)	<p>Assessed whether respondent's peers had perpetrated DRV.  <b>ROs:</b> Likert scale, 0 (total disagreement) to 10 (total agreement)  <b>Variable:</b> Converted scale scores to z scores</p>	<p>Modified Safe Dates Psychological Abuse Victimization subscale. 14 items assessing psychological abuse and 3 assessing physical abuse.  <b>ROs:</b> Ranged from 0 (never) to 3 (very often).  <b>Variable:</b> Converted scale scores to z scores. Low=below 33<sup>rd</sup> percentile z score; Medium=between 33<sup>rd</sup> and 66<sup>th</sup>; High=higher than 66<sup>th</sup>.</p>
Gonzalez-Mendez 2019 (#2)	(as above)	Gender-neutral DRV victimisation (general)	<p>Assessed whether respondent's peers had experienced DRV as a victim.  <b>ROs:</b> Likert scale, 0 (total disagreement) to 10 (total agreement)  <b>Variable:</b> Converted scale scores to z scores</p>	(as above)
Hébert 2019	<p><b>Overall sample</b>  <b>Age:</b> 14-18 years (M=15.4, SD=0.11)  <b>Ethnicity:</b> 71% reported parents from Quebec or Canada, 26% reported other ethnicities  <b>Language:</b> 75% French, 5% both French and English, 4% English, 16% other languages  <b>Analytic sample</b></p>	Gender-neutral DRV victimisation (physical, sexual)	<ol style="list-style-type: none"> <li>1. How many of your close friends have been hit or physically hurt by their boyfriend or girlfriend?</li> <li>2. How many of your close friends have been forced to have sex by their boyfriend or girlfriend?</li> </ol> <p><b>ROs:</b> Ranged from 0 (none) to all (4)  <b>Variable:</b> Scores of 0-8</p>	<p>CADRI items to assess psych. And physical victimisation taking place during conflict/ argument with partner in last 12 months (8 items). Revised version of Sexual Experiences Survey to assess sexual victimisation (9 items).  <b>ROs (psychological and physical victimisation):</b> Never; 1 to 2 times; 3 to 5 times; and 6 times or more  <b>Variable:</b> Threatening behaviour=yes if any; other psych.=yes if 3+ times for item "said things just to make you angry" or if other items reported at all;</p>

Report (measure, if >1)	Sample characteristics	Inductive SN concept measured	Social norms measure characteristics	DRV outcome measure characteristics
	Heterosexual participants reporting dating in past 12 months <b>Sex:</b> 61.9% girls, 38.1% boys <b>Sexual identity:</b> All heterosexual			physical=yes if any; sexual – 0=none, 1=unwanted sexual contacts, 2=attempted or completed rape
Helland 1998	<b>Gender:</b> 59% female, 41% male, 0.2% did not report <b>Grade level:</b> 28% Freshman, 23% Sophomore, 29% Junior, 20% Senior	Gender-neutral DRV perpetration (physical)	Following introduction describing behaving “in a physically forceful manner (e.g., pushing, slapping, kicking) which is disagreeable enough to cause the other partner to respond in an offended manner, such as crying, fighting, screaming, or pleading” (Helland, 1998), (p.129) asked: - Roughly speaking, how many of your <u>close</u> friends would you estimate have acted in such a physical manner towards their partner? <b>ROs:</b> none; 1 to 2; 3 to 4; 5 or more <b>Variable:</b> Dichotomised (none or any)	CTS2 – short form items to assess frequency of physical victimisation and perpetration ever in current or most recent dating relationship. <b>ROs:</b> 0 (this never happened); 1 (once); 2 (twice); 3 (3-5 times); 4 (6-10 times); 5 (11-20 times); 6 (more than 20 times) <b>Variable</b> <u>Chi-square test:</u> Dichotomised as yes/no for perpetration and yes/no for victimisation <u>Pearson correlation analysis:</u> Continuous variable
Kinsfogel 2004 (#1)	<b>Internal consistency</b> <u>Gender:</u> 52% girls, 48% boys <u>Age:</u> 14-20 years. 14 (14%), 15-16 (67%), 17 (12%), 19-20 (1%). <u>Ethnicity:</u> 51% European American, 21% African American, 21% Latino, 3% Native American, 2% Asian <b>Construct validity (SEM):</b> Boys from sample above	Gender-neutral DRV (psych., physical)	Asked 8 items twice, once to assess perceptions of frequency and once to assess the number of friends respondent knew (via direct observation, or friend’s report) had experienced these: 1. yelling at/insulting 2. threatening to hit or throw something at partner 3. throwing objects at partner 4. pushing/shaking/shoving 5. slapping/pulling hair 6. kissing partner against their will 7. hitting/kicking/punching something 8. hitting/kicking/punching partner <b>ROs (perceptions of frequency):</b> Likert scale, 1 (never) to 4 (often) <b>RO (# of friends):</b> Write in # <b>Variable:</b> Latent variable formed of frequency and # of friend indicators	Used modified CIR to assess frequency of psych., physical or sexual DRV between respondent and partner (28 items). <b>ROs:</b> Likert scale, 1 (never) to 4 (more than 3 times) <b>Variable:</b> Latent variable formed of abuse and negative communication indicators

Report (measure, if >1)	Sample characteristics	Inductive SN concept measured	Social norms measure characteristics	DRV outcome measure characteristics
Kinsfogel 2004 (#2)	<i>(as above)</i>	<i>(as above)</i>	<p>Asked about perceptions of the frequency of each in friends' dating relationships:</p> <ol style="list-style-type: none"> <li>1. yelling at/insulting</li> <li>2. threatening to hit or throw something at partner</li> <li>3. throwing objects at partner</li> <li>4. pushing/shaking/shoving</li> <li>5. slapping/pulling hair</li> <li>6. kissing partner against their will</li> <li>7. hitting/kicking/punching something</li> <li>8. hitting/kicking/punching partner</li> </ol> <p><b>ROs (perceptions of frequency):</b> Likert scale, 1 (never) to 4 (often)</p> <p><b>Variable:</b> Unclear how score computed</p>	<p>Used modified CIR to assess frequency of psych., physical or sexual DRV between respondent and partner (28 items).</p> <p><b>ROs:</b> Likert scale, 1 (never) to 4 (more than 3 times)</p> <p><b>Variable:</b> Unclear how score computed</p>
Nardi-Rodríguez 2022 (#1)	<p><b>Full sample</b></p> <p><u>Gender:</u> All male</p> <p><u>Age:</u> 14-18 years (M=16)</p> <p><u>Sexual identity:</u> All heterosexual</p>	Male heterosexual DRV perpetration (psych.)	<p>Contextualising paragraph about perpetrating controlling behaviours, from the perspective of a boyfriend; followed by survey items:</p> <ol style="list-style-type: none"> <li>1. The majority of people who are important to me think I should phone or send WhatsApps to my girlfriend to know where she is, who she is with, and when we are going to see each other.</li> <li>2. Most people like me would phone or send WhatsApps to their girlfriends to know where they are, who they are with, and when they are going to see each other.</li> <li>3. Most people important to me phone or send WhatsApps to their girlfriends to know where they are, who they are with, and when they are going to see each other.</li> <li>4. Most people like me would phone or send WhatsApps to their girlfriends to know where they are, who they are with, and when they are going to see each other.</li> <li>5. It is expected from me that I phone or send WhatsApps to my girlfriend to know where she is, who she is with, and when we are going to see each other.</li> <li>6. Most people who are important to me support me phoning or sending WhatsApps to my girlfriend to know where she is, who she is with, and when we are going to see each other.</li> </ol>	<ol style="list-style-type: none"> <li>1. In the past 3 months I have phoned or sent WhatsApp[s] to my girlfriend to know where is she, who she is with...</li> <li>2. How frequently have you phoned or sent WhatsApp[s] to your girlfriend to know where she is, who she is with?</li> </ol> <p><b>ROs – item 1:</b> Likert scale, 1 (totally disagree) to 7 (totally agree)</p> <p><b>ROs – item 2:</b> Likert scale, 1 (never) to 7 (always)</p> <p><b>Variable:</b> Mean score of 1-7</p>

Report (measure, if >1)	Sample characteristics	Inductive SN concept measured	Social norms measure characteristics	DRV outcome measure characteristics
			<p><b>ROs – items 1, 2, 3, 6:</b> Likert scale, 1 (totally agree) to 7 (totally disagree)</p> <p><b>ROs – item 4:</b> Likert scale, 1 (totally unlikely) to 7 (totally likely)</p> <p><b>ROs – item 5:</b> Likert scale, 1 (totally true) to 7 (totally false)</p> <p><b>Variable:</b> Mean score of 1-7</p>	
Nardi-Rodríguez 2022 (#2)	<p><b>Full sample</b>  <u>Gender:</u> All male  <u>Age:</u> 14-18 years (M=16)  <u>Sexual identity:</u> All heterosexual</p>	(as above)	As above (Nardi-Rodríguez 2022 #1), but asking about perpetrating devaluing behaviours (a boy ignoring his girlfriend, or punishing her with his silence, without giving the reason). Wording not provided.	As above (Nardi-Rodríguez 2022 #1), but asking about perpetrating devaluing behaviours (a boy ignoring his girlfriend, or punishing her with his silence, without giving the reason). Wording not provided.
Nardi-Rodríguez 2022 (#3)	<p><b>Full sample</b>  <u>Gender:</u> All female  <u>Age:</u> 14-18 years (M=16)  <u>Sexual identity:</u> All heterosexual</p>	Female heterosexual DRV victimisation (psych.)	As above (Nardi-Rodríguez 2022 #1), but asking about experiencing controlling behaviours from a boyfriend. Wording not provided.	As above (Nardi-Rodríguez 2022 #1), but asking about experiencing controlling behaviours from a boyfriend. Wording not provided.
Nardi-Rodríguez 2022 (#4)	<p><b>Full sample</b>  <u>Gender:</u> All female  <u>Age:</u> 14-18 years (M=16)  <u>Sexual identity:</u> All heterosexual</p>	(as above)	As above (Nardi-Rodríguez 2022 #1), but asking about experiencing devaluing behaviours from a boyfriend. Wording not provided.	As above (Nardi-Rodríguez 2022 #1), but asking about experiencing devaluing behaviours from a boyfriend. Wording not provided.
Peskin 2017	<p><b>Full sample</b>  <u>Gender:</u> 44% female, 56% male  <u>Age:</u> 11.2-15.2 years (M=12.4, SD=0.64)  <u>Race/ethnicity:</u> 61% Hispanic/Latino, 30% Black or African American, 9% Other  <u>Parent education:</u> 59% high school or below, 41% greater than high school</p>	Gender-neutral DRV perpetration (psych., physical)	<p>During the past year, how many of your friends have...</p> <ol style="list-style-type: none"> <li>1. Hit, slapped, choked, or beat up someone they liked as more than just a friend</li> <li>2. Threatened to hit, slap, choke, or beat up a boyfriend or girlfriend</li> <li>3. Been very controlling of their boyfriend/girlfriend (controlled who they talked to, who they went out with)?</li> <li>4. Used a cell phone, email, instant messaging, webchat, or social networking site to threaten, control, or harass their boyfriend/girlfriend?</li> </ol> <p><b>ROs:</b> none of them, very few of them, some of them, most of them, all of them</p> <p><b>Variable:</b> Score ranged from 1-5</p>	<p>Cyber perpetration ever (11 items).</p> <p><b>Variable:</b> Binary; perpetration=reported one or more occurrences</p>

Report (measure, if >1)	Sample characteristics	Inductive SN concept measured	Social norms measure characteristics	DRV outcome measure characteristics
Price 2002	<p><b>Gender:</b> All boys  <b>Age:</b> 14-20 years (M=16.3, SD=1.1)  <b>Grade:</b> 30% in 10, 40% in 11, 30% in 12  <b>Region:</b> 76% urban New Brunswick, 15% rural New Brunswick, 9% rural Nova Scotia  <b>Parental education:</b> 7% of mothers/6% of fathers completed elementary school, 28% of both mothers/fathers completed high school, 14% of mothers/16% of fathers completed university, 17% did not know mother's/16% did not know father's education level  <b>Parents' employment:</b> 80% of mothers/93% of fathers employed  <b>Parents' jobs (socioeconomic index for occupations in Canada) – mean occupational prestige:</b> Mothers'=47.13 (SD=14.72), Fathers'=50.17 (SD=15.2)</p>	Male heterosexual DRV perpetration (psych.)	<p>Think about the male friends whom you usually hang out with. Please circle the word that best represents how often any of them have done each of the following.</p> <ol style="list-style-type: none"> <li>Sworn at their girlfriend(s)</li> <li>Insulted their girlfriend(s)</li> <li>Threatened their girlfriend(s)</li> <li>Made fun of their girlfriend(s)</li> <li>Screamed at their girlfriend(s)</li> <li>Made their girlfriend(s) feel like she was stupid</li> <li>Called their girlfriend(s) names</li> <li>Ordered their girlfriend(s) around</li> <li>Tried to control their girlfriend(s)</li> <li>Kept their girlfriend(s) from her friends</li> </ol> <p><b>ROs:</b> Likert scale, 1 (never) to 5 (very often)  <b>Variable:</b> Appears to be an additive score</p>	<p>Psychological Maltreatment of Women Inventory, modified for adolescent boys. Assessed psychological perpetration against any of respondent's girlfriends (33 items).  <b>ROs:</b> Likert scale, 1 (never) to 5 (very often)  <b>Variable:</b> Appears to be additive score. Centred around mean for multiple regression.</p>
Reed 2011	<p><b>Full sample</b>  <b>Gender:</b> All boys  <b>Age:</b> M=17 years (SD=1.8)  <b>Race/ethnicity:</b> 54% Black/African American, 9% White, 3% Asian, 35% Other  <b>Hispanic/Latino ethnicity:</b> 46% yes, 54% no  <b>Nativity:</b> 80% US-born, 20% non-US-born</p>	Male heterosexual DRV perpetration (physical, sexual)	<p>Asked for perceptions of whether respondent's male friends had done the following against girls with whom they were in a relationship:</p> <ol style="list-style-type: none"> <li>Forced sex on a girl (got them to have sex with them when the girl didn't want to)</li> <li>Physically hurt a girl (hit, beat up, or pushed around)</li> </ol> <p><b>ROs:</b> Likert scale, ranging from "almost all my friends" to "none of my friends"  <b>Variable:</b> Binary. Almost all of my friends, or many of my friends; vs. some, a few, or none of my friends</p>	<p>Assessed psych., physical and sexual perpetration against girls with whom respondent has gone out, hooked up or had sex (13 items).  <b>ROs:</b> Not stated  <b>Variable:</b> Binary. Yes=any sexual and/or physical perpetration, and/or perpetration of both threats of violence and other psych. Violence</p>
Reyes 2016	<p><b>Construct validity sample (longitudinal)</b>  <b>Gender:</b> All boys  <b>Race/ethnicity:</b> 19% minority (14% Black, 5% other race/ethnicity)</p>	Female and male heterosexual DRV	<p>Asked how strongly respondents agreed/disagreed:</p> <ol style="list-style-type: none"> <li>Most boys hit their girlfriends</li> <li>Most girls hit their boyfriends</li> </ol> <p><b>ROs:</b> Likert scale ranging from 0 (disagree) to 3 (strongly agree)</p>	<p>Safe Dates Dating Violence perpetration scale to assess past-year physical perpetration against someone with whom respondent has been on a date, when respondent did it first; i.e., excluding self-defence (10 items).</p>



Report (measure, if >1)	Sample characteristics	Inductive SN concept measured	Social norms measure characteristics	DRV outcome measure characteristics
	<u>Age (T1)</u> : M=13.9 years (SD=0.81) <u>Highest level of parental education (T1)</u> : 39% high school or less	perpetration (physical)	<b>Variable</b> : Responses averaged to create composite score. Grand-mean centred continuous variable.	<b>ROs</b> : Not stated <b>Variable</b> : Dichotomised into 0=never, 1=one or more times
Shorey 2018	<b>At wave 1</b> <u>Sex</u> : 56% female <u>Age in years</u> : M=15.1 years (SD=0.8) <u>Race/ethnicity</u> : 31% Hispanic, 29% White, 28% African American, 11% other	Gender-neutral DRV perpetration (physical)	During the last year how many of your friends have hit, slapped, choked, or beat up a boyfriend/girlfriend? <b>RO</b> : Likert scale, 1 (none of them) to 5 (all of them) <b>Variable</b> : Scores dichotomised; any friend perpetrating DRV=1, none=0	CADRI (selected items). Lifetime (wave 1) and past-year (waves 2-5) physical perpetration (4 items). <b>ROs</b> : Yes, no <b>Variable</b> : Summed for total score (ranged 0-4), higher score indicates more perpetration.
<b>Injunctive DRV norms</b>				
Enosh 2007	<b>Gender</b> : 52% girls, 48% boys <b>Age/grade level</b> : 16-17 years (11 <sup>th</sup> grade)	Female and male heterosexual DRV perpetration (sexual)	Asks a series of items regarding heterosexual partnerships, manipulating initiator's gender, type of sexual act and level of resistance: "To what degree do you think your close friends believe that if a [boy/girl] initiates a [make-out/sexual intercourse] and the [boy/girl partner] [is passive/resists], s/he should persist?" <b>ROs</b> : Likert scale, 0 (should certainly not) to 4 (should certainly persist) <b>Variable</b> : Responses were averaged	Sexual victimisation and perpetration during a date: # of times in the past 3 months (8 items). <b>ROs</b> : Ranged from 0 (never) to 4 times or more (4). <b>Variable</b> : 0=did not happen, 1=happened
Fisher 2007 (#1)	<b>Reliability (test-retest)</b> <u>Sex</u> : 39% female, 61% male <b>Reliability (internal consistency) and construct validity</b> Demographics of sample for overall study (of these, 20% randomly selected to complete DRV questionnaire; those reporting ever being in a relationship included in construct validity analysis): <u>Sex</u> : 41% male <u>Age</u> : M=15.4 years (SD=0.12) <u>Ethnicity</u> : 48% Coloured, 25% African, 24% White, 3% missing, 1% Asian	Respondent (girls, boys), and female and male heterosexual, DRV perpetration (physical)	Asks in relation to partner violence: 1. Most people in my community think a boy can assault girl 2. Most people in community think a girl can assault boy 3. Most people important to you think a boy can assault girl 4. Most people important to you think a girl can assault boy 5. Others would laugh for not assaulting partner if s/he makes you cross <b>Variable</b> : Item responses combined for total score	Single item assessing perpetration: "Have you ever hit, kicked, slapped or punched your boyfriend (if you are female) or girlfriend (if you are male)?" <b>Variable</b> : Binary yes/no

Report (measure, if >1)	Sample characteristics	Inductive SN concept measured	Social norms measure characteristics	DRV outcome measure characteristics
	Family assets (motor car, electricity, telephone, television): 77% have 3 or more			
Flisher 2007 (#2)	(as above)	Female and male heterosexual DRV perpetration (physical)	Asks in relation to partner violence: 1. Most friends approve of a boy assaulting a girl 2. Most friends approve of a girl assaulting a boy <b>Variable:</b> Item responses combined for total score	(as above)
Hopper 2011 (#1)	<b>Internal consistency</b> <u>Gender:</u> 52% girls, 48% boys <u>Age:</u> 16-19 years (M=17.6) <u>Race/ethnicity:</u> 30% Caucasian, 29% Hispanic/ Latino/Mexican-American, 17% Asian/ Pacific Islander, 11% Biracial, 9% African American, 4% otherwise categorised, 1% did not report <b>Construct validity</b> <u>Gender:</u> 45% male, 55% female	Female and male heterosexual DRV victimisation and perpetration (psych.)	Think about the friends you chose earlier [identified from list of study participants]. Now think of how <u>they</u> would answer the following questions, on average. <i>[Items included as footnotes to this table<sup>a</sup>]</i> <b>ROs:</b> Likert scale, 1 (strongly disagree) to 5 (strongly agree) <b>Variable:</b> Item responses combined for total score	CADRI Physical Abuse, Threatening Behavior, and Emotional and Verbal Abuse scales to assess past-year psychological and physical victimisation and perpetration (18 items). <b>ROs:</b> never, seldom (1-2 times), sometimes (3-5 times), often (6 or more times) <b>Variable</b> <u>Psych. Victimization:</u> Square root transformation <u>Psych. Perpetration:</u> Score <u>Physical victimisation and perpetration:</u> Each dichotomised to yes/no
Hopper 2011 (#2)	(as above)	Female and male heterosexual DRV victimisation and perpetration (physical)	Think about the friends you chose earlier [identified from list of study participants]. Now think of how <u>they</u> would answer the following questions, on average. <i>[Items included as footnotes to this table<sup>b</sup>]</i> <b>ROs:</b> Likert scale, 1 (strongly disagree) to 5 (strongly agree) <b>Variable:</b> Item responses combined for total score	(as above)
Hunt 2022	<b>Gender:</b> 50.8% girls, 49.2% boys <b>Race/ethnicity (if identified with &gt;1 race, coded as "multiracial"):</b> 32% Black/African American, 30% White, 23% Hispanic, 11% multiracial, 3% biracial, 1% Asian	Female and male heterosexual DRV victimisation and perpetration (physical)	My friends generally think that... a) It is ok for a boy to hit his/her girlfriend if she did something to make him/her mad. b) It is ok for a boy to hit his/her girlfriend if she insulted him/her in front of friends. c) Girls sometimes deserve to be hit by the boys they date. d) A girl who makes her boyfriend jealous on purpose deserves to be hit.	CADRI verbal (9 items) and physical (8 items) victimisation scales. <b>ROs:</b> 0 (never), 1 (seldom, 1-2 times), 2 (sometimes, 3-5 times), 3 (often, 6+ times) <b>Variables:</b> Mean score (ranged 0 to 3)

Report (measure, if >1)	Sample characteristics	Inductive SN concept measured	Social norms measure characteristics	DRV outcome measure characteristics
			e) Boys sometimes deserve to be hit by the girls they date. f) Sometimes boys have to hit their girlfriends to get them back under control. g) It is ok for a boy to hit a girl if she hit him/her first. h) It is ok for a girl to hit a boy if he hit her first <b>ROs:</b> Likert scale, 0 (strongly disagree) to 4 (strongly agree) <b>Variable:</b> Mean score	
Kernsmith 2011	<b>Full sample:</b> <u>Gender:</u> All girls <u>Grade level:</u> 9 <sup>th</sup> (38%), 10 <sup>th</sup> (21%), 11 <sup>th</sup> (19%), 12 <sup>th</sup> (22%) <u>Ethnicity:</u> African American (51%), White (44%), Chicana/Latina (3%), Native American (2%), and not stated (1%) <u>Parental education:</u> Median was high school diploma or GED <u>SES:</u> 32% received free or reduced school lunch	Respondent (girls') DRV perpetration (general – “got violent”)	Asked in relation to: 1) friends, 2) father, 3) mother, 4) teachers, 5) boyfriend/girlfriend, 6) religious leaders, 7) police: A) If I got violent, the following people would... <b>ROs:</b> Likert scale, 1 (strongly approve) to 7 (strongly disapprove) B) The approval of the following people is... <b>ROs:</b> Likert scale, 1 (not at all important) to 7 (very/extremely important) <b>Variable:</b> Mean values of (A) and (B) multiplied for single score of 1-49.	Modified CTS2 (selected items from physical and sexual coercion subscales). Mild and severe DRV, and items on context of violent incidents. Unclear whether measure includes perpetration only or both victimisation and perpetration. <b>Variable:</b> Binary
Nardi-Rodríguez 2022 (#5)	<b>Full sample</b> <u>Gender:</u> All male <u>Age:</u> 14-18 years (M=16) <u>Sexual identity:</u> All heterosexual	Respondent (boys') DRV perpetration (psych.)	Contextualising paragraph about perpetrating controlling behaviours, from the perspective of a boyfriend; followed by survey items: 1. The majority of people who are important to me think I should phone or send WhatsApps to my girlfriend to know where she is, who she is with, and when we are going to see each other. 2. Most people like me would phone or send WhatsApps to their girlfriends to know where they are, who they are with, and when they are going to see each other. 3. Most people important to me phone or send WhatsApps to their girlfriends to know where they are, who they are with, and when they are going to see each other.	1. In the past 3 months I have phoned or sent WhatsApp[s] to my girlfriend to know where is she, who she is with... 2. How frequently have you phoned or sent WhatsApp[s] to your girlfriend to know where she is, who she is with? <b>ROs – item 1:</b> Likert scale, 1 (totally disagree) to 7 (totally agree) <b>ROs – item 2:</b> Likert scale, 1 (never) to 7 (always) <b>Variable:</b> Mean score of 1-7

Report (measure, if >1)	Sample characteristics	Inductive SN concept measured	Social norms measure characteristics	DRV outcome measure characteristics
			<p>4. Most people like me would phone or send WhatsApps to their girlfriends to know where they are, who they are with, and when they are going to see each other.</p> <p>5. It is expected from me that I phone or send WhatsApps to my girlfriend to know where she is, who she is with, and when we are going to see each other.</p> <p>6. Most people who are important to me support me phoning or sending WhatsApps to my girlfriend to know where she is, who she is with, and when we are going to see each other.</p> <p><b>ROs – items 1, 2, 3, 6:</b> Likert scale, 1 (totally agree) to 7 (totally disagree)</p> <p><b>ROs – item 4:</b> Likert scale, 1 (totally unlikely) to 7 (totally likely)</p> <p><b>ROs – item 5:</b> Likert scale, 1 (totally true) to 7 (totally false)</p> <p><b>Variable:</b> Mean score of 1-7</p>	
Nardi-Rodríguez 2022 (#6)	<p><b>Full sample</b>  <u>Gender:</u> All male  <u>Age:</u> 14-18 years (M=16)  <u>Sexual identity:</u> All heterosexual</p>	(as above)	As above (Nardi-Rodríguez 2022 #5), but asking about perpetrating devaluing behaviours (a boy ignoring his girlfriend, or punishing her with his silence, without giving the reason). Wording not provided.	As above (Nardi-Rodríguez 2022 #5), but asking about perpetrating devaluing behaviours (a boy ignoring his girlfriend, or punishing her with his silence, without giving the reason). Wording not provided.
Nardi-Rodríguez 2022 (#7)	<p><b>Full sample</b>  <u>Gender:</u> All female  <u>Age:</u> 14-18 years (M=16)  <u>Sexual identity:</u> All heterosexual</p>	Respondent (girls') DRV victimisation (psych.)	As above (Nardi-Rodríguez 2022 #5), but asking about experiencing controlling behaviours from a boyfriend. Wording not provided.	As above (Nardi-Rodríguez 2022 #5), but asking about experiencing controlling behaviours from a boyfriend. Wording not provided.
Nardi-Rodríguez 2022 (#8)	<p><b>Full sample</b>  <u>Gender:</u> All female  <u>Age:</u> 14-18 years (M=16)  <u>Sexual identity:</u> All heterosexual</p>	(as above)	As above (Nardi-Rodríguez 2022 #5), but asking about experiencing devaluing behaviours from a boyfriend. Wording not provided.	As above (Nardi-Rodríguez 2022 #5), but asking about experiencing devaluing behaviours from a boyfriend. Wording not provided.
Pöllänen 2018 (#1)	<p><b>Gender:</b> 58% girls, 42% boys  <b>Age:</b> M=13.73 years (SD=1.04)  <b>Ethnicity:</b> 59% Colored, 36% Black, 5% White, 1% Other  <b>SES, scale of 0-8:</b> M=6.10 (SD=1.59)</p>	Respondent (girls, boys) DRV perpetration (sexual)	<p>If I put pressure on my boyfriend or girlfriend to have sex...</p> <p>1. It will improve our relationship</p> <p>2. It will make me seem successful</p> <p><b>ROs:</b> Likert scale, 1 (strongly disagree) to 5 (strongly agree)</p>	<p>Adapted from World Health Organization survey. Sexual DRV victimisation (1 item) and perpetration (1 item).</p> <p><b>ROs:</b> Binary (0=never, 1=at least once)</p> <p><b>Variable:</b> Binary</p>

Report (measure, if >1)	Sample characteristics	Inductive SN concept measured	Social norms measure characteristics	DRV outcome measure characteristics
			<b>Variable:</b> Score of 1-5	
Pöllänen 2018 (#2)	<i>(as above)</i>	<i>(as above)</i>	1. My parents/caregivers 2. Most of my friends 3. Most men in my family 4. Most women in my family 5. My boyfriend or girlfriend ...think it is okay for me to put pressure on my boyfriend or girlfriend to have sex <b>ROs:</b> Likert scale, 1 (strongly disagree) to 5 (strongly agree) <b>Variable:</b> Score of 1-5	<i>(as above)</i>
van Ouytsel 2017	<b>Gender:</b> 71% girls <b>Age:</b> 16-22 years (M=17.99, SD=0.92)	Gender-neutral DRV perpetration (psych.)	Asked how respondent perceived that friends important in their lives would evaluate the following: a) accessing email messages and messages on the partner's cell phone and social networking accounts without his or her consent b) sending the romantic partner a message via the Internet or mobile phone to check what the partner was doing c) controlling the pictures of the romantic partner as well as the people with whom he or she became friends on social networking sites <b>ROs:</b> Likert scale, 1 (strongly disapprove) to 4 (strongly approve) <b>Variable:</b> Mean score	Adapted control dimension of Cyber Dating Abuse Questionnaire to assess psych. cyber dating abuse perpetration of current partner in past 6 months (4 items). <b>ROs:</b> Likert scale, 1 (never) to 5 (very often) <b>Variable:</b> Items combined (unclear how) to form continuous variable
<b>Descriptive gender norms</b>				
Gagné 2005	<b>Analysis of victimisation &gt;1 years ago</b> <u>Gender:</u> All girls <u>Age:</u> 14-20 years (M=16.3, SD=0.8) <u>Location:</u> 59% Montreal, 41% Quebec	Heterosexual sexual violence (male perpetration,	Asked how many friends respondent was involved with in past year. Among these, asked as far as respondent knew: 1. How many girls and boys have physically hurt their dating partner during the last year	<b>Sequential logistic regression analysis</b> VIFFA. Psych., physical and sexual victimisation in respondent's most difficult relationship over the past 12 months (40 items). <u>ROs:</u> Likert scale: 1 (never), 2 (1-2 times), 3 (3-10 times), 4 (>10 times)



Report (measure, if >1)	Sample characteristics	Inductive SN concept measured	Social norms measure characteristics	DRV outcome measure characteristics
	<p><u>Culture</u>: 79% Quebec or Canadian</p> <p><u>Language</u>: 92% spoke mostly French</p> <p><b>Analysis of victimisation in past 12 months</b>: Above sample limited to those reporting at least 1 dating partner in past 12 months. Does not differ significantly from above sample on socioeconomic variables.</p>	female victimisation)	<p>2. How many girls have been handled roughly by a male dating partner</p> <p>3. How many girls have faced sexual coercion by a male peer</p> <p>4. How many boys have used sexual coercion towards a female peer</p> <p><b>Variable</b>: Binary. Coded 1 if for <math>\geq 1</math> item, <math>\geq 1</math> out of 4 of the respondent's friends of the gender referenced were involved in the violence asked about</p>	<p><u>Variable</u>: Added item responses for single score. Coded as victim if score &gt;average.</p> <hr/> <p><b>Correlation analysis</b> Physical or sexual victimisation &gt;1 year ago by dating partner or one-night stand. <u>Variable</u>: Binary; 0=no, 1=yes. Those reporting no dating relationship &gt;1 year ago coded as 0.</p>
<b>Injunctive gender norms</b>				
Shakya 2022 (#1)	<p><b>Gender</b>: All female</p> <p><b>Age</b>: 13-19 years (M=17.31, SD=1.53)</p> <p><b>Marital status</b>: All married to husbands</p> <p><b>Education</b>: M=0.50 (SD=0.79), on continuous scale where 0=no formal schooling, 1=incomplete primary, 2=completed primary, 3=past primary</p> <p><b>Household assets</b>: M=2.07 (SD=1.17) on scale of 0-6 (higher score indicates more wealth)</p> <p><b>Food insecure</b>: 20%</p> <p><b>Tribe</b>: 31% Hausa, 69% Zarma, 0.05% Tuareg</p>	Household gender roles for women and men	<p>People in the village think that</p> <p>a) a woman's most important role is to take care of the home and cook for the family</p> <p>b) a man should have the final word about decisions in the home</p> <p>c) it is shameful when men engage in caring for children or other domestic work</p> <p>d) giving baths to children, changing their clothes, and feeding them is the mothers responsibility</p> <p>e) a woman should never question her husband's decisions even if she disagrees with him</p> <p>f) it is natural and right that men have more power in the family</p> <p>g) if a man cooks or cleans it is shameful for his wife</p> <p><b>ROs</b>: Asked whether agreed or disagreed</p> <p><b>Variable</b>: Coded 1 for agree answer, 0 for disagree answer. Additive score of 0-7.</p>	<p>Asked whether, in the history of her marriage, her husband had ever perpetrated each of six acts of physical abuse (6 items).</p> <p><b>Variable</b>: Binary; "yes" if responded affirmatively to any item</p>
Shakya 2022 (#2)	(as above)	Physical violence against women	<p>People in this village believe that there are times when a woman deserves to be beaten.</p> <p><b>ROs</b>: Yes, no, don't know</p> <p><b>Variable</b>: Categorical</p>	(as above)
Shamu 2016 (#1)	<p><b>Overall sample</b></p> <p><u>Gender</u>: 57% girls, 43% boys</p> <p><b>Construct validity sample (ever-partnered)</b>: 49% girls, 51% boys</p> <p><u>Girls</u></p>	Male violence, male heterosexual violence within	<p>Comprises 3 subscales asking the same 5 items in relation to (a) family's views, (b) friends' views and (c) own views: My family thinks/My friends think/I think that:</p> <p>1. if someone insults a man he should be prepared to physically fight to defend his honour</p>	<p>Adapted standard World Health Organization questions on intimate partner violence to assess past 12-month physical and sexual victimisation (among girls, by boys) and perpetration (by boys, against girls) – 8 items.</p> <p><b>ROs</b>: Never, once, more than once</p>

Report (measure, if >1)	Sample characteristics	Inductive SN concept measured	Social norms measure characteristics	DRV outcome measure characteristics
	<p>Age: 54% 12-13 years, 46% 14-19 years</p> <p>Parental unemployment: 65% none, 22% mother, 6% father, 6% both</p> <p>Type of house: 71% brick house/flat, 14% wendy/backyard, 15% home in informal settlement</p> <p>Weekly pocket money given:<sup>c</sup> 16% none, 58% &lt;R20, 8% R21-R49, 17% ≥R50</p> <p><u>Boys</u></p> <p>Age: 38% 12-13 years, 62% 14-19 years</p> <p>Parental unemployment: 64% none, 23% mother, 7% father, 5% both</p> <p>Type of house: 72% brick house/flat, 14% wendy/backyard, 14% home in informal settlement</p> <p>Weekly pocket money given: 21% none, 50% &lt;R20, 10% R21-R49, 18% ≥R50</p>	<p>marriage and physical and sexual violence against girls/women</p>	<p>2. if a wife does something wrong her husband has the right to punish her</p> <p>3. there are times when a woman deserves to be beaten</p> <p>4. if a girl dresses sexy or gets drunk she is inviting men to rape her</p> <p>5. when a woman is raped, she is usually to blame for putting herself in that situation</p> <p><b>ROs:</b> Likert scale, ranging from 1 (strongly agree) to 4 (strongly disagree)</p> <p><b>Variable:</b> Appears to be additive score</p>	<p><b>Variable:</b> Unclear</p>
<p>Shamu 2016 (#2)</p>	<p>(as above)</p>	<p>(as above)</p>	<p>1. My family thinks that if someone insults a man he should be prepared to physically fight to defend his honour</p> <p>2. My family thinks that if a wife does something wrong her husband has the right to punish her</p> <p>3. My family thinks that there are times when a woman deserves to be beaten</p> <p>4. My family thinks that if a girl dresses sexy or gets drunk she is inviting men to rape her</p> <p>5. My family thinks that when a woman is raped, she is usually to blame for putting herself in that situation</p> <p><b>ROs:</b> Likert scale, ranging from 1 (strongly agree) to 4 (strongly disagree)</p> <p><b>Variable:</b> Appears to be additive score</p>	<p>(as above)</p>

Report (measure, if >1)	Sample characteristics	Inductive SN concept measured	Social norms measure characteristics	DRV outcome measure characteristics
Shamu 2016 (#3)	(as above)	(as above)	<ol style="list-style-type: none"> <li>1. My friends think that if someone insults a man he should be prepared to physically fight to defend his honour</li> <li>2. My friends think that if a wife does something wrong her husband has the right to punish her</li> <li>3. My family thinks that there are times when a woman deserves to be beaten</li> <li>4. My friends think that if a girl dresses sexy or gets drunk she is inviting men to rape her</li> <li>5. My friends think that when a woman is raped, she is usually to blame for putting herself in that situation</li> </ol> <p><b>ROs:</b> Likert scale, ranging from 1 (strongly agree) to 4 (strongly disagree)  <b>Variable:</b> Appears to be additive score</p>	(as above)
Wesche 2019	<p><b>Inter-item correlation sample</b>  <u>Gender:</u> 46% female  <u>Age:</u> M=17.4 years (SD=1.5)  <u>Race/ethnicity (could select &gt;1):</u>  73% Black/African American, 25% Hispanic/Latino, 4% White, 1% other race/ethnic categories  <b>Construct validity sample:</b> Not stated</p>	Sexual expectations of female gang-members ( <b>rev</b> )	<ol style="list-style-type: none"> <li>1. Female gang members are expected to have sex any time with male gang members</li> <li>2. Female gang members are expected to have sex with more than one other gang member at a time</li> </ol> <p><b>ROs:</b> Likert scale, 1 (strongly disagree) to 5 (strongly agree)  <b>Variable:</b> Average score across items</p>	Past-year victimisation (6 items) and perpetration (6 items); types are not stated but include physical victimisation and psych. perpetration at minimum. <b>ROs:</b> Likert scale, 0 (never) to 6 (more than 20 times) <b>Variable:</b> Averaged item responses

<sup>a</sup> Scale items: 1) A guy should not insult his girlfriend; 2) A guy should not tell his girlfriend what to do; 3) A girl should ask her boyfriend first before going out with her friends; 4) Relationships always work best when girls please their boyfriends; 5) There is never a reason for a guy to threaten his girlfriend; 6) Sometimes guys just can't help but swear at their girlfriends; 7) A girl should always change her ways to please her boyfriend; 8) A girl should always do what her boyfriend tells her to do; 9) A guy does not need to know his girlfriend's every move; 10) There is never a good enough reason for a guy to swear at his girlfriend; 11) It is understandable when a guy gets so angry that he yells at his girlfriend; 12) It is O.K. for a guy to bad mouth his girlfriend; 13) There is never a reason for a guy to yell and scream at his girlfriend; 14) A girl should not see her friends if it bothers her boyfriend; 15) It is important for a girl to always dress the way her boyfriend wants; 16) There is no excuse for a girl to threaten her boyfriend; 17) There is never a good enough reason for a girl to swear at her boyfriend; 18) Girls have a right to tell their boyfriends how to dress; 19) A guy should always do what his girlfriend tells him to do; 20) If a girl yells and screams at her boyfriend it does not really hurt him seriously; 21) Girls have a right to tell their boyfriends what to do; 22) It is important for a guy to always dress the way his girlfriend wants; 23) Sometimes girls just can't help but swear at their boyfriends; 24) A guy should always ask his girlfriend first before going out with his friends; 25) It is O.K. for a girl to bad mouth her boyfriend; 26) It is understandable when a girl gets so angry that she yells at her boyfriend; 27) Sometimes girls have to threaten their boyfriends so that they will listen; 29) A girl should not control what her boyfriend wears.

<sup>b</sup> 1) A girl should break-up with a guy when he hits her; 2) Some girls deserve to be slapped by their boyfriends; 3) It is never O.K. for a guy to hit his girlfriend; 4) Sometimes guys just cannot stop themselves from punching their girlfriends; 5) There is no good reason for a guy to push his girlfriend.6) Sometimes a guy cannot help hitting his girlfriend when she makes him angry; 7) There is no good reason for a guy to slap his girlfriend; 8) Sometimes jealousy makes a guy so crazy that he must slap his girlfriend; 9) Girls who cheat on their boyfriends should be slapped; 10) Sometimes love makes a guy so crazy that he hits his girlfriend; 11) A guy usually does not slap his girlfriend unless she deserves it; 12) It is O.K. for a guy to slap his girlfriend if she deserves it; 13) It is O.K. for a girl to slap her boyfriend if he deserves it; 14) It is no big deal if a girl shoves her boyfriend; 15) Sometimes girls just cannot stop themselves from punching their boyfriends; 16) Some guys deserve to be slapped by their girlfriends; 17) Sometimes a girl must hit her boyfriend so that he will respect her; 18) A girl usually does not slap her boyfriend unless he deserves it; 19) A girl should not hit her boyfriend regardless of what he has done; 20) There is never a reason for a guy to get slapped by his girlfriend; 21) Pulling hair is a good way for a girl to get back at her boyfriend; 22) It is never O.K. for a girl to slap her boyfriend; 23) Some girls have to pound their boyfriends to make them listen; 24) A guy should break-up with a girl when she slaps him.

<sup>c</sup> 1USD=10.7 South African Rand at time of research (Shamu et al., 2016)

CADRI=Conflict in Adolescent Dating Relationships Inventory

CIR=Conflict in Relationships

CTS2=Revised Conflict Tactics Scale

M=mean

psych.=psychological

SD=standard deviation

SEM=structural equation modelling

SES=socioeconomic status

SN=social norms

rev=reverse-scored

ROs=response options

VADRI=Violence in Adolescents' Dating Inventory

VIFFA=Violence faite aux Filles dans les Fréquentations à l'Adolescence

## References

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**Note for Appendix E:** The last three columns of the tables included in this Appendix report on the validity of included measures as assessed by the association of pro-DRV/inequitable gender norms with increased risk of DRV.



Appendix E. Measures of social norms and evidence of their reliability and validity

Table A1. Measures of descriptive DRV norms and evidence of their reliability and validity

Report (measure, if >1)	Inductive SN concept measured	Initial development	% of items in SN domain	Reference group(s)	Reliability <sup>a</sup>	Evidence and direction (if significant) of cross-sectional association with DRV behavioural outcome (p<0.05) <sup>b</sup>		
						DRV outcome	UA	MA
<b>Descriptive DRV norms</b>								
<b>Gender-/sexuality-neutral DRV</b>								
Gonzalez-Mendez 2019 (#1)	Gender-neutral DRV perpetration (general)	Not stated	100% of 1	Peers	Not applicable	Girls' victimisation (psych., physical)	+	+
Gonzalez-Mendez 2019 (#2)	Gender-neutral DRV victimisation (general)	Not stated	100% of 1	Peers	Note applicable	(as above)	+	○
Aizpirtarte 2017	Gender-neutral DRV perpetration (psych., physical, sexual)	Adapted from VADRI measure of DRV	100% of 26	People at their age (i.e., peers)	Cronbach's $\alpha=0.97$	Perpetration (psych., physical, sexual)	+	+
Antônio 2012	Gender-neutral DRV perpetration (psych., physical, sexual)	Adapted from CADRI measure of DRV	100% of 6	Peers	$\alpha=0.85$	Perpetration (psych., physical, sexual)	+	○
						Victimisation (psych., physical, sexual)	+	
Kinsfogel 2004 (#1)	Gender-neutral DRV (psych., physical)	Adapted from CIR Scale to ask about abuse in friends' relationships	50% of 16	Friends	<b>Frequency</b> $\alpha=0.92$ <b># of friends</b> $\alpha=0.79$	Boys' victimisation or perpetration (psych., physical, sexual)	+	+
Kinsfogel 2004 (#2)	(as above)	(as above)	100% of 8	Friends	$\alpha=0.92$	Girls' victimisation or perpetration (psych.)	+	
						Boys' victimisation or perpetration (psych.)	+	
						Girls' victimisation or perpetration (physical, sexual)	+	

Report (measure, if >1)	Inductive SN concept measured	Initial development	% of items in SN domain	Reference group(s)	Reliability <sup>a</sup>	Evidence and direction (if significant) of cross-sectional association with DRV behavioural outcome (p<0.05) <sup>b</sup>		
						DRV outcome	UA	MA
						Boys' victimisation or perpetration (physical, sexual)	+	
Peskin 2017	Gender-neutral DRV perpetration (psych., physical)	Newly developed measure, piloted with 14 middle school-age students	75% of 4	Your friends	Cronbach's $\alpha=0.78$	Cyber perpetration (psych., sexual)	+	0
Helland 1998	Gender-neutral DRV perpetration (physical)	Adapted from a 1989 study, to ask about physical aggression	100% of 1	Your close friends	Not applicable	Victimisation (physical)	+	
						Perpetration (physical)	+	
Shorey 2018	Gender-neutral DRV perpetration (physical)	Not stated	100% of 1	Your friends	Not applicable	Girls' perpetration (physical)	+ <sup>c</sup> - <sup>d</sup>	
						Boys' perpetration (physical)	+	
Hébert 2019	Gender-neutral DRV victimisation (physical and sexual)	Drawn from previous study; information on initial development not stated	100% of 2	Your close friends	Spearman-Brown coefficient= 0.65	Girls' heterosexual victimisation (psych., physical, sexual; increasing rates, with class determined by LCA)		+
						Boys' heterosexual victimisation (psych., physical, sexual; low vs. higher rates, with class determined by LCA)		+

Report (measure, if >1)	Inductive SN concept measured	Initial development	% of items in SN domain	Reference group(s)	Reliability <sup>a</sup>	Evidence and direction (if significant) of cross-sectional association with DRV behavioural outcome (p<0.05) <sup>b</sup>		
						DRV outcome	UA	MA
<b>Mixed DRV</b>								
Gagné 2005	Gender-neutral DRV perpetration and female heterosexual DRV victimisation (physical)	Not stated	50% of 4	Female and male friends respondent has been involved with in past year	Not stated	Girls' victimisation (psych.)	+ <sup>e</sup>	+
						Girls' victimisation (physical)	+ <sup>e</sup>	+
						Girls' victimisation (sexual)	○ <sup>e</sup>	○
						Girls' victimisation (physical, sexual)	+	
<b>Heterosexual DRV</b>								
Foshee 2001	Female and male heterosexual DRV perpetration (physical)	Interviews and iterative piloting with adolescents, psychometric analyses and Q-sort procedures; appears to include separate reliability study	66% of 3	Most boys, most girls	α=0.76	Girls' perpetration (physical, sexual)	○ <sup>e</sup>	○
						Boys' perpetration (physical, sexual)	+ <sup>e</sup>	○
Nardi-Rodríguez 2022 (#1)	Male heterosexual DRV perpetration (psych.)	Designed based on the Reasoned Action Approach and tested in previous research	50% of 6	People like me, people important to me	<b>Single sample</b> α=0.86 <b>Dating sample</b> α=0.83	Boys' perpetration (psych.)	+	+
Nardi-Rodríguez 2022 (#2)	(as above)	(as above)	50% of 6	(as above)	<b>Single sample</b> α=0.75 <b>Dating sample</b> α=0.74	(as above)	+	+
Nardi-Rodríguez 2022 (#3)	Female heterosexual DRV victimisation (psych.)	(as above)	50% of 6	(as above)	<b>Single sample</b> α=0.82 <b>Dating sample</b> α=0.83	Girls' victimisation (psych.)	+	+

Report (measure, if >1)	Inductive SN concept measured	Initial development	% of items in SN domain	Reference group(s)	Reliability <sup>a</sup>	Evidence and direction (if significant) of cross-sectional association with DRV behavioural outcome (p<0.05) <sup>b</sup>		
						DRV outcome	UA	MA
Nardi-Rodríguez 2022 (#4)	(as above)	(as above)	50% of 6	(as above)	Single sample $\alpha=0.71$ Dating sample $\alpha=0.76$	(as above)	+	+
Reyes 2016	Female and male heterosexual DRV perpetration (physical)	Adapted from Foshee 2001 (see above)	100% of 2	Most boys, most girls	Correlation $r=0.44$ ; $p<0.001$	Boys' perpetration (physical)	+	
Reed 2011	Male heterosexual DRV perpetration (physical, sexual)	Not stated	100% of 2	Friends	Not stated	Boys' heterosexual perpetration (psych., physical, sexual)	+ <sup>e</sup>	○
Price 2002	Male heterosexual DRV perpetration (psych.)	Piloted with girls and boys aged 13-15 years, who were asked to provide feedback after completing the survey	100% of 10	Male friends you usually hang out with	$\alpha=0.92$	Boys' heterosexual perpetration (psych.)	+	+

<sup>a</sup> internal consistency, unless otherwise stated

<sup>b</sup> + = pro-DRV norms significantly associated with higher DRV risk; - = pro-DRV norms significantly associated with lower DRV risk; o = DRV norms not significantly associated with DRV risk. Girls' outcomes shaded blue, boys' outcomes shaded purple, and outcomes not differentiated by gender shaded orange.

<sup>c</sup> Correlation between intercepts in bivariate correlation

<sup>d</sup> Correlation between slopes in parallel process growth model

<sup>e</sup> partially adjusted model

CIR=Conflict in Relationships

LCA=latent class analysis

MA=Most adjusted model

NS=not significant

PA=partially adjusted

psych.=psychological

SN=social norms

ROs=Response options

UA=unadjusted, unless otherwise stated

VADRI=Violence in Adolescents' Dating Inventory

**Table A2. Measures of injunctive DRV norms and evidence of their reliability and validity**

Report (measure, if >1)	Inductive SN concept measured	Initial development	% of items in SN domain	Reference group(s)	Reliability <sup>a</sup>	Evidence and direction (if significant) of association with DRV behavioural outcome (p<0.05) <sup>b</sup>		
						DRV outcome	UA	MA
<b>Injunctive DRV norms</b>								
<b>Respondent DRV</b>								
Kernsmith 2011	Respondent (girls') DRV perpetration (general – “got violent”)	Cites a previous paper in reference to the scale	100% of 7	Friends, father, mother, teachers, boyfriend/ girlfriend, religious leaders, police	A) $\alpha=0.91$ B) $\alpha=0.75$	Girls' DRV (psych., physical, sexual); unclear whether perpetration alone or combined with victimisation	○	
Nardi-Rodríguez 2022 (#5)	Respondent (boys') DRV perpetration (psych.)	Designed based on the Reasoned Action Approach and tested in previous research	50% of 6	People who are important to me, and (for 1 item) none listed	<b>Single sample</b> $\alpha=0.86$ <b>Dating sample</b> $\alpha=0.83$	Boys' perpetration (psych.)	+	+
Nardi-Rodríguez 2022 (#6)	<i>(as above)</i>	<i>(as above)</i>	50% of 6	<i>(as above)</i>	<b>Single sample</b> $\alpha=0.75$ <b>Dating sample</b> $\alpha=0.74$	<i>(as above)</i>	+	+
Nardi-Rodríguez 2022 (#7)	Respondent (girls') DRV victimisation (psych.)	<i>(as above)</i>	50% of 6	<i>(as above)</i>	<b>Single sample</b> $\alpha=0.82$ <b>Dating sample</b> $\alpha=0.83$	Girls' victimisation (psych.)	+	+
Nardi-Rodríguez 2022 (#8)	<i>(as above)</i>	<i>(as above)</i>	50% of 6	<i>(as above)</i>	<b>Single sample</b> $\alpha=0.71$ <b>Dating sample</b> $\alpha=0.76$	<i>(as above)</i>	+	+
Pöllänen 2018 (#1)	Respondent (girls, boys) DRV perpetration (sexual)	Used previous instrument and formative qualitative research with adolescents	50% of 2	Not specified	<b>Overall</b> $\alpha=0.79$ <b>Girls</b> $\alpha=0.81$ <b>Boys</b> $\alpha=0.77$	Girls' perpetration (sexual)	+	○
						Boys' perpetration (sexual)	+	+

Report (measure, if >1)	Inductive SN concept measured	Initial development	% of items in SN domain	Reference group(s)	Reliability <sup>a</sup>	Evidence and direction (if significant) of association with DRV behavioural outcome (p<0.05) <sup>b</sup>		
						DRV outcome	UA	MA
Pöllänen 2018 (#2)	<i>(as above)</i>	<i>(as above)</i>	100% of 5	My parents/ caregivers, most of my friends, most men in my family, most women in my family, my boyfriend/ girlfriend	<b>Overall</b> $\alpha=0.93$ <b>Girls</b> $\alpha=0.94$ <b>Boys</b> $\alpha=0.91$	Girls' perpetration (sexual)	+	+
						Boys' perpetration (sexual)	+	○
<b>Gender-neutral heterosexual DRV</b>								
Enosh 2007	Female and male heterosexual DRV perpetration (sexual)	With participants of target age: Informal interviews (N=5) to determine appropriate terminology, then pilot surveys (N=10)	100% of 8	Your close friends	<b>Entire sample</b> $\alpha=0.87$ <b>Girls</b> $\alpha=0.89$ <b>Boys</b> $\alpha=0.84$	Girls' victimisation (sexual – passive response)	○ <sup>c</sup>	○
						Boys' victimisation (sexual – passive response)	+ <sup>c</sup>	+
						Girls' victimisation (sexual – active resistance)	○ <sup>c</sup>	○
						Boys' victimisation (sexual – active resistance)	+ <sup>c</sup>	○
						Girls' perpetration (sexual – passive response)	○ <sup>c</sup>	○
						Boys' perpetration (sexual – passive response)	+ <sup>c</sup>	○
						Girls' perpetration (sexual – active resistance)	○ <sup>c</sup>	○
						Boys' perpetration (sexual- active resistance)	○ <sup>c</sup>	○



Report (measure, if >1)	Inductive SN concept measured	Initial development	% of items in SN domain	Reference group(s)	Reliability <sup>a</sup>	Evidence and direction (if significant) of association with DRV behavioural outcome (p<0.05) <sup>b</sup>		
						DRV outcome	UA	MA
Flisher 2007 (#2)	Female and male heterosexual DRV perpetration (physical)	(as above)	100% of 2	Your friends	<b>Test-retest</b> r=0.34 <b>Internal consistency</b> α=0.65	Heterosexual perpetration (physical)	○	○
Hopper 2011 (#1)	Female and male heterosexual DRV (psych.)	Adapted ATDVS to ask about perceptions of friends' views rather than own attitudes.	71% of 28	Your friends	α=0.88	Victimisation (psych.)	+	○
						Perpetration (psych.)	+	○
Hopper 2011 (#2)	Female and male heterosexual DRV (physical)	(as above)	100% of 24	Your friends	α=0.88	Victimisation (physical)	+	○
						Perpetration (physical)	+	○
Hunt 2022	Female and male heterosexual DRV victimisation and perpetration (physical)	Adapted measure; no further information provided	Unclear % of 8	Friends	α=0.86	Victimisation (psych.)		+
						Victimisation (physical)		+
						Girls' victimisation (psych.)		+
						Girls' victimisation (physical)		+
						Boys' victimisation (psych.)		+
						Boys' victimisation (physical)		+
<b>Mixed or unspecified DRV</b>								
Flisher 2007 (#1)	Respondent (girls, boys), and female and male heterosexual, DRV perpetration (physical)	Based on Theory of Planned Behaviour; assessed in reliability study whether to remove items to improve internal consistency	100% of 5	People in community, people important to you, others	<b>Test-retest</b> r=0.59 <b>Internal consistency</b> α=0.58	Heterosexual perpetration (physical)	○	○

Report (measure, if >1)	Inductive SN concept measured	Initial development	% of items in SN domain	Reference group(s)	Reliability <sup>a</sup>	Evidence and direction (if significant) of association with DRV behavioural outcome (p<0.05) <sup>b</sup>		
						DRV outcome	UA	MA
van Ouytsel 2017	Gender-neutral DRV perpetration (psych.)	Based on subset of items from Cyber Dating Abuse Questionnaire	100% of 3	Friends important in respondent's life	$\alpha=0.76$	Cyber perpetration (psych.)	+	+

<sup>a</sup> internal consistency, unless otherwise stated

<sup>b</sup> + = pro-DRV norms significantly associated with higher DRV risk; - = DRV norms significantly associated with lower DRV risk; o = DRV norms not significantly associated with DRV risk. Girls' outcomes shaded blue, boys' outcomes shaded purple, and outcomes not differentiated by gender shaded orange.

ATDVS=Attitudes Towards Dating Violence Scales

MA=Most adjusted model

psych.=psychological

SN=social norms

UA=unadjusted, unless otherwise stated

**Table A3. Measures of descriptive and injunctive gender norms and evidence of their reliability and validity**

Report (measure, if >1)	Inductive SN concept measured	Source and/or initial development	% of items in SN domain	Reference group(s)	Reliability <sup>a</sup>	Evidence and direction (if significant) of association with DRV behavioural outcome (p<0.05) <sup>b</sup>		
						DRV outcome	UA	MA
<b>Descriptive gender norms</b>								
Gagné 2005	Heterosexual sexual violence (male perpetration, female victimisation)	Not stated	50% of 4	Female and male friends respondent has been involved with in past year	Not stated	Girls' victimisation (psych.)	+ <sup>c</sup>	+
						Girls' victimisation (physical)	+ <sup>c</sup>	+
						Girls' victimisation (sexual)	o <sup>c</sup>	o
						Girls' victimisation (physical, sexual)	+	
<b>Injunctive gender norms</b>								
<b>Gendered violence</b>								
Shakya 2022 (#2)	Physical violence against women	Single item drawn from the Gender Equitable Men's scale and adapted to assess perceptions of others' views	100% of 1	People in this village	Not applicable	Girls' heterosexual victimisation (physical)	o	o
Shamu 2016 (#1)	Male violence, male heterosexual violence within marriage and physical and sexual violence against girls/women	Piloted and refined to ensure understandability by participants	66.7% of 15	Family, friends	<b>Family</b> <u>Girls</u> α=0.56 <u>Boys</u> α= 0.59 <b>Friends</b> <u>Girls</u> α=0.57 <u>Boys</u> α=0.57 <b>Own views</b> <u>Girls</u> α=0.57 <u>Boys</u> α=0.60	Girls' heterosexual victimisation (physical, sexual)		+ o
						Boys' heterosexual perpetration (physical, sexual)		+
Shamu 2016 (#2)	(as above)	(as above)	100% of 5	Family	<b>Girls</b> α=0.56 <b>Boys</b> α=0.59	Girls' heterosexual victimisation (physical, sexual)	+	

Report (measure, if >1)	Inductive SN concept measured	Source and/or initial development	% of items in SN domain	Reference group(s)	Reliability <sup>a</sup>	Evidence and direction (if significant) of association with DRV behavioural outcome (p<0.05) <sup>b</sup>		
						DRV outcome	UA	MA
						Boys' heterosexual perpetration (physical, sexual)	+	
Shamu 2016 (#3)	(as above)	(as above)	100% of 5	Friends	Girls $\alpha=0.57$ Boys $\alpha=0.57$	Girls' heterosexual victimisation (physical, sexual)	+	
						Boys' heterosexual perpetration (physical, sexual)	+	
<b>Gendered expectations</b>								
Shakya 2022 (#1)	Household gender roles for women and men	Adapted from the Gender Equitable Men's scale to assess perceptions of others' views	100% of 7	People in the village	$\alpha=0.88$	Girls' heterosexual victimisation (physical)	+	+
Wesche 2019	Sexual expectations of female gang-members (rev)	Derived via exploratory factor analysis from new 8-item measure	100% of 2	Not specified	Inter-item correlation $r=0.79$	Individual-level victimisation (physical; possibly others)		o
						Individual-level perpetration (psych.; possibly others)		+
						Gang-level victimisation (physical.; possibly others)		o
						Gang-level perpetration (psych.; possibly others)		o

<sup>a</sup> internal consistency, unless otherwise stated

<sup>b</sup> + = inequitable gender norms significantly associated with higher DRV risk; - = inequitable gender norms significantly associated with lower DRV risk; o = gender norms not significantly associated with DRV risk. Girls' outcomes shaded blue, boys' outcomes shaded purple, and outcomes not differentiated by gender shaded orange.

<sup>c</sup> partially adjustable model

MA=Most adjusted model; psych=psychological; rev=reverse-scored; SN=social norms; UA=unadjusted, unless otherwise stated

Appendix F. Relationships between measures of social norms relating to DRV, and DRV behavioural outcomes, by social norms domain

Report	Analysis method	Results	Summary of findings		
			Inductive SN concept measured	DRV outcome	Relationship between SN and DRV outcome
<b>Descriptive DRV norms</b>					
Aizpitarte 2017	Pearson correlation	0.33**	Gender-neutral DRV perpetration (psych., physical, sexual)	Perpetration (psych., physical, sexual)	<b>Significant</b> <u>Cross-sectional</u> : Positive, unadjusted and adjusted
	<b>SEM (multigroup model of DRV risk factors)</b> <u>Model included</u> : Anxiety, avoidance, interparental negative conflict resolution, aggressiveness	$R=0.20^*$			
	<b>SEM (mediation effects analysis using bootstrap procedure)</b> <u>Model included</u> : Anxiety, avoidance, interparental conflict resolution, aggressiveness	<b>Direct</b> : $r=0.20^{**}$ <b>Indirect</b> : $r=0.05$ <b>Total</b> : $r=0.25^{**}$			
Antônio 2012	Correlation	$r=0.39^*$	Gender-neutral DRV perpetration (psych., physical, sexual)	Perpetration (psych., physical, sexual)	<b>Significant</b> <u>Cross-sectional</u> : Positive, unadjusted <b>No association</b> <u>Cross-sectional</u> : Adjusted
	<b>Simultaneous multiple regression</b> <u>Covariates</u> : Mean-centred DRV victimisation, and interaction term of mean-centred DRV victimisation x mean-centred peer involvement in DRV perpetration	$b=2.49, SE=2.84, df=1, t=0.88, R^2=0.02, 95\%CI=-3.25-8.22$			
	Correlation	$r=0.37^*$	(as above)	Victimisation (psych., physical and sexual)	<b>Significant</b> <u>Cross-sectional</u> : Positive, unadjusted
Foshee 2001	<b>Proportional odds model</b> <b>Covariates</b> <u>Cross-sectional</u> <i>Partially adjusted (girls, boys)</i> : acceptance of prescribed norms, negative sanctions, gender stereotyping <i>Fully adjusted (girls)</i> – variables added to partially adjusted model: friends who are victims/perpetrators, family structure, supervision by mother, seen parent hit a parent, destructive responses to anger, depressed affect, physical fight with same gender, brought weapon to school, alcohol use, race	<b>Girls</b> <u>Cross-sectional</u> <i>Partially adjusted</i> $b=0.24, OR=1.28$ <i>Fully adjusted</i> $b= -0.16, OR=0.85 (SE=0.18)$ <u>Longitudinal</u> <i>Partially adjusted</i> $b= -0.01, OR=1.00$	Male and female heterosexual DRV perpetration (physical)	Girls' perpetration (physical, sexual)	<b>Not significant</b> <u>Cross-sectional</u> : Partially or fully adjusted <u>Longitudinal</u> : Partially adjusted

Report	Analysis method	Results	Summary of findings		
			Inductive SN concept measured	DRV outcome	Relationship between SN and DRV outcome
	<p><i>Fully adjusted (boys):</i> friends who are perpetrators, supervision by mother, seen a parent hit a parent, acceptance of prescribed norms, negative sanctions, destructive responses to anger, brought weapon to school, alcohol use, age</p> <p><u>Longitudinal (two time-points)</u> Examined baseline norms as a predictor of DRV at follow-up</p> <p><i>Partially adjusted (girls, boys):</i> RCT treatment condition, acceptance of prescribed norms, negative sanctions, gender stereotyping</p> <p><i>Fully adjusted (boys):</i> RCT treatment condition, friends who are perpetrators, supervision by mother, acceptance of prescribed norms, destructive responses to anger, brought a weapon to school, race</p>	<p><b>Boys</b></p> <p><u>Cross-sectional</u> <i>Partially adjusted</i> <math>b=0.56</math>, <math>OR=1.74^{**}</math></p> <p><i>Fully adjusted</i> <math>b= -0.24</math>, <math>OR=1.28</math> (<math>SE=0.22</math>)</p> <p><u>Longitudinal</u> <i>Partially adjusted</i> <math>b= -0.36</math>, <math>OR=1.44^*</math></p> <p><i>Fully adjusted</i> <math>b= -0.33</math>, <math>OR=1.39</math> (<math>SE=0.19</math>)</p>	(as above)	Boys' perpetration (physical, sexual)	<p><b>Significant</b></p> <p><u>Cross-sectional:</u> Positive, partially adjusted</p> <p><u>Longitudinal:</u> Positive, partially adjusted</p> <p><b>Not significant</b></p> <p><u>Cross-sectional:</u> Fully adjusted</p> <p><u>Longitudinal:</u> Fully adjusted</p>
Gagné 2005	<p><b>Sequential logistic regression</b></p> <p><u>Covariates</u></p> <p><i>Partially adjusted:</i> Parental violence, exposure to marital violence, intrafamilial sexual abuse</p> <p><i>Fully adjusted – variable added to partially adjusted model:</i> number of years since participant started dating</p>	<p><b>Partially adjusted</b></p> <p><u>Indirect physical:</u> <math>B=0.64</math>, <math>SE=0.23</math>, <math>W=7.56</math>, <math>OR=1.90^{***}</math> (<math>95\%CI=1.20-3.01</math>)</p> <p><u>Other psych:</u> <math>B=0.68</math>, <math>SE=0.22</math>, <math>W=8.82</math>, <math>OR=1.93^{***}</math> (<math>95\%CI=1.25-2.97</math>)</p> <p><b>Fully adjusted</b></p> <p><u>Indirect physical:</u> <math>B=0.57</math>, <math>SE=0.24</math>, <math>W=5.75</math>, <math>OR=1.76^*</math> (<math>95\%CI=1.11-2.80</math>)</p> <p><u>Other psych.:</u> <math>B=0.66</math>, <math>SE=0.22</math>, <math>W=8.60</math>, <math>OR=1.93^{***}</math> (<math>95\%CI=1.24-2.98</math>)</p>	Gender-neutral DRV perpetration and female heterosexual DRV victimisation (physical)	Girls' victimisation (psych.)	<p><b>Significant</b></p> <p><u>Cross-sectional:</u> Positive, partially and fully adjusted</p>
		<p><b>Partially adjusted:</b> <math>B=0.76</math>, <math>SE=0.23</math>, <math>W=11.19</math>, <math>OR=2.15^{***}</math> (<math>95\%CI=1.37-3.36</math>)</p> <p><b>Fully adjusted:</b> <math>B=0.71</math>, <math>SE=0.23</math>, <math>W=9.57</math>, <math>OR=2.04^{***}</math> (<math>95\%CI=1.30-3.20</math>)</p>	(as above)	Girls' victimisation (physical)	<p><b>Significant</b></p> <p><u>Cross-sectional:</u> Positive, partially and fully adjusted</p>
		<p><b>Partially adjusted:</b> <math>B=0.40</math>, <math>SE=0.23</math>, <math>W=2.87</math>, <math>OR=1.49</math> (<math>95\%CI=0.94-2.35</math>)</p> <p><b>Fully adjusted:</b> <math>B=0.36</math>, <math>SE=0.24</math>, <math>W=2.32</math>, <math>OR=1.43</math> (<math>95\%CI=0.90-2.27</math>)</p>	(as above)	Girls' victimisation (sexual)	<p><b>Not significant</b></p> <p><u>Cross-sectional:</u> Partially and fully adjusted</p>
	Correlation	$\varphi=0.19^{***}$	(as above)	Girls' victimisation (physical, sexual)	<p><b>Significant</b></p> <p><u>Cross-sectional:</u> Positive, unadjusted</p>



Report	Analysis method	Results	Summary of findings		
			Inductive SN concept measured	DRV outcome	Relationship between SN and DRV outcome
Gonzalez-Mendez 2019 (#1)	Zero order correlation	$r=0.111^{***\dagger}$	Gender-neutral DRV perpetration (general)	Girls' victimisation (psych., physical)	<b>Significant</b> <u>Cross-sectional:</u> Positive, unadjusted and adjusted
	Univariate analysis, controlling for age	$M=-0.16, SD=0.26, F(1, 813)=10.58^{***\dagger}, \mu p^2=0.023$			
Gonzalez-Mendez 2019 (#2)	Zero order correlation	$r=0.163^{***\dagger}$	Gender-neutral DRV victimisation (general)	<i>(as above)</i>	<b>Significant</b> <u>Cross-sectional:</u> Positive, unadjusted <b>Not significant</b> <u>Cross-sectional:</u> Adjusted
	Descriptives and univariate analysis, controlling for age	$M=-0.01, SD=0.94, F(1, 813)=1.59, \mu p^2=0.004$			
Hébert 2019	<b>Latent class analysis</b> to identify DRV victimisation classes separately for girls and boys	<b>Girls</b> <u>Class 1:</u> Low victimisation <u>Class 2:</u> Sexual assault and psychological violence (psychological and moderate rates of sexual violence) <u>Class 3:</u> Multiple violence (all forms of violent present in very high proportions)	Gender-neutral DRV victimisation (physical, sexual)	Heterosexual female victimisation (psych., physical, sexual; increasing rates, with class determined by latent class analysis)	<b>Significant</b> <u>Cross-sectional:</u> Positive, adjusted
	<b>Overall Wald test</b> <u>Covariates:</u> Childhood sexual abuse, other interpersonal traumas, affiliation with deviant peers	$W=22.98^{***}$			
	<b>Wald tests</b> for paired comparisons between classes, applying Bonferroni correction <u>Covariates:</u> (same as for overall Wald test)	Class 1 (Mean=0.34), Class 2 (Mean=0.51) and Class 3 (Mean=0.87) were all significantly different from each other ( $p<0.016$ )*			
	<b>Latent class analysis</b> to identify DRV victimisation classes separately for girls and boys	<b>Boys</b> <u>Class 1:</u> Low victimisation <u>Class 2:</u> Multiple violence (high rates of psychological and physical violence, and moderate sexual violence involving attempted or completed rape and moderate level of threats) <u>Class 3:</u> unwanted sexual contacts and psychological violence (high rates of psychological and sexual violence – mainly unwanted sexual contacts)	<i>(as above)</i>	Heterosexual male victimisation (psych., physical, sexual; low vs. higher rates, with class determined by latent class analysis)	<b>Significant</b> <u>Cross-sectional:</u> Positive, adjusted

Report	Analysis method	Results	Summary of findings		
			Inductive SN concept measured	DRV outcome	Relationship between SN and DRV outcome
	<b>Overall Wald test</b> <i>Covariates: (as above)</i>	$W=28.02^{***}$			
	<b>Wald tests</b> for paired comparisons between classes, applying Bonferroni correction <i>Covariates: (as above)</i>	Class 1 (Mean=0.36) was significantly different from Class 2 (Mean=0.92) and Class 3 (Mean=0.74) ( $p<0.016$ )			
Helland 1998	Chi-square test	$\chi^2(1,415)=58.70^{***}$ , $df(1)$	Gender-neutral DRV perpetration (physical)	Victimisation (physical)	<b>Significant</b> <u>Cross-sectional:</u> Positive, unadjusted
	Pearson correlation	$r=0.39^{***}$			
	Chi-square test	$\chi^2(1,415)=58.08^{***}$ , $df(1)$	( <i>as above</i> )	Perpetration (physical)	<b>Significant</b> <u>Cross-sectional:</u> Positive, unadjusted
	Pearson correlation	$r=0.38^{***}$			
Kinsfogel 2004 (#1)	<b>SEM:</b> Direct association between latent constructs	SN measure $\rightarrow$ DRV outcome measure: Standardised path coefficient=0.41**	Gender-neutral DRV (psych., physical)	Boys' victimisation or perpetration (psych., physical, sexual)	<b>Significant</b> <u>Cross-sectional:</u> Positive, unadjusted and partially and fully adjusted
	<b>SEM</b> <u>Included in model:</u> <i>Partial:</i> interparental conflict, anger regulation, aggressive attitudes <i>Full – variable added to partial:</i> dating conflict	<b>Relationship between SN measure and DRV outcome</b> <i>Partial model:</i> 0.42* <i>Full model:</i> 0.26*			
Kinsfogel 2004 (#2)	Correlation	$r=0.31^*$	( <i>as above</i> )	Girls' victimisation or perpetration (psych.)	<b>Significant</b> <u>Cross-sectional:</u> Positive, unadjusted
		$r=0.44^*$	( <i>as above</i> )	Boys' victimisation or perpetration (psych.)	<b>Significant</b> <u>Cross-sectional:</u> Positive, unadjusted
		$r=0.31^*$	( <i>as above</i> )	Girls' victimisation or perpetration (physical, sexual)	<b>Significant</b> <u>Cross-sectional:</u> Positive, unadjusted
		$r=0.52^*$	( <i>as above</i> )	Boys' victimisation or perpetration (physical, sexual)	<b>Significant</b> <u>Cross-sectional:</u> Positive, unadjusted

Report	Analysis method	Results	Summary of findings		
			Inductive SN concept measured	DRV outcome	Relationship between SN and DRV outcome
Nardi-Rodríguez 2022 (#1)	Pearson correlation	$r=0.41^{**}$	Male heterosexual DRV perpetration (psych.)	Boys' perpetration (psych.)	<b>Significant</b> <u>Longitudinal</u> : Positive, unadjusted
	<b>SEM (path analysis; longitudinal – two time-points)</b> <u>Included in model</u> : <i>Initial</i> : attitudes towards DRV, sexism, intentions <i>Final</i> : intentions	<i>p-values not reported for these analyses</i> <b>Initial</b> $\beta=0.41$ <b>Final</b> $\beta=0.44$			
Nardi-Rodríguez 2022 (#2)	Pearson correlation	$r=0.32^{**}$	(as above)	(as above)	<b>Significant</b> <u>Longitudinal</u> : Positive, unadjusted
	<b>SEM (path analysis; longitudinal – two time-points)</b> <u>Included in model</u> : <i>Initial</i> : attitudes towards DRV, sexism, intentions <i>Final</i> : attitudes towards DRV, sexism, intentions	<i>p-values not reported for these analyses</i> <b>Initial</b> $\beta=0.24$ <b>Final</b> $\beta=0.25$			
Nardi-Rodríguez 2022 (#3)	Pearson correlation	$r=0.47^{**}$	Female heterosexual DRV victimisation (psych)	Girls' victimisation (psych.)	<b>Significant</b> <u>Longitudinal</u> : Positive, unadjusted
	<b>SEM (path analysis; longitudinal – two time-points)</b> <u>Included in model</u> : <i>Initial</i> : attitudes towards DRV, sexism, intentions <i>Final</i> : attitudes towards DRV, intentions	<i>p-values not reported for these analyses</i> <b>Initial</b> $\beta=0.32$ <b>Final</b> $\beta=0.32$			
Nardi-Rodríguez 2022 (#4)	Pearson correlation	$r=0.22^{**}$	(as above)	(as above)	<b>Significant</b> <u>Longitudinal</u> : Positive, unadjusted
	<b>SEM (path analysis; longitudinal – two time-points)</b> <u>Included in model</u> : <i>Initial</i> : attitudes towards DRV, sexism, intentions <i>Final</i> : intentions	<i>p-values not reported for these analyses</i> <b>Initial</b> $\beta=0.14$ <b>Final</b> $\beta=0.15$			
Peskin 2017	<b>Multilevel logistic regression (all adjusted for intra-class correlation)</b> <u>Unadjusted</u> <u>Covariates</u> <i>Partially adjusted</i> : peer drug use, social support from friends, best friend or partner <i>Fully adjusted (overall)</i> : gender, household structure, age, norms [attitudes] for violence for boys against girls, self-efficacy to resolve conflict, destructive conflict resolution skills, attitudes about sexting, having a current boyfriend/girlfriend, usual age of boyfriends/girlfriends, any bullying perpetration, health complaints, parental monitoring, parent-child closeness	<b>Unadjusted</b> OR=1.99 (95% CI=1.42-2.80)*** <b>Partially adjusted</b> OR=2.15 (95% CI=1.39-3.32)** <b>Fully adjusted (overall)</b> OR=1.76 (95% CI=0.96-3.21) <b>Fully adjusted (reduced)</b> OR=1.49 (95% CI=0.99-2.25)	Gender-neutral DRV perpetration (psych., physical)	Cyber perpetration (psych., sexual)	<b>Significant</b> <u>Cross-sectional</u> : Positive, unadjusted and partially adjusted  <b>Not significant</b> <u>Cross-sectional</u> : Fully adjusted (overall and reduced)

Report	Analysis method	Results	Summary of findings		
			Inductive SN concept measured	DRV outcome	Relationship between SN and DRV outcome
	<i>Fully adjusted (reduced)</i> : household structure, norms [attitudes] for violence for boys against girls, having a current boyfriend/girlfriend, any bullying perpetration				
Price 2002	Zero-order correlation	$r=0.47^{***}$	Male heterosexual DRV perpetration (psych.)	Boys' heterosexual perpetration (psych.)	<b>Significant</b> <u>Cross-sectional</u> : Positive, unadjusted and adjusted
	<b>Multiple regression</b> <u>Covariates</u> : experience of parental psychological abuse, witnessing interparental psychological abuse, attitudes towards male psychological dating violence, attitudes towards male physical dating violence, dismissing attachment style, fearful attachment style, preoccupied attachment style, secure attachment style, guilt, shame	$r=0.47^{***}$ , $sr=0.22^{**}$			
Reed 2011	<b>Logistic regression</b> <u>Covariates</u> <i>Partially adjusted</i> : living situation <i>Fully adjusted – variables added to partially adjusted model</i> : involvement in neighbourhood violence or gangs in past year, believe that neighbourhood is characterised by violent activity, support traditional gender norms	<b>Full sample</b> <u>Partially adjusted</u> OR=2.7* (95%CI=1.4-5.1)	Male heterosexual DRV perpetration (physical, sexual)	Boys' heterosexual perpetration (psych., physical, sexual)	<b>Significant</b> <u>Cross-sectional</u> : Positive, partially adjusted <b>Not significant</b> <u>Cross-sectional</u> : Fully adjusted
		<u>Fully adjusted</u> OR=1.5 (95%CI=0.8-3.1)			
		<b>Boys reporting ever having sex with female partner</b> <u>Partially adjusted</u> OR=5.2* (95%CI=1.8-15.3)  <u>Fully adjusted</u> OR=2.8 (95%CI=0.9-9.3)	(as above)	(as above)	<b>Significant</b> <u>Cross-sectional</u> : Positive, partially adjusted <b>Not significant</b> <u>Cross-sectional</u> : Fully adjusted
Reyes 2016	Correlation	<b>Cross-sectional (T1)</b> : $r=0.20^{***}$ <b>Longitudinal</b> : $r=0.20^{***}$	Female and male heterosexual DRV perpetration (physical)	Boys' perpetration (physical)	<b>Significant</b> <u>Cross-sectional</u> : Positive, unadjusted <u>Longitudinal</u> : Positive, unadjusted and fully (full and reduced models) adjusted  <b>Not significant</b> <u>Longitudinal</u> : Partially adjusted
	<b>Logistic regression models (longitudinal – two time-points)</b> <u>Covariates</u> <i>Partially adjusted (main effects)</i> : age, minority race/ethnicity, parent education, family structure, exposure to interparental violence at T1, treatment group assignment, T1 lifetime dating violence perpetration <i>Fully adjusted (full) – variables added to main effects model</i> : interaction between gender role attitudes and descriptive norms, interaction between gender role attitudes and acceptance of DRV	<b>Partially adjusted (main effects model)</b> : OR=1.32 (95%CI=0.99-1.77)  <b>Fully adjusted (full model)</b> : OR=1.35* (95%CI=1.00-1.83)  <b>Fully adjusted (reduced model)</b> : OR=1.34* (95%CI=1.00-1.79)			

Report	Analysis method	Results	Summary of findings		
			Inductive SN concept measured	DRV outcome	Relationship between SN and DRV outcome
	<i>Fully adjusted (reduced) – variables removed from full model: interaction between gender role attitudes and acceptance of DRV</i>				
Shorey 2018	Bivariate correlations, parallel process latent growth curve model with SN measure as independent variable (cross-sectional, longitudinal – five waves)	<p><b>Girls</b></p> <p><u>Cross-sectional</u></p> <p><i>Bivariate correlations, by age in years</i> 15 (<math>r=0.34^{***}</math>), 16 (<math>r=0.31^{***}</math>), 17 (<math>r=0.29^{***}</math>), 18 (<math>r=0.18^{***}</math>)</p> <p><i>Parallel process growth model: <math>B = -0.53^{***}</math> (SE=0.12)</i></p> <p><u>Longitudinal</u></p> <p><i>Bivariate correlations, by age in years</i> - 15 and: 16 (<math>r=0.27^{***}</math>), 17 (<math>r=0.16^{**}</math>), 18 (<math>r=0.12^*</math>) - 16 and: 17 (<math>r=0.26^{***}</math>), 18 (<math>r=0.19^*</math>), - 17 and: 18 (<math>r=0.26^{***}</math>)</p> <p><i>Parallel process growth model: Not significant</i></p>	Gender-neutral DRV perpetration (physical)	Girls' perpetration (physical)	<p><b>Significant</b></p> <p><u>Cross-sectional:</u> Positive, unadjusted (bivariate correlation); negative, unadjusted (parallel process growth model)</p> <p><u>Longitudinal:</u> Positive, unadjusted (bivariate correlation)</p> <p><b>Not significant</b></p> <p><u>Longitudinal:</u> Unadjusted (parallel process growth model)</p>
		<p><b>Boys</b></p> <p><u>Cross-sectional</u></p> <p><i>Bivariate correlations, by age in years</i> 15 (0.13*), 16 (0.29***), 17 (0.16**), 18 (0.16**)</p> <p><i>Parallel process growth model: <math>B=1.56^{***}</math> (SE=0.30)</i></p> <p><u>Longitudinal</u></p> <p><i>Bivariate correlations, by age in years</i> - 15 and: 16 (0.09), 17 (0.08), 18 (-0.05) - 16 and: 17 (0.14*), 18 (0.13*) - 17 and: 18: 0.14*</p> <p><i>Parallel process growth model: <math>B=2.54^{***}</math> (SE=0.50)</i></p>	(as above)	Boys' perpetration (physical)	<p><b>Significant</b></p> <p><u>Cross-sectional:</u> Positive, unadjusted (bivariate correlation, parallel process growth curve)</p> <p><u>Longitudinal:</u> Positive, unadjusted (bivariate correlation, parallel process growth model)</p>
<b>Injunctive DRV norms</b>					
Enosh 2007	<b>Logistic regression comparing three nested models</b> <u>Covariates</u>	<p><b>Partially adjusted:</b> <math>B=0.054</math>, OR=1.056</p> <p><b>Fully adjusted:</b> <math>B=0.083</math>, OR=1.086</p>	Heterosexual sexual violence perpetration	Girls' victimisation (sexual –	<p><b>Not significant</b></p> <p><u>Cross-sectional:</u> Partially and fully adjusted</p>

Report	Analysis method	Results	Summary of findings		
			Inductive SN concept measured	DRV outcome	Relationship between SN and DRV outcome
	<p><i>Partially adjusted:</i> immigrant status, level of religiosity, importance of sexual relationships, attitudes, perceived control of self, perceived control of partner</p> <p><i>Fully adjusted (victimisation) – variables added to partially adjusted model:</i> perpetration in past 3 months (passive response), perpetration in past 3 months (active resistance)</p> <p><i>Fully adjusted (perpetration) – variables added to partially adjusted model:</i> victimisation in the past 3 months (passive response), victimisation in the past 3 months (active resistance)</p>			passive response)	
		<p><b>Partially adjusted</b>  <i>B=0.616*</i>, <i>OR=1.851</i></p> <p><b>Fully adjusted</b>  <i>B=0.567*</i>, <i>OR=1.762</i></p>	<i>(as above)</i>	Boys' victimisation (sexual – passive response)	<b>Significant</b> <u>Cross-sectional:</u> Positive, partially and fully adjusted
		<p><b>Partially adjusted</b>  <i>B=0.173</i>, <i>OR=0.841</i></p> <p><b>Fully adjusted</b>  <i>B=0.166</i>, <i>OR=0.847</i></p>	<i>(as above)</i>	Girls' victimisation (sexual – active resistance)	<b>Not significant</b> <u>Cross-sectional:</u> Partially and fully adjusted
		<p><b>Partially adjusted</b>  <i>B=0.521*†</i>, <i>OR=1.684</i></p> <p><b>Fully adjusted</b>  <i>B=0.419</i>, <i>OR=1.520</i></p>	<i>(as above)</i>	Boys' victimisation (sexual – active resistance)	<b>Significant</b> <u>Cross-sectional:</u> Positive, partially adjusted <b>Not significant</b> <u>Cross-sectional:</u> Fully adjusted
		<p><b>Partially adjusted</b>  <i>B=0.085</i>, <i>OR=1.088</i></p> <p><b>Fully adjusted</b>  <i>B=0.042</i>, <i>OR=1.043</i></p>	<i>(as above)</i>	Girls' perpetration (sexual – passive response)	<b>Not significant</b> <u>Cross-sectional:</u> Partially and fully adjusted
		<p><b>Partially adjusted</b>  <i>B=0.701***†</i>, <i>OR=2.016</i></p> <p><b>Fully adjusted</b>  <i>B=0.532</i>, <i>OR=1.703</i></p>	<i>(as above)</i>	Boys' perpetration (sexual – passive response)	<b>Significant</b> <u>Cross-sectional:</u> Positive, partially adjusted <b>Not significant</b> <u>Cross-sectional:</u> Fully adjusted
		<p><b>Partially adjusted</b>  <i>B= -0.278</i>, <i>OR=0.757</i></p> <p><b>Fully adjusted</b>  <i>B= -0.365</i>, <i>OR=0.694</i></p>	<i>(as above)</i>	Girls' perpetration (sexual – active resistance)	<b>Not significant</b> <u>Cross-sectional:</u> Partially and fully adjusted
		<p><b>Partially adjusted</b>  <i>B=0.086</i>, <i>OR=1.089</i></p> <p><b>Fully adjusted</b></p>	<i>(as above)</i>	Boys' perpetration	<b>Not significant</b>



Report	Analysis method	Results	Summary of findings		
			Inductive SN concept measured	DRV outcome	Relationship between SN and DRV outcome
		$B = -0.278, OR = 0.757$		(sexual – active resistance)	<u>Cross-sectional</u> : Partially and fully adjusted
Flisher 2007 (#1)	<p><b>Multiple logistic regression (all adjusted for design effects)</b></p> <p><u>Unadjusted</u> <u>Adjusted</u></p> <p><i>Covariates</i>: Age, gender, attitudes about partner violence, peer social influences about partner violence, outcome expectancy about partner violence, self-efficacy about partner violence</p>	<p><b>Unadjusted</b> <math>\beta = 0.210</math> (SE=0.162)</p> <p><b>Adjusted</b> <math>\beta = -0.032</math> (SE=0.224)</p>	Respondent (girls, boys), and female and male heterosexual, DRV perpetration (physical)	Heterosexual perpetration (physical)	<b>Not significant</b> <u>Cross-sectional</u> : Unadjusted and adjusted
Flisher 2007 (#2)	<p><b>Multiple logistic regression (all adjusted for design effects)</b></p> <p><u>Unadjusted</u> <u>Adjusted</u></p> <p><i>Covariates</i>: Age, gender, attitudes about partner violence, general social influences about partner violence, outcome expectancy about partner violence, self-efficacy about partner violence</p>	<p><b>Unadjusted</b> <math>\beta = 0.232</math> (SE=0.118)</p> <p><b>Adjusted</b> <math>\beta = -0.085</math> (SE=0.380)</p>	Female and male heterosexual DRV perpetration (physical)	(as above)	<b>Not significant</b> <u>Cross-sectional</u> : Unadjusted and adjusted
Hopper 2011 (#1)	Correlation	[numerical results missing from available full text] “correlational analyses indicate adolescents’ perception of their friends’ attitudes towards psychological dating violence was positively related to their own experience with both victimization and perpetration of psychological dating violence” (Hopper, 2011). <sup>(p.69)</sup>	Female and male heterosexual DRV victimisation and perpetration (psych.)	Victimisation (psych.)	<b>Significant</b> <u>Cross-sectional</u> : Positive, unadjusted  <b>Not significant</b> <u>Cross-sectional</u> : Adjusted
	<p><b>Logistic regression</b></p> <p><u>Covariates</u>: Gender, own attitudes towards psychological dating violence, friends’ actual attitudes towards psychological dating violence</p>	$B = 0.00, \beta = 0.03, sr^2 = 0.00$	(as above)		
	Correlation	[numerical results missing from available full text] “correlational analyses indicate adolescents’ perception of their friends’ attitudes towards psychological dating violence was positively related to their own experience with both victimization	(as above)	Perpetration (psych.)	<b>Significant</b> <u>Cross-sectional</u> : Positive, unadjusted  <b>Not significant</b> <u>Cross-sectional</u> : Adjusted

Report	Analysis method	Results	Summary of findings		
			Inductive SN concept measured	DRV outcome	Relationship between SN and DRV outcome
		and perpetration of psychological dating violence" (Hopper, 2011). <sup>(p.69)</sup>			
	<b>Logistic regression</b> <u>Covariates:</u> (as above)	$B = -0.06, \beta = -0.08, sr^2 = 0.00$	(as above)		
Hopper 2011 (#2)	Correlation	[numerical results missing from available full text] "correlational analyses indicate adolescents' perception of their friends' attitudes towards physical dating violence was positively related to their own experience with both victimisation and perpetration of physical dating violence" (Hopper, 2011). <sup>(p.65)</sup>	Female and male heterosexual DRV victimisation and perpetration (physical)	Victimisation (physical)	<b>Significant</b> <u>Cross-sectional:</u> Positive, unadjusted  <b>Not significant</b> <u>Cross-sectional:</u> Adjusted
	<b>Hierarchical multiple regression</b> <u>Covariates:</u> gender, own attitudes towards physical dating violence, friends' actual attitudes towards physical dating violence	$B = -0.01, SE = 0.03, Wald = 0.27, OR = 0.99$	(as above)		
	Correlation	[numerical results missing from available full text] "correlational analyses indicate adolescents' perception of their friends' attitudes towards physical dating violence was positively related to their own experience with both victimisation and perpetration of physical dating violence" (Hopper, 2011). <sup>(p.65)</sup>	(as above)	Perpetration (physical)	
	<b>Hierarchical multiple regression</b> <u>Covariates:</u> (as above)	$B = -0.01, SE = 0.03, Wald = 0.27, OR = 0.99$	(as above)		
Hunt 2022	<b>SEM (path analysis)</b> <u>Models for full sample included:</u> Peer victimisation, sexual activity, gender attitudes, age, gender, race/ethnicity <u>Models for girls and boys separately included:</u> Peer victimisation, sexual activity, gender attitudes, age, race/ethnicity	<b>Full sample</b> <u>Physical DRV:</u> $Est. = 0.05^{***}, SE = 0.01$ <u>Psych.:</u> $Est. = 0.07^{***}, SE = 0.02$	Female and male heterosexual DRV victimisation and perpetration (physical)	Victimisation (psych.)	<b>Significant</b> <u>Cross-sectional:</u> Positive, adjusted
		<b>Girls</b> <u>Physical DRV:</u> $Est. = 0.05^{**}, SE = 0.02$ <u>Psych.:</u> $Est. = 0.10^{***}, SE = 0.02$		Victimisation (physical)	<b>Significant</b> <u>Cross-sectional:</u> Positive, adjusted
		<b>Boys</b>		Girls' victimisation (psych.)	<b>Significant</b> <u>Cross-sectional:</u> Positive, adjusted

Report	Analysis method	Results	Summary of findings		
			Inductive SN concept measured	DRV outcome	Relationship between SN and DRV outcome
		<p><u>Physical DRV</u>: Est.=0.04*, SE=0.02</p> <p><u>Psych.</u>: Est.=0.04*, SE=0.02</p>		<p>Girls' victimisation (physical)</p> <p>Boys' victimisation (psych.)</p> <p>Boys' victimisation (physical)</p>	<p><b>Significant</b> <u>Cross-sectional</u>: Positive, adjusted</p> <p><b>Significant</b> <u>Cross-sectional</u>: Positive, adjusted</p> <p><b>Significant</b> <u>Cross-sectional</u>: Positive, adjusted</p>
Kernsmith 2011	Not stated	Notes in narrative that, "...no significant differences were found" in social norms measure "between those with some history of violence and those with none" (Kernsmith & Tolman, 2011). <sup>(p.510)</sup> Unclear whether DRV outcome includes perpetration only or both victimisation and perpetration.	Female and male heterosexual DRV (physical)	Girls' DRV (psych., physical and sexual). Unclear whether this includes perpetration alone or combined with victimisation.	<b>Not significant</b> <u>Cross-sectional</u> : Unadjusted
Nardi-Rodríguez 2022 (#5)	Pearson correlation	$r=0.41^{**}$	Respondent (boys') DRV perpetration (psych.)	Boys' perpetration (psych.)	<b>Significant</b> <u>Longitudinal</u> : Positive, unadjusted
	<b>SEM (path analysis; longitudinal – two time-points)</b> <u>Included in model</u> : <i>Initial</i> : attitudes towards DRV, sexism, intentions <i>Final</i> : intentions	<i>p-values not reported for these analyses</i> <b>Initial</b> $\beta=0.41$ <b>Final</b> $\beta=0.44$			
Nardi-Rodríguez 2022 (#6)	Pearson correlation	$r=0.32^{**}$	<i>(as above)</i>	<i>(as above)</i>	<b>Significant</b> <u>Longitudinal</u> : Positive, unadjusted
	<b>SEM (path analysis; longitudinal – two time-points)</b> <u>Included in model</u> : <i>Initial</i> : attitudes towards DRV, sexism, intentions <i>Final</i> : attitudes towards DRV, sexism, intentions	<i>p-values not reported for these analyses</i> <b>Initial</b> $\beta=0.24$ <b>Final</b> $\beta=0.25$			
Nardi-Rodríguez 2022 (#7)	Pearson correlation	$r=0.47^{**}$	Respondent (girls') DRV victimisation (psych.)	Girls' victimisation (psych.)	<b>Significant</b> <u>Longitudinal</u> : Positive, unadjusted
	<b>SEM (path analysis; longitudinal – two time-points)</b> <u>Included in model</u> : <i>Initial</i> : attitudes towards DRV, sexism, intentions <i>Final</i> : attitudes towards DRV, intentions	<i>p-values not reported for these analyses</i> <b>Initial</b> $\beta=0.32$ <b>Final</b>			

Report	Analysis method	Results	Summary of findings		
			Inductive SN concept measured	DRV outcome	Relationship between SN and DRV outcome
		$\beta=0.32$			
Nardi-Rodríguez 2022 (#8)	Pearson correlation	$r=0.22^{**}$	<i>(as above)</i>	<i>(as above)</i>	<b>Significant</b> <u>Longitudinal</u> : Positive, unadjusted
	<b>SEM (path analysis; longitudinal – two time-points)</b> <u>Included in model</u> : <i>Initial</i> : attitudes towards DRV, sexism, intentions <i>Final</i> : intentions	<i>p-values not reported for these analyses</i> <b>Initial</b> $\beta=0.14$ <b>Final</b> $\beta=0.15$			
Pöllänen 2018 (#1)	<b>Bivariate Pearson's correlation (unadjusted)</b>	<b>Girls</b> : $r=0.11^{***}$	Respondent (girls, boys) DRV perpetration (sexual)	Girls' perpetration (sexual)	<b>Significant</b> <u>Cross-sectional</u> : Positive, unadjusted and partially adjusted (multivariate ANOVA)  <b>Not significant</b> <u>Cross-sectional</u> : Partially (multiple logistic regression) and fully adjusted
	<b>Multivariate ANOVA</b> <u>Partially adjusted</u> <i>Covariates</i> : Age, SES	<b>Girls</b> $V=0.009, F(2, 1017)=4.74^{**}$			
	<b>Multiple logistic regression</b> <u>Covariates</u> <i>Partially adjusted</i> : Age, SES, maternal orphan, paternal orphan, ever had vaginal sex, ever had anal sex, ever had oral sex, intimate partner violence victimisation, social influence, self-efficacy <i>Fully adjusted – variable added to partially adjusted model</i> : intention	<b>Girls</b> <u>Partially adjusted</u> : OR=0.51 (95%CI=0.20, 1.29) <u>Fully adjusted</u> : OR=0.37 (95% CI=0.12, 1.09)			
	<b>Bivariate Pearson's correlation (unadjusted)</b>	<b>Boys</b> : $r=0.27^{***}$	<i>(as above)</i>	Boys' perpetration (sexual)	<b>Significant</b> <u>Cross-sectional</u> : Positive, unadjusted, partially (multivariate ANOVA, multiple logistic regression) and fully adjusted
	<b>Multivariate ANOVA</b> <u>Partially adjusted</u> <i>Covariates</i> : <i>(as above)</i>	<b>Boys</b> $V=0.61, F(2, 741)=25.13^{***}$			
	<b>Multiple logistic regression</b> <u>Covariates</u> <i>Partially adjusted</i> : <i>(as above)</i> <i>Fully adjusted</i> : <i>(as above)</i>	<b>Boys</b> <u>Partially adjusted</u> : OR=1.84* (95%CI=1.04, 3.26) <u>Fully adjusted</u> : OR=1.84* (95%CI=1.04, 3.26)			
Pöllänen 2018 (#2)	<b>Bivariate Pearson's correlation (unadjusted)</b>	<b>Girls</b> : $r=0.11^{***}$	<i>(as above)</i>	Girls' perpetration (sexual)	<b>Significant</b> <u>Cross-sectional</u> : Positive unadjusted, partially (multivariate ANOVA, multiple logistic regression) and fully adjusted
	<b>Multivariate ANOVA</b> <u>Partially adjusted</u> <i>Covariates</i> : <i>(as above)</i>	<b>Girls</b> $V=0.017, F(5, 1005)=3.14^{**}$			
	<b>Multiple logistic regression</b> <u>Covariates</u>	<b>Girls</b> <u>Partially adjusted</u> : OR=4.49* (95% CI=1.59, 12.65) <u>Fully adjusted</u> : OR=5.90**			

Report	Analysis method	Results	Summary of findings		
			Inductive SN concept measured	DRV outcome	Relationship between SN and DRV outcome
	<i>Partially adjusted:</i> Age, SES, maternal orphan, paternal orphan, ever had vaginal sex, ever had anal sex, ever had oral sex, intimate partner violence victimisation, attitude, self-efficacy <i>Fully adjusted – variable added to partially adjusted model:</i> intention	(95% CI=1.75, 19.90)			
	<b>Bivariate Pearson's correlation (unadjusted)</b>	<b>Boys</b> $r=0.27^{***}$	<i>(as above)</i>	Boys' perpetration (sexual)	<b>Significant</b> <u>Cross-sectional:</u> Positive, unadjusted and partially (multivariate ANOVA) adjusted
	<b>Multivariate ANOVA</b> <u>Partially adjusted</u> <i>Covariates: (as above)</i>	<b>Boys</b> $V=0.81, F(5, 719)=12.67^{***}$			
	<b>Multiple logistic regression</b> <u>Covariates</u> <i>Partially adjusted: (as above)</i> <i>Fully adjusted: (as above)</i>	<b>Boys</b> <u>Partially adjusted:</u> OR=0.96 (95% CI=0.54, 1.72) <u>Fully adjusted:</u> OR=1.96 (95% CI=0.54, 1.72)			<b>Not significant</b> <u>Cross-sectional:</u> Partially (multiple logistic regression) and fully adjusted
van Ouytsel 2017	Correlation	$r=0.42^{**}$	Gender-neutral DRV perpetration (psych.)	Cyber perpetration (psych.)	<b>Significant</b> <u>Cross-sectional:</u> Positive, unadjusted and adjusted
	<b>Multiple linear regression</b> <u>Covariates:</u> gender, age, living situation, length of the romantic relationship, perception (observation) of controlling behaviours by father, perception (observation) of controlling behaviours by mother, gender stereotypes (personal attitudes)	$B=0.44 (SD=0.05), \beta=0.35^{***}, t$ value=8.02,			
<b>Descriptive gender norms</b>					
Gagné 2005	<b>Sequential logistic regression</b> <u>Covariates</u> <i>Partially adjusted:</i> Parental violence, exposure to marital violence, intrafamilial sexual abuse <i>Fully adjusted – variable added to partially adjusted model:</i> number of years since participant started dating	<b>Partially adjusted</b> <u>Indirect physical:</u> $B=0.64, SE=0.23, W=7.56, OR=1.90^{**\dagger}$ (95%CI=1.20-3.01) <u>Other psych:</u> $B=0.68, SE=0.22, W=8.82, OR=1.93^{**\dagger}$ (95%CI=1.25-2.97) <b>Fully adjusted</b> <u>Indirect physical:</u> $B=0.57, SE=0.24, W=5.75, OR=1.76^{*\dagger}$ (95%CI=1.11-2.80) <u>Other psych.:</u> $B=0.66, SE=0.22, W=8.60, OR=1.93^{**\dagger}$ (95%CI=1.24-2.98)	Heterosexual sexual violence (male perpetration, female victimisation)	Girls' victimisation (psych.)	<b>Significant</b> <u>Cross-sectional:</u> Positive, partially and fully adjusted

Report	Analysis method	Results	Summary of findings		
			Inductive SN concept measured	DRV outcome	Relationship between SN and DRV outcome
		<p><b>Partially adjusted:</b> <math>B=0.76</math>, <math>SE=0.23</math>, <math>W=11.19</math>, <math>OR=2.15^{***}</math> (95%CI=1.37-3.36)</p> <p><b>Fully adjusted:</b> <math>B=0.71</math>, <math>SE=0.23</math>, <math>W=9.57</math>, <math>OR=2.04^{***}</math> (95%CI=1.30-3.20)</p>	(as above)	Girls' victimisation (physical)	<b>Significant</b> <u>Cross-sectional:</u> Positive, partially and fully adjusted
		<p><b>Partially adjusted:</b> <math>B=0.40</math>, <math>SE=0.23</math>, <math>W=2.87</math>, <math>OR=1.49</math> (95%CI=0.94-2.35)</p> <p><b>Fully adjusted:</b> <math>B=0.36</math>, <math>SE=0.24</math>, <math>W=2.32</math>, <math>OR=1.43</math> (95%CI=0.90-2.27)</p>	(as above)	Girls' victimisation (sexual)	<b>Not significant</b> <u>Cross-sectional:</u> Partially and fully adjusted
	Correlation	$\phi=0.19^{***}$	(as above)	Girls' victimisation (physical, sexual)	<b>Significant</b> <u>Cross-sectional:</u> Positive, unadjusted
<b>Injunctive gender norms</b>					
Shakya 2022 (#1)	<p><b>Bivariate logistic regression</b></p> <p><b>Multivariate logistic regression</b></p> <p><u>Covariates</u> Partially adjusted: wives' and husbands' ages, wives' and husbands' education levels, wives' and husbands' receipt of Quranic education, wives' age at marriage, household assets, food insecurity, number of children born to the couple, whether or not live with extended family, husbands' number of wives, wives' engagement in agricultural work, tribe, district, wives' IPV acceptance</p> <p>Fully adjusted – variable added to partially adjusted model: Husbands' second-order (social) beliefs about violence against women</p>	<p>Beta=0.43 (SE=0.13)***</p> <p><b>Partially adjusted</b> Beta=0.47 (SE=0.15)**</p> <p><b>Fully adjusted</b> Beta=0.42 (SE=0.15)*</p>	Gender roles for women and men	Girls' heterosexual victimisation (physical)	<b>Significant</b> <u>Cross-sectional:</u> Positive: unadjusted, partially adjusted and fully adjusted
Shakya 2022 (#2)	<b>Bivariate logistic regression</b>	<p><b>Yes (reference category=no)</b> Beta=0.26 (SE=0.25)</p> <p><b>Don't know (reference category=no)</b> N/A (cell size too small for analysis)</p>	Physical violence against women	(as above)	<b>Not significant</b> <u>Cross-sectional:</u> Unadjusted
Shamu 2016 (#1)	<p><b>Multiple logistic regression</b></p> <p>Accounted for clustering</p> <p><u>Covariates:</u> age, alcohol use, multiple partners, partner communication, school engagement, experience of violence (last 6 months) at school, experience of violence (last 6 months) at home, experience of violence (last 6 months) at</p>	No significant association (specific results not provided)	Male violence, male heterosexual violence within marriage and physical and	Girls' heterosexual victimisation (physical, sexual)	<b>Significant</b> <u>Cross-sectional:</u> Positive, adjusted (SEM, taking into account reverse-scoring of SN measure)



Report	Analysis method	Results	Summary of findings		
			Inductive SN concept measured	DRV outcome	Relationship between SN and DRV outcome
	both home and school, childhood experience of sexual abuse, childhood experience of physical abuse, bullying		sexual violence against women (rev)		<b>Not significant</b> <u>Cross-sectional:</u> Adjusted (multiple logistic regression)
	<b>SEM</b> Accounted for clustering <u>Model included:</u> childhood trauma, bullying, alcohol use, risky sexual behaviour, SES status	$r = -0.096^*$			
	<b>Multiple logistic regression:</b> (as above)	OR=0.96* (95%CI=0.92-0.99)	(as above)	Boys' heterosexual perpetration (physical, sexual)	<b>Significant</b> <u>Cross-sectional:</u> Positive, adjusted (taking into account reverse-scoring of SN measure)
	<b>SEM</b> Accounted for clustering <u>Model included:</u> childhood trauma, bullying, alcohol use, risky sexual behaviour, SES status	$r = -0.032^*$			
Shamu 2016 (#2)	Mann-Whitney test, accounting for clustering	<b>DRV=No</b> Median=16, IQR(14-18) <b>DRV=Yes</b> Median=14, IQR (12-17) <b>Significance of difference ***</b>	(as above)	Girls' heterosexual victimisation (physical, sexual)	<b>Significant</b> <u>Cross-sectional:</u> Positive, unadjusted (taking into account reverse-scoring of SN measure)
	Mann-Whitney test, accounting for clustering	<b>DRV=No</b> Median=15, IQR(13-17) <b>DRV=Yes</b> Median=13.5, IQR(11-16) <b>Significance of difference ***</b>	(as above)	Boys' heterosexual perpetration (physical, sexual)	<b>Significant</b> <u>Cross-sectional:</u> Positive, unadjusted (taking into account reverse-scoring of SN measure)
Shamu 2016 (#3)	Mann-Whitney test, accounting for clustering	<b>DRV=No</b> Median=15, IQR(13-17) <b>DRV=Yes</b> Median=14, IQR(12-17) <b>Significance of difference ***</b>	(as above)	Girls' heterosexual victimisation (physical, sexual)	<b>Significant</b> <u>Cross-sectional:</u> Positive, unadjusted (taking into account reverse-scoring of SN measure)
	Mann-Whitney test, accounting for clustering	<b>DRV=No</b> Median=14, IQR(12-16) <b>DRV=Yes</b> Median=13, IQR(11-16) <b>Significance of difference ***</b>	(as above)	Boys' heterosexual perpetration (physical, sexual)	<b>Significant</b> <u>Cross-sectional:</u> Positive, unadjusted (taking into account reverse-scoring of SN measure)

Report	Analysis method	Results	Summary of findings		
			Inductive SN concept measured	DRV outcome	Relationship between SN and DRV outcome
Wesche 2019	<b>Linear mixed model</b> <u>Individual-level effects</u> <i>Covariates:</i> age, gender, belief in equity in romantic relationships, respect for women in gang roles, interaction (belief in equity in romantic relationships x female gender), interaction (female gang-members' sexual agency [norms measure] x female gender)	Estimate=0.02, SE=0.14	Sexual expectations of female gang-members	Individual-level victimisation (physical; possibly others)	<b>Not significant</b> <u>Cross-sectional:</u> Adjusted
		Estimate= -0.25*, SE=0.11	(as above)	Individual-level perpetration (psych.; possibly others)	<b>Significant</b> <u>Cross-sectional:</u> Positive, adjusted (taking into account reverse-scoring of SN measure)
	<b>Linear mixed model</b> <u>Gang-level effects</u> <i>Covariates:</i> proportion of female respondents, average reported proportion of female gang-members, belief in equity in romantic relationships, respect for women in gang roles, interaction (belief in equity in romantic relationships x proportion of female members), respect for women in gang roles x proportion of female members, interaction (female gang-members' sexual agency [norms measure] x proportion of female gang-members)	Estimate=2.28, SE=1.82	(as above)	Gang-level victimisation (physical; possibly others)	<b>Not significant</b> <u>Cross-sectional:</u> Adjusted
		Estimate=0.34, SE=1.01	(as above)	Gang-level perpetration (psych.; possibly others)	<b>Not significant</b> <u>Cross-sectional:</u> Adjusted

\*p<0.05, \*†p≤0.05, \*\*p<0.01, \*\*†p≤0.01, \*\*\*p<0.001, \*\*\*†p≤0.001

AIC=Akaike information criterion; BIC=Bayesian information criterion; IQR=interquartile range; LCA=latent class analysis; N/A=not applicable; OR=odds ratio  
psych.=psychological; RCT=randomised controlled trial; rev=reverse-scored; ROs=response options; SEM=structural equation modelling; SES=socioeconomic status; SN=social norms; T1=time 1

## References

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## Appendix 6. Cognitive interview information sheet and assent form



## Information Sheet for Parents/Guardians

We are researchers working at your child's school. As part of our research we are asking a group of year 8, 9 and 10 students to respond to a questionnaire. We will interview the students to check whether the questionnaire was easy to complete and clear. This work is being done to improve the questionnaire so it can better be used in researching young people's health.

The questionnaire has some questions about relationships, violence and other potentially sensitive issues. A trained researcher will be on hand to make sure your child has the peace and privacy they need to fill in the questionnaire and to answer any questions. The questionnaire is completely confidential. We will securely dispose of the questionnaire after the interview.

We will write a report about what we find but it will not include the names of any individuals or schools or identify them in any way.

We hope you are happy for your child to participate. If you are, you do NOT need to do anything. If you are not happy or have any questions, please contact [study manager] (telephone: XXXX or email XXXX). Alternatively, you can tell the school directly that you do not want your child to participate.

Many thanks for your time,

Professor Chris Bonell (London School of Hygiene and Tropical Medicine)



## Consent Form for student survey and interview

We are researchers working at your school. As part of our research we are asking a group of year 8, 9 and 10 students to answer some questions about demographics (like your age, gender and ethnicity) and respond to a questionnaire. We will interview you to check whether the questionnaire was easy to complete and clear. This will take up to 50 minutes. The answers you give will be used to improve the questionnaire.

The questionnaire has some questions about relationships, violence and other potentially sensitive issues. A trained researcher will make sure you have the peace and privacy you need to respond to the questions. They can also answer any questions you have. You can choose whether or not to take part and you can stop taking part at any time. If you have experienced abuse, we recommend you do not take part, but the decision is up to you. If you want help or support with any issue you are going through, no matter how big or how small, we can connect you with someone who helps young people. You can also call the NSPCC Childline on 0800 1111.

The questionnaire is completely confidential. We will securely dispose of the questionnaire after the interview. We will store your demographic information securely, separately from your name.

Your parents or guardians, teachers and the police will not be told what you said. We will write a report about what we find but it will not include the names of any individuals or schools or identify them in any way.

Anything you say will be kept confidential. However, if you tell us that you had sex when you were 12 years old or younger or that you are experiencing certain forms of severe abuse from a current girlfriend or boyfriend, we will need to tell someone. If this happens, we will first discuss it with you.

If you have any questions, the researcher will be happy to answer them. If you're happy to fill in the questionnaire and be interviewed, please fill in the box below.

Full Name .....

I have read the information above.

I understand that I can choose to take part or not. I understand that I can stop taking part at any time.

I agree to take part in this study.

Signed ..... Date .....

Appendix 7. Cognitive interview demographic form and guide



# Project Respect Cognitive Interview Guide

## Materials

1. *Consent form*
2. *Interview guide with space for notes on each answer (on laptop or in hard-copy)*
3. *Self-complete demographic questionnaire*
4. *Show-card for each question subject to oral cognitive testing (including instructions for CADRI-s and SD items)*
5. *Self-complete CADRI-s + SD questionnaire*

## Instructions

- *Review consent form with participant and have them sign if they are happy to participate, then proceed through the interview guide.*
- *Write participant ID number on demographic questionnaire and Project Respect questionnaire*
- *Participant complete demographic questionnaire while I complete participant register*
- *After interview,*
  - *Confirm gender and age between demographics sheet and register*
  - *Check safeguarding questions. Follow up if needed and otherwise shred Project Respect questionnaire.*

## 1.0 Participant self-completes demographic questionnaire

1. How old are you? \_\_\_\_\_

2. What school year are you in?

Please ✓ one box only

- Year 8   
Year 9

3. Which option best describes your ethnic group or background?

Please ✓ one box only

- White British   
Any other White background   
Asian or Asian British   
Black, African, Caribbean or Black British   
Mixed/multiple ethnic background   
Any other ethnic group

4. What sex were you assigned at birth (what the doctor put on your birth certificate)?

Please ✓ one box only

- Male   
Female

5. How do you describe yourself?

Please ✓ one box only

- Male   
Female   
Transgender male   
Transgender female   
Do not identify as male, female or transgender

6. What religious group do you belong to?

Please ✓ one box only

- None   
Christian   
Jewish   
Muslim/Islam   
Hindu   
Buddhist   
Sikh   
I don't know / not sure   
Other religious group

## 2.0 “Think aloud”

- Explain that the participant will be asked to “think aloud,” describing their thought process for each question.
- Do warm-up to practice thinking aloud
- For each item in this section:
  - Lay out the show-card for the item and read the question and answer choices out-loud. Have participant “think aloud” while they answer the question.
  - Mark whether or not the respondent asked for clarification or qualified their answers (do not ask this question **[in bold lettering]** out loud)
  - Follow up by asking the probes for that item.

### Warm-up

Try to imagine your home, and think about how many windows it has. As you count up the windows, describe to me what you’re seeing and thinking about.

### Project Respect questions

No.	Questions	Responses
1.	<b>For male respondents (based on enrolment data)</b> Do you have a girlfriend at the moment? (either a serious relationship or a casual relationship)	Please ✓ <u>one</u> box only <input type="checkbox"/> No, I’ve never had a girlfriend <input type="checkbox"/> I used to have one, but not in the last 12 months <input type="checkbox"/> I had one in the last 12 months, but not now <input type="checkbox"/> Yes, I have one now
1.1	INTERVIEWER: DO NOT ASK ALOUD, CIRCLE ONE <b>Did the respondent ask for clarification or qualify their answers?</b>	<input type="checkbox"/> Yes <input type="checkbox"/> No
1.2	Can you tell me what “girlfriend” means to you?	
1.3	Can you tell me what “at the moment” means to you?	
1.4	To you, what is the difference between a “serious relationship” and a “casual relationship”?	
1.5	If you were going to ask your friends this question, how would <u>you</u> phrase it?	
2.0	<b>For female respondents (based on enrolment data)</b> Do you have a boyfriend at the moment? (either a serious relationship or a casual relationship)	Please ✓ <u>one</u> box only <input type="checkbox"/> No, I’ve never had a boyfriend <input type="checkbox"/> I used to have one, but not in the last 12 months <input type="checkbox"/> I had one in the last 12 months, but not now <input type="checkbox"/> Yes, I have one now
2.1	INTERVIEWER: DO NOT ASK ALOUD, CIRCLE ONE <b>Did the respondent ask for clarification or qualify their answers?</b>	<input type="checkbox"/> Yes <input type="checkbox"/> No
2.2	Can you tell me what “boyfriend” means to you?	
2.3	Can you tell me what “at the moment” means to you?	
2.4	To you, what is the difference between a “serious relationship” and a “casual relationship”?	

2.5	If you were going to ask your friends this question, how would <u>you</u> phrase it?	
3.0	<b>For all respondents</b> Have you ever gone out with someone? This could be a girlfriend or boyfriend, or someone you've gone out with but do not consider a girlfriend or boyfriend.	<i>Please ✓ all that apply</i> <input type="checkbox"/> Yes, I've gone out with a girl or a woman <input type="checkbox"/> Yes, I've gone out with a boy or a man <input type="checkbox"/> No
3.1	<b>INTERVIEWER: DO NOT ASK ALOUD, CIRCLE ONE</b> <b>Did the respondent ask for clarification or qualify their answers?</b>	<input type="checkbox"/> Yes <input type="checkbox"/> No
3.2	Can you tell me what "gone out with" means to you?	
3.3	If you were going to ask your friends this question, how would <u>you</u> phrase it?	
3.4	What does it mean to you to have gone out with someone but not consider them a girlfriend or boyfriend? <ul style="list-style-type: none"> <li>○ What would you call this person, if anything?</li> <li>○ If you'd done this, how would you answer the previous question (do you have a [boyfriend/girlfriend] at the moment...)?</li> </ul>	
4.0	Please tick one box on each line to show how <b>most other students in your school</b> would feel if a student in your school did each of the following: <ul style="list-style-type: none"> <li>a. A boy hit his girlfriend to get her back under control.</li> <li>• <b>Optional probe:</b> Try version asking about "friends in your school"</li> </ul>	<i>Please ✓ <u>one</u> box on <u>EVERY</u> line</i> <input type="checkbox"/> Approve <input type="checkbox"/> Disapprove <input type="checkbox"/> Neither
4.1	<b>INTERVIEWER: DO NOT ASK ALOUD, CIRCLE ONE</b> <b>Did the respondent ask for clarification or qualify their answers?</b>	<input type="checkbox"/> Yes <input type="checkbox"/> No
4.2	How easy or hard was that to answer? Why?	
4.3	When thinking about "most other students in your school," can you tell me who you were thinking about? Not specific names, but for example whether you were thinking of your year group, or with whom you do a particular lesson?	
5.0	Please tick one box on each line to show how many students in your school you think has done each of the following:	<i>Please ✓ <u>one</u> box on <u>EVERY</u> line</i>
5.0a	a. How many <b>boys</b> in your school insult their girlfriend, swear at her, or try to control everything she does?	<input type="checkbox"/> None <input type="checkbox"/> Some <input type="checkbox"/> Many <input type="checkbox"/> Most
5.0b	b. How many <b>girls</b> in your school insult their boyfriend, swear at him, or try to control everything he does?	<input type="checkbox"/> None <input type="checkbox"/> Some <input type="checkbox"/> Many <input type="checkbox"/> Most

5.1	INTERVIEWER: DO NOT ASK ALOUD, CIRCLE ONE <b>Did the respondent ask for clarification or qualify their answers?</b>	<input type="checkbox"/> Yes <input type="checkbox"/> No
5.2	How easy or hard was that to answer? Why?	
6.0	Please tick one box on each line to show how much <b>you personally</b> agree or disagree with each statement. a. On a date, the boy should pay all the expenses.	<i>Please ✓one box on EVERY line</i> <input type="checkbox"/> Strongly agree <input type="checkbox"/> Agree <input type="checkbox"/> Disagree <input type="checkbox"/> Strongly disagree
6.1	INTERVIEWER: DO NOT ASK ALOUD, CIRCLE ONE <b>Did the respondent ask for clarification or qualify their answers?</b>	<input type="checkbox"/> Yes <input type="checkbox"/> No
6.2	How easy or hard was that to answer? Why?	
7.0	Please tick one box on each line to show how <b>most other students in your school</b> would feel about each of the following scenarios: a. A girl and a boy go on a date, and the boy pays all the expenses.  • <b>Optional probe:</b> Try version asking about "friends in your school"	<i>Please ✓one box on EVERY line</i> <input type="checkbox"/> Approve <input type="checkbox"/> Disapprove <input type="checkbox"/> Neither
7.1	INTERVIEWER: DO NOT ASK ALOUD, CIRCLE ONE <b>Did the respondent ask for clarification or qualify their answers?</b>	<input type="checkbox"/> Yes <input type="checkbox"/> No
7.2	How easy or hard was that to answer? Why?	
8.0	Please tick one box on each line to show how <b>most other students in your school</b> would feel about a girl or boy in your school who does each of the following: a. A girl in your school who has a lot of sex partners.  • <b>Optional probe:</b> Try version asking about "friends in your school"	<i>Please ✓one box on EVERY line</i> <input type="checkbox"/> Approve <input type="checkbox"/> Disapprove <input type="checkbox"/> Neither
8.1	INTERVIEWER: DO NOT ASK ALOUD, CIRCLE ONE <b>Did the respondent ask for clarification or qualify their answers?</b>	<input type="checkbox"/> Yes <input type="checkbox"/> No
8.2	How easy or hard was that to answer? Why?	
8.3	What does "sex partners" mean to you in this question?	
8.4	If you wanted to know what your friends thought about something like this, how would you ask them (what words would you use)?	
9.0	How did it compare, answering questions about what you think vs. answering about what other people think? Was one easier than the other?	

### 3.0 Participant self-completes CADRI-s and SD measures

- Have participant self-complete these items. Ask them to mark with their pencil any words or questions that are **confusing, unclear or repetitive, or words that wouldn't be used in real life** as they go through the questionnaire.
- Note how long it takes to complete the questionnaire
- After they have completed the section, follow up with the probe questions at the end of this section.
- If participant has not had a partner in the last 12 months (for CADRI-s measures) or at all (for SD measures), ask them to review the questions but not select an answer

The following questions ask you about things that have happened **to you within the last 12 months with someone who is or was your partner (boyfriend or girlfriend) in a casual or serious relationship.**

They can refer to things that have happened face-to-face or through social media.

When answering these questions, check the box that is your best estimate of how often these things have happened **in the last 12 months** (so, since April 2016). As a guide, use the following scale:

**Never:** this has **not** happened at all in your relationship in the last 12 months.

**Seldom:** this has happened about **1–2 times** in your relationship in the last 12 months.

**Sometimes:** this has happened **3–5 times** in your relationship in the last 12 months.

**Often:** this has happened **6 times or more** in your relationship in the last 12 months.

1. My partner spoke to me in a hostile or mean tone of voice.

Please ✓ one box only

- |           |                          |
|-----------|--------------------------|
| Never     | <input type="checkbox"/> |
| Seldom    | <input type="checkbox"/> |
| Sometimes | <input type="checkbox"/> |
| Often     | <input type="checkbox"/> |

2. My partner insulted me with put-downs.

Please ✓ one box only

- |           |                          |
|-----------|--------------------------|
| Never     | <input type="checkbox"/> |
| Seldom    | <input type="checkbox"/> |
| Sometimes | <input type="checkbox"/> |
| Often     | <input type="checkbox"/> |

3. My partner said things to my friends about me to turn them against me.

Please ✓ one box only

- |           |                          |
|-----------|--------------------------|
| Never     | <input type="checkbox"/> |
| Seldom    | <input type="checkbox"/> |
| Sometimes | <input type="checkbox"/> |
| Often     | <input type="checkbox"/> |

4. My partner kicked, hit, or punched me.

Please ✓ one box only

- |           |                          |
|-----------|--------------------------|
| Never     | <input type="checkbox"/> |
| Seldom    | <input type="checkbox"/> |
| Sometimes | <input type="checkbox"/> |
| Often     | <input type="checkbox"/> |



IF YES:

If this happened with someone you are still in a relationship with we will need to let the school know so that someone can help you.

a. Did this happen with someone you are still in a relationship with?

Please ✓ one box only

- Yes
- No

5. My partner slapped me or pulled my hair.

Please ✓ one box only

- Never
- Seldom
- Sometimes
- Often

6. My partner threatened to hurt me.

Please ✓ one box only

- Never
- Seldom
- Sometimes
- Often

7. My partner threatened to hit or throw something at me.

Please ✓ one box only

- Never
- Seldom
- Sometimes
- Often

8. My partner spread rumours about me.

Please ✓ one box only

- Never
- Seldom
- Sometimes
- Often

9. My partner touched me sexually when I didn't want them to.

Please ✓ one box only

- Never
- Seldom
- Sometimes
- Often

10. My partner forced me to have sex when I didn't want to.

Please ✓ one box only

- Never
- Seldom
- Sometimes
- Often

IF YES:

If this happened with someone you are still in a relationship with we will need to let the school know so that someone can help you.

a. Did this happen with someone you are still in a relationship with?

Please ✓ one box only

- Yes
- No

11. My partner kept track of who I was with and where I was.

Please ✓ one box only

- Never
- Seldom
- Sometimes
- Often

12. My partner accused me of flirting with someone else.

Please ✓ one box only

- Never
- Seldom
- Sometimes
- Often

13. My partner pressured me to send them a naked or semi naked image of myself

Please ✓ one box only

- Never
- Seldom
- Sometimes
- Often

14. My partner shared naked or semi naked images of me without my consent

Please ✓ one box only

- Never
- Seldom
- Sometimes
- Often

The following questions ask you about things that you have done **within the last 12 months** to **someone who is or was your partner (boyfriend or girlfriend) in a casual or serious relationship**.

They can refer to things that have happened face-to-face or through social media.

When answering these questions, check the box that is your best estimate of how often you have done these things **in the last 12 months** (so, since April 2016). As a guide, use the following scale:

**Never:** this has **not** happened at all in your relationship in the last 12 months.

**Seldom:** this has happened about **1–2 times** in your relationship in the last 12 months.

**Sometimes:** this has happened **3–5 times** in your relationship in the last 12 months.

**Often:** this has happened **6 times or more** in your relationship in the last 12 months.

15. I insulted my partner with put-downs.

Please ✓ one box only

- |           |                          |
|-----------|--------------------------|
| Never     | <input type="checkbox"/> |
| Seldom    | <input type="checkbox"/> |
| Sometimes | <input type="checkbox"/> |
| Often     | <input type="checkbox"/> |

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

Please ✓ one box only

- |           |                          |
|-----------|--------------------------|
| Never     | <input type="checkbox"/> |
| Seldom    | <input type="checkbox"/> |
| Sometimes | <input type="checkbox"/> |
| Often     | <input type="checkbox"/> |

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

Please ✓ one box only

- |           |                          |
|-----------|--------------------------|
| Never     | <input type="checkbox"/> |
| Seldom    | <input type="checkbox"/> |
| Sometimes | <input type="checkbox"/> |
| Often     | <input type="checkbox"/> |

18. I kicked, hit, or punched my partner.

Please ✓ one box only

- |           |                          |
|-----------|--------------------------|
| Never     | <input type="checkbox"/> |
| Seldom    | <input type="checkbox"/> |
| Sometimes | <input type="checkbox"/> |
| Often     | <input type="checkbox"/> |

19. I slapped my partner or pulled their hair.

Please ✓ one box only

- |           |                          |
|-----------|--------------------------|
| Never     | <input type="checkbox"/> |
| Seldom    | <input type="checkbox"/> |
| Sometimes | <input type="checkbox"/> |
| Often     | <input type="checkbox"/> |

20. I threatened to hurt my partner.

Please ✓ one box only

- Never
- Seldom
- Sometimes
- Often

21. I threatened to hit or throw something at my partner.

Please ✓ one box only

- Never
- Seldom
- Sometimes
- Often

22. I spread rumours about my partner.

Please ✓ one box only

- Never
- Seldom
- Sometimes
- Often

23. I touched my partner sexually when they didn't want me to.

Please ✓ one box only

- Never
- Seldom
- Sometimes
- Often

24. I forced my partner to have sex when they didn't want to.

Please ✓ one box only

- Never
- Seldom
- Sometimes
- Often

25. I kept track of who my partner was with and where they were.

Please ✓ one box only

- Never
- Seldom
- Sometimes
- Often

26. I accused my partner of flirting with someone else.

Please ✓ one box only

- Never
- Seldom
- Sometimes
- Often

27. I pressured my partner to send me a naked or semi naked image of her or himself  
Please ✓ one box only

- Never
- Seldom
- Sometimes
- Often

28. I shared naked or semi naked images of my partner without their consent  
Please ✓ one box only

- Never
- Seldom
- Sometimes
- Often

How many times has **any person that you have ever gone out with ever done the following things to you?**

Only include it when that person did it to you first. In other words, don't count it if they did it to you in self-defence.

29. Scratched me

Please ✓ one box only

- 10 or more times
- 4 to 9 times
- 1 to 3 times
- Never

30. Slapped me

Please ✓ one box only

- 10 or more times
- 4 to 9 times
- 1 to 3 times
- Never

31. Physically twisted my arm

Please ✓ one box only

- 10 or more times
- 4 to 9 times
- 1 to 3 times
- Never

32. Slammed me or held me against a wall

Please ✓ one box only

- 10 or more times
- 4 to 9 times
- 1 to 3 times
- Never

33. Kicked me

Please ✓ one box only

- 10 or more times
- 4 to 9 times
- 1 to 3 times
- Never

IF YES:

If this happened with someone you are still in a relationship with we will need to let the school know so that someone can help you.

a. Did this happen with someone you are still in a relationship with?

Please ✓ one box only

- Yes
- No

34. Bent my fingers

Please ✓ one box only

- 10 or more times
- 4 to 9 times
- 1 to 3 times
- Never

35. Bit me hard

Please ✓ one box only

- 10 or more times
- 4 to 9 times
- 1 to 3 times
- Never

36. Tried to choke me

Please ✓ one box only

- 10 or more times
- 4 to 9 times
- 1 to 3 times
- Never

IF YES:

ID#



If this happened with someone you are still in a relationship with we will need to let the school know so that someone can help you.

a. Did this happen with someone you are still in a relationship with?

Please ✓ one box only

- Yes
- No

37. Pushed, grabbed, or shoved me

Please ✓ one box only

- 10 or more times
- 4 to 9 times
- 1 to 3 times
- Never

38. Dumped me out of a moving car

Please ✓ one box only

- 10 or more times
- 4 to 9 times
- 1 to 3 times
- Never

IF YES:

If this happened with someone you are still in a relationship with we will need to let the school know so that someone can help you.

a. Did this happen with someone you are still in a relationship with?

Please ✓ one box only

- Yes
- No

39. Threw something at me that hit me

Please ✓ one box only

- 10 or more times
- 4 to 9 times
- 1 to 3 times
- Never

40. Burned me

Please ✓ one box only

- 10 or more times
- 4 to 9 times
- 1 to 3 times
- Never

IF YES:

ID#

If this happened with someone you are still in a relationship with we will need to let the school know so that someone can help you.

a. Did this happen with someone you are still in a relationship with?

Please ✓ one box only

Yes

No

41. Hit me with a fist

Please ✓ one box only

10 or more times

4 to 9 times

1 to 3 times

Never

IF YES:

If this happened with someone you are still in a relationship with we will need to let the school know so that someone can help you.

a. Did this happen with someone you are still in a relationship with?

Please ✓ one box only

Yes

No

42. Hit me with something hard besides a fist

Please ✓ one box only

10 or more times

4 to 9 times

1 to 3 times

Never

IF YES:

If this happened with someone you are still in a relationship with we will need to let the school know so that someone can help you.

a. Did this happen with someone you are still in a relationship with?

Please ✓ one box only

Yes

No

43. Beat me up

Please ✓ one box only

10 or more times

4 to 9 times

1 to 3 times

Never

IF YES:

ID#

If this happened with someone you are still in a relationship with we will need to let the school know so that someone can help you.

a. Did this happen with someone you are still in a relationship with?

Please ✓ one box only

- Yes
- No

44. Assaulted me with a knife or gun

Please ✓ one box only

- 10 or more times
- 4 to 9 times
- 1 to 3 times
- Never

IF YES:

If this happened with someone you are still in a relationship with we will need to let the school know so that someone can help you.

a. Did this happen with someone you are still in a relationship with?

Please ✓ one box only

- Yes
- No

45. Forced me to have sex

Please ✓ one box only

- 10 or more times
- 4 to 9 times
- 1 to 3 times
- Never

IF YES:

If this happened with someone you are still in a relationship with we will need to let the school know so that someone can help you.

a. Did this happen with someone you are still in a relationship with?

Please ✓ one box only

- Yes
- No

How many times have **you ever done** the following things to **any person that you have ever gone out with**? Only include when you did it to him/her first. In other words, don't count it if you did it in self-defence.

ID#

46. Scratched them

Please ✓ one box only

- 10 or more times
- 4 to 9 times
- 1 to 3 times
- Never

- 
- 
- 
- 

47. Slapped them

Please ✓ one box only

- 10 or more times
- 4 to 9 times
- 1 to 3 times
- Never

- 
- 
- 
- 

48. Physically twisted their arm

Please ✓ one box only

- 10 or more times
- 4 to 9 times
- 1 to 3 times
- Never

- 
- 
- 
- 

49. Slammed them or held them against a wall

Please ✓ one box only

- 10 or more times
- 4 to 9 times
- 1 to 3 times
- Never

- 
- 
- 
- 

50. Kicked them

Please ✓ one box only

- 10 or more times
- 4 to 9 times
- 1 to 3 times
- Never

- 
- 
- 
- 

51. Bent their fingers

Please ✓ one box only

- 10 or more times
- 4 to 9 times
- 1 to 3 times
- Never

- 
- 
- 
- 

52. Bit them hard

Please ✓ one box only

- 10 or more times
- 4 to 9 times
- 1 to 3 times
- Never

53. Tried to choke them

Please ✓ one box only

- 10 or more times
- 4 to 9 times
- 1 to 3 times
- Never

54. Pushed, grabbed, or shoved them

Please ✓ one box only

- 10 or more times
- 4 to 9 times
- 1 to 3 times
- Never

55. Dumped them out of a car

Please ✓ one box only

- 10 or more times
- 4 to 9 times
- 1 to 3 times
- Never

56. Threw something at them that hit them

Please ✓ one box only

- 10 or more times
- 4 to 9 times
- 1 to 3 times
- Never

57. Burned them

Please ✓ one box only

- 10 or more times
- 4 to 9 times
- 1 to 3 times
- Never

58. Hit them with a fist

Please ✓ one box only

- 10 or more times
- 4 to 9 times
- 1 to 3 times
- Never

59. Hit them with something hard besides a fist

Please ✓ one box only

- 10 or more times
- 4 to 9 times
- 1 to 3 times
- Never

60. Beat them up

Please ✓ one box only

- 10 or more times
- 4 to 9 times
- 1 to 3 times
- Never

61. Assaulted them with a knife or gun

Please ✓ one box only

- 10 or more times
- 4 to 9 times
- 1 to 3 times
- Never

62. Forced them to have sex

Please ✓ one box only

- 10 or more times
- 4 to 9 times
- 1 to 3 times
- Never

63. Forced them to do other sexual things that they did not want to do

Please ✓ one box only

- 10 or more times
- 4 to 9 times
- 1 to 3 times
- Never

How often has **anyone that you have ever gone out with done the following things to you?** They can refer to things that have happened face to face or through social media.

64. Said things to hurt my feelings on purpose

Please ✓ one box only

- 10 or more times
- 4 to 9 times
- 1 to 3 times
- Never

- 
- 
- 
- 

65. Insulted me in front of others

Please ✓ one box only

- 10 or more times
- 4 to 9 times
- 1 to 3 times
- Never

- 
- 
- 
- 

66. Threw something at me but missed

Please ✓ one box only

- 10 or more times
- 4 to 9 times
- 1 to 3 times
- Never

- 
- 
- 
- 

67. Would not let me do things with other people

Please ✓ one box only

- 10 or more times
- 4 to 9 times
- 1 to 3 times
- Never

- 
- 
- 
- 

68. Threatened to start seeing someone else

Please ✓ one box only

- 10 or more times
- 4 to 9 times
- 1 to 3 times
- Never

- 
- 
- 
- 

69. Told me I could not talk to someone of the opposite sex

Please ✓ one box only

- 10 or more times
- 4 to 9 times
- 1 to 3 times
- Never

- 
- 
- 
- 

70. Started to hit me but stopped

Please ✓ one box only



- 10 or more times
- 4 to 9 times
- 1 to 3 times
- Never

71. Did something just to make me jealous

Please ✓ one box only

- 10 or more times
- 4 to 9 times
- 1 to 3 times
- Never

72. Blamed me for bad things they did

Please ✓ one box only

- 10 or more times
- 4 to 9 times
- 1 to 3 times
- Never

73. Threatened to hurt me

Please ✓ one box only

- 10 or more times
- 4 to 9 times
- 1 to 3 times
- Never

74. Made me describe where I was every minute of the day

Please ✓ one box only

- 10 or more times
- 4 to 9 times
- 1 to 3 times
- Never

75. Brought up something from the past to hurt me

Please ✓ one box only

- 10 or more times
- 4 to 9 times
- 1 to 3 times
- Never

76. Put down my looks

Please ✓ one box only

- 10 or more times
- 4 to 9 times
- 1 to 3 times
- Never

How often have **you done** the following things to anyone that you have **ever gone out with**? They can refer to things that have happened face to face or through social media.

77. Damaged something that belonged to them

Please ✓ one box only

- 10 or more times
- 4 to 9 times
- 1 to 3 times
- Never

78. Said things to hurt their feelings on purpose

Please ✓ one box only

- 10 or more times
- 4 to 9 times
- 1 to 3 times
- Never

79. Insulted them in front of others

Please ✓ one box only

- 10 or more times
- 4 to 9 times
- 1 to 3 times
- Never

80. Threw something at them but missed

Please ✓ one box only

- 10 or more times
- 4 to 9 times
- 1 to 3 times
- Never

81. Would not let them do things with other people

Please ✓ one box only

- 10 or more times
- 4 to 9 times
- 1 to 3 times
- Never

82. Threatened to start seeing someone else

Please ✓ one box only

- 10 or more times
- 4 to 9 times
- 1 to 3 times
- Never

83. Told them they could not talk to someone of the opposite sex

Please ✓ one box only

- 10 or more times
- 4 to 9 times
- 1 to 3 times
- Never

84. Started to hit them but stopped

Please ✓ one box only

- 10 or more times
- 4 to 9 times
- 1 to 3 times
- Never

85. Did something just to make them jealous

Please ✓ one box only

- 10 or more times
- 4 to 9 times
- 1 to 3 times
- Never

86. Blamed them for bad things I did

Please ✓ one box only

- 10 or more times
- 4 to 9 times
- 1 to 3 times
- Never

87. Threatened to hurt them

Please ✓ one box only

- 10 or more times
- 4 to 9 times
- 1 to 3 times
- Never

88. Made them describe where they were every minute of the day

Please ✓ one box only

- 10 or more times
- 4 to 9 times
- 1 to 3 times
- Never

89. Brought up something from the past to hurt them

Please ✓ one box only

- 10 or more times
- 4 to 9 times
- 1 to 3 times
- Never

90. Put down their looks

Please ✓ one box only

- 10 or more times
- 4 to 9 times
- 1 to 3 times
- Never

That is the end. THANK YOU!

## 4.0 Probes following self-completion section

### 4.1 General probes

- Did you mark any words or questions as unclear? Were any confusing, unclear, or harder to understand?
  - If yes, which ones?
  - Were there any words you didn't know?
  - Were there any words that sounded funny or wrong to you, like words no one would really use?
- Did any of the questions seem repetitive?
  - Which ones?
- How easy or hard was it to get through the whole survey?
- Were any of the questions harder to answer?
  - If yes, which ones?
  - What made them harder to answer?
- There were 2 different kinds of questions in the survey – in one the answer options are in words, and in the other they are in numbers. Did you prefer one over the other?
- From what you saw in the survey, when would we need to let the school know about something that has happened to a student?
- How comfortable did you feel filling out the survey?
  - Were there any questions you felt less comfortable answering?
  - Which ones? What made them less comfortable?

- How comfortable would you be filling out the survey in a classroom of other students also completing the survey?

## 4.2 Verbal probing on specific questions

- Use show-card for each survey question probed in this section.
- For probes that ask about girls/boys in participant's school, based on gender from their enrolment data ask female participants about girls and male participants about boys

The following questions ask you about things that have happened to you within the last 12 months with someone who is or was your partner (boyfriend or girlfriend) in a casual or serious relationship.

They can refer to things that have happened face-to-face or through social media.

When answering these questions, check the box that is your best estimate of how often these things have happened in the last 12 months (so, since April 2016). As a guide, use the following scale:

**Never:** this has not happened at all in your relationship in the last 12 months.

**Seldom:** this has happened about 1–2 times in your relationship in the last 12 months.

**Sometimes:** this has happened 3–5 times in your relationship in the last 12 months.

**Often:** this has happened 6 times or more in your relationship in the last 12 months.

No.	Questions	Responses (do not tick multiple-choice answers to the survey questions below. General comments on the question can be put tickbox response cell)
10.	My partner insulted me with put-downs.	Please ✓ <u>one</u> box only <input type="checkbox"/> Never <input type="checkbox"/> Seldom <input type="checkbox"/> Sometimes <input type="checkbox"/> Often
10.1	What do you think this question means? <ul style="list-style-type: none"> <li>• Can you tell me what “put-downs” means to you?</li> </ul>	
10.2	Can you tell me what “partner” means to you in this question?	
10.3	If you were to ask your friends this question, how would you ask it?	
10.4	How comfortable did you feel answering the question?	
10.5	How likely do you think [girls/boys] in your school would be to answer the question truthfully, if it had happened to them? What makes you say that?	
22.0	My partner shared naked or semi naked images of me without my consent	Please ✓ <u>one</u> box only <input type="checkbox"/> Never <input type="checkbox"/> Seldom <input type="checkbox"/> Sometimes <input type="checkbox"/> Often

22.1	Can you tell me what “naked or semi-naked” means to you? <ul style="list-style-type: none"> <li>• What about “images”?</li> <li>• Do you think of electronic or hard-copy?</li> </ul>	
22.2	Can you tell me what “without my consent” means to you?	
22.3	If you were to ask your friends this question, how would you ask it?	
22.4	How comfortable did you feel answering the question?	
22.5	How likely do you think [girls/boys] in your school would be to answer the question truthfully, if this had happened to them? What makes you say that?	

The following questions ask you about things that you have done **within the last 12 months** to someone who is or was your partner (boyfriend or girlfriend) in a casual or serious relationship.

They can refer to things that have happened face-to-face or through social media.

When answering these questions, check the box that is your best estimate of how often you have done these things **in the last 12 months** (so, since April 2016). As a guide, use the following scale:

**Never:** this has **not** happened at all in your relationship in the last 12 months.

**Seldom:** this has happened about **1–2 times** in your relationship in the last 12 months.

**Sometimes:** this has happened **3–5 times** in your relationship in the last 12 months.

**Often:** this has happened **6 times or more** in your relationship in the last 12 months.

No.	Questions	Responses
31.0	I touched my partner sexually when they didn't want me to.	<i>Please ✓ <u>one</u> box only</i> <input type="checkbox"/> Never <input type="checkbox"/> Seldom <input type="checkbox"/> Sometimes <input type="checkbox"/> Often
31.1	Can you tell me what “touched sexually” means to you?	
31.2	How comfortable did you feel answering the question?	
31.3	How likely do you think [girls/boys] in your school would be to answer the question truthfully, if they had done this? What makes you say that?	

How many times has any person that you have ever gone out with ever done the following things to you?

Only include it when that person did it to you first. In other words, don't count it if they did it to you in self-defence.



No.	Questions	Responses
52.0	Assaulted me with a knife or gun	<i>Please ✓ <u>one</u> box only</i> <input type="checkbox"/> 10 or more times <input type="checkbox"/> 4 to 9 times <input type="checkbox"/> 1 to 3 times <input type="checkbox"/> Never
52.1	Can you tell me what “assaulted” means to you?	
52.2	How comfortable did you feel answering the question?	
52.3	How realistic do you think this question is? How often do you hear of people your age seeing or encountering a gun? How about a knife?	
52.4	How likely do you think [girls/boys] in your school would be to answer the question truthfully, if this had happened to them? What makes you say that?	
12.a0	IF YES: If this happened with someone you are still in a relationship with we will need to let the school know so that someone can help you. a. Did this happen with someone you are still in a relationship with?	<i>Please ✓ <u>one</u> box only</i> <input type="checkbox"/> Yes <input type="checkbox"/> No
12.a1	What do you think this means?	
12.a2	Can you tell me what “in a relationship” means to you in this question?	
12.a3	How likely do you think [girls/boys] in your school would be to answer the question truthfully, if the partner had done what the previous question asked about? What makes you say that?	

How many times have you ever done the following things to any person that you have ever gone out with? Only include when you did it to him/her first. In other words, don't count it if you did it in self-defence.

No.	Questions	Responses
90.0	Threatened to start seeing someone else	<i>Please ✓ <u>one</u> box only</i> <input type="checkbox"/> 10 or more times <input type="checkbox"/> 4 to 9 times <input type="checkbox"/> 1 to 3 times <input type="checkbox"/> Never
90.1	Can you tell me what “seeing someone else” means to you in this question?	
90.2	How comfortable did you feel answering the question?	
90.3	How likely do you think [girls/boys] in your school would be to answer the question truthfully, if they'd done this? What makes you say that?	

#### 4.3 Wrap-up

- Do you have any other feedback on the survey or any other suggestions?

*Thank them for their time and help with this project.*

*Note at the top which sections were completed during the interview*

Appendix 8. Student baseline survey

## Project Respect Student Survey

We are researchers working at your school evaluating how to prevent violence in young people’s boyfriend or girlfriend relationships. As part of our research, we are asking all year 8 and 9 students to fill in a questionnaire on a tablet. This should only take about 40 minutes.

The questionnaire has some questions about relationships, violence and other topics that can be sensitive and sometimes upsetting. A trained researcher will be here to make sure you have the peace and privacy you need to fill in the questionnaire. The researcher can also answer any questions you have. It is up to you whether or not you fill in the questionnaire and you can stop taking part at any point.

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

What you report will be **completely confidential** and **will not be shared with anyone, such as your school or parents**.

If you would like to talk with someone at your school about how you are feeling or any issues you are going through, the person in charge of safeguarding at your school can help you. You can also call the **NSPCC Childline** on **0800 1111** if you want help or support with any issue you are going through, no matter how big or how small.

1. How old are you?

Please ✓ one box only

- 12 years old
- 13 years old
- 14 years old

- 
- 
- 

2. What school year are you in?

Please ✓ one box only

- Year 8
- Year 9

- 
- 

3. What sex were you assigned at birth (meaning what sex did the doctor put on your birth certificate)?

Please ✓ one box only

- Male
- Female

4. Which of the following options best describes how you think of yourself (your gender identity)?  
*(We ask this in addition to the question above because some people are transgender which means their gender identity isn’t the same as the sex they were assigned at birth.)*

Please ✓ one box only

- Male (including trans boy)
- Female (including trans girl)
- Non-binary (neither male nor female)
- Unsure / questioning
- Other
- Prefer not to say

- 
- 
- 
- 
- 
-

5. Do you have a girlfriend at the moment? (either a serious relationship or a casual relationship)

Please ✓ one box only

- No, I've never had a girlfriend
- I used to have one, but not in the last 12 months
- I had one in the last 12 months, but not now
- Yes, I have one now

6. Do you have a boyfriend at the moment? (either a serious relationship or a casual relationship)

Please ✓ one box only

- No, I've never had a boyfriend
- I used to have one, but not in the last 12 months
- I had one in the last 12 months, but not now
- Yes, I have one now

7. Which of the following do you consider yourself to be?

Please ✓ one box only

- Straight or heterosexual
- (a girl who is attracted to boys; or a boy who is attracted to girls)
- Gay or lesbian
- (a boy who is attracted to boys; or a girl who is attracted to girls)
- Bisexual (attracted to girls AND boys)
- Other
- Unsure / questioning
- Prefer not to say

*Questions 8-25 are for students who have a girlfriend and/or boyfriend now, or have had one in the last 12 months (so, since June 2016)*

*If you have a girlfriend and/or boyfriend now, or have had one in the last 12 months: Read the instructions below and continue from question 8.*

*If you have never had a girlfriend or boyfriend: Go straight to question 26.*

*If you have had a girlfriend and/or boyfriend before, but not in the last 12 months: Go straight to question 27.*

The following questions ask you about things that have happened **to you within the last 12 months with one or more partners (boyfriends or girlfriends) in a casual or serious relationship.**

They can refer to things that have happened face-to-face or through social media.

When you answer each of these questions, please tick the box that best shows how often these things have happened to you **in the last 12 months** (so, since June 2016). As a guide, use the following scale:

**Never:** this has **not** happened at all in any of your relationships with a boyfriend or girlfriend in the last 12 months.

**Rarely:** this has happened about **1–2 times** in any of your relationships with a boyfriend or girlfriend in the last 12 months.

**Sometimes:** this has happened **3–5 times** in any of your relationships with a boyfriend or girlfriend in the last 12 months.

**Often:** this has happened **6 times or more** in any of your relationships with a boyfriend or girlfriend in the last 12 months.

8. They spoke to me in a hostile or mean tone of voice.

Please ✓ one box only

- |           |                          |
|-----------|--------------------------|
| Never     | <input type="checkbox"/> |
| Rarely    | <input type="checkbox"/> |
| Sometimes | <input type="checkbox"/> |
| Often     | <input type="checkbox"/> |

9. They said insulting things to me.

Please ✓ one box only

- |           |                          |
|-----------|--------------------------|
| Never     | <input type="checkbox"/> |
| Rarely    | <input type="checkbox"/> |
| Sometimes | <input type="checkbox"/> |
| Often     | <input type="checkbox"/> |

10. They said things to my friends to try and turn them against me.

Please ✓ one box only

- |           |                          |
|-----------|--------------------------|
| Never     | <input type="checkbox"/> |
| Rarely    | <input type="checkbox"/> |
| Sometimes | <input type="checkbox"/> |
| Often     | <input type="checkbox"/> |

11. They kicked, hit, or punched me.

Please ✓ one box only

- |           |                          |
|-----------|--------------------------|
| Never     | <input type="checkbox"/> |
| Rarely    | <input type="checkbox"/> |
| Sometimes | <input type="checkbox"/> |
| Often     | <input type="checkbox"/> |

12. They slapped me or pulled my hair.

Please ✓ one box only

- |           |                          |
|-----------|--------------------------|
| Never     | <input type="checkbox"/> |
| Rarely    | <input type="checkbox"/> |
| Sometimes | <input type="checkbox"/> |
| Often     | <input type="checkbox"/> |

13. They threatened to hurt me.

Please ✓ one box only

- |           |                          |
|-----------|--------------------------|
| Never     | <input type="checkbox"/> |
| Rarely    | <input type="checkbox"/> |
| Sometimes | <input type="checkbox"/> |
| Often     | <input type="checkbox"/> |

14. They spread rumours about me.

Please ✓ one box only

- |           |                          |
|-----------|--------------------------|
| Never     | <input type="checkbox"/> |
| Rarely    | <input type="checkbox"/> |
| Sometimes | <input type="checkbox"/> |
| Often     | <input type="checkbox"/> |

15. They kept track of who I was with and where I was.

Please ✓ one box only

- |           |                          |
|-----------|--------------------------|
| Never     | <input type="checkbox"/> |
| Rarely    | <input type="checkbox"/> |
| Sometimes | <input type="checkbox"/> |
| Often     | <input type="checkbox"/> |

16. They accused me of flirting with someone else.

Please ✓ one box only

- |           |                          |
|-----------|--------------------------|
| Never     | <input type="checkbox"/> |
| Rarely    | <input type="checkbox"/> |
| Sometimes | <input type="checkbox"/> |
| Often     | <input type="checkbox"/> |

The following questions ask you about things that **you have done within the last 12 months** to anyone **who is or was your partner (boyfriends or girlfriends) in a casual or serious relationship**.

They can refer to things that have happened face-to-face or through social media.

When answering these questions, check the box that is your best estimate of how often you have done these things **in the last 12 months** (so, since June 2016). As a guide, use the following scale:

**Never:** this has **not** happened at all in any of your relationships with a boyfriend or girlfriend in the last 12 months.

**Rarely:** this has happened about **1–2 times** in any of your relationships with a boyfriend or girlfriend in the last 12 months.

**Sometimes:** this has happened **3–5 times** in any of your relationships with a boyfriend or girlfriend in the last 12 months.

**Often:** this has happened **6 times or more** in any of your relationships with a boyfriend or girlfriend in the last 12 months.

17. I spoke to them in a hostile or mean tone of voice.

Please ✓ one box only

- |           |                          |
|-----------|--------------------------|
| Never     | <input type="checkbox"/> |
| Rarely    | <input type="checkbox"/> |
| Sometimes | <input type="checkbox"/> |
| Often     | <input type="checkbox"/> |



18. I said insulting things to them.

Please ✓ one box only

- Never
- Rarely
- Sometimes
- Often

19. I said things to their friends to try and turn them against him/her.

Please ✓ one box only

- Never
- Rarely
- Sometimes
- Often

20. I kicked, hit, or punched them.

Please ✓ one box only

- Never
- Rarely
- Sometimes
- Often

21. I slapped them or pulled their hair.

Please ✓ one box only

- Never
- Rarely
- Sometimes
- Often

22. I threatened to hurt them.

Please ✓ one box only

- Never
- Rarely
- Sometimes
- Often

23. I spread rumours about them.

Please ✓ one box only

- Never
- Rarely
- Sometimes
- Often

24. I kept track of who they were with and where they were.

Please ✓ one box only

- Never
- Rarely
- Sometimes
- Often

25. I accused them of flirting with someone else.

Please ✓ one box only

- |           |                          |
|-----------|--------------------------|
| Never     | <input type="checkbox"/> |
| Rarely    | <input type="checkbox"/> |
| Sometimes | <input type="checkbox"/> |
| Often     | <input type="checkbox"/> |

*(Question 26 is only for students who have never had a girlfriend or boyfriend. If you have ever had a girlfriend and/or boyfriend: Go straight to question 27)*

26. Have you ever gone out with (dated) someone? This could be a girlfriend or boyfriend, or someone you've gone out with (dated) but do not consider a girlfriend or boyfriend.

Please ✓ all that apply

- |                                |                          |
|--------------------------------|--------------------------|
| Yes, I've gone out with a girl | <input type="checkbox"/> |
| Yes, I've gone out with a boy  | <input type="checkbox"/> |
| No                             | <input type="checkbox"/> |

*(If you answered "No" to question 26: Go straight to question 85. Otherwise, read the instructions below and continue from question 27.)*

How many times has **any person that you have ever gone out with ever done the following things to you?**

Only include it when that person did it to you first. In other words, don't count it if they did it to you in self-defence.

27. Scratched me

Please ✓ one box only

- |           |                          |
|-----------|--------------------------|
| Never     | <input type="checkbox"/> |
| Rarely    | <input type="checkbox"/> |
| Sometimes | <input type="checkbox"/> |
| Often     | <input type="checkbox"/> |

28. Slapped me

Please ✓ one box only

- |           |                          |
|-----------|--------------------------|
| Never     | <input type="checkbox"/> |
| Rarely    | <input type="checkbox"/> |
| Sometimes | <input type="checkbox"/> |
| Often     | <input type="checkbox"/> |

29. Physically twisted my arm

Please ✓ one box only

- |           |                          |
|-----------|--------------------------|
| Never     | <input type="checkbox"/> |
| Rarely    | <input type="checkbox"/> |
| Sometimes | <input type="checkbox"/> |
| Often     | <input type="checkbox"/> |

30. Slammed me or held me against a wall

Please ✓ one box only

- Never
- Rarely
- Sometimes
- Often

31. Kicked me

Please ✓ one box only

- Never
- Rarely
- Sometimes
- Often

32. Bent my fingers

Please ✓ one box only

- Never
- Rarely
- Sometimes
- Often

33. Bit me hard

Please ✓ one box only

- Never
- Rarely
- Sometimes
- Often

34. Tried to choke me

Please ✓ one box only

- Never
- Rarely
- Sometimes
- Often

35. Pushed, grabbed, or shoved me

Please ✓ one box only

- Never
- Rarely
- Sometimes
- Often

36. Threw something at me that hit me

Please ✓ one box only

- Never
- Rarely
- Sometimes
- Often

37. Burned me

- Never
- Rarely
- Sometimes
- Often

Please ✓ one box only

- 
- 
- 
- 

38. Hit me with a fist

- Never
- Rarely
- Sometimes
- Often

Please ✓ one box only

- 
- 
- 
- 

39. Hit me with something hard

- Never
- Rarely
- Sometimes
- Often

Please ✓ one box only

- 
- 
- 
- 

40. Beat me up

- Never
- Rarely
- Sometimes
- Often

Please ✓ one box only

- 
- 
- 
- 

41. Attacked me with a knife

- Never
- Rarely
- Sometimes
- Often

Please ✓ one box only

- 
- 
- 
- 

How many times have **you ever done** the following things to **any person that you have ever gone out with**?  
Only include when you did it to him/her first. In other words, don't count it if you did it in self-defence.

42. Scratched them

- Never
- Rarely
- Sometimes
- Often

Please ✓ one box only

- 
- 
- 
- 

43. Slapped them

- Never
- Rarely
- Sometimes
- Often

Please ✓ one box only

- 
- 
- 
-

44. Physically twisted their arm

Please ✓ one box only

- Never
- Rarely
- Sometimes
- Often

45. Slammed them or held them against a wall

Please ✓ one box only

- Never
- Rarely
- Sometimes
- Often

46. Kicked them

Please ✓ one box only

- Never
- Rarely
- Sometimes
- Often

47. Bent their fingers

Please ✓ one box only

- Never
- Rarely
- Sometimes
- Often

48. Bit them hard

Please ✓ one box only

- Never
- Rarely
- Sometimes
- Often

49. Tried to choke them

Please ✓ one box only

- Never
- Rarely
- Sometimes
- Often

50. Pushed, grabbed, or shoved them

Please ✓ one box only

- Never
- Rarely
- Sometimes
- Often

51. Threw something at them that hit them

Please ✓ one box only

- Never
- Rarely
- Sometimes
- Often

52. Burned them

Please ✓ one box only

- Never
- Rarely
- Sometimes
- Often

53. Hit them with a fist

Please ✓ one box only

- Never
- Rarely
- Sometimes
- Often

54. Hit them with something hard

Please ✓ one box only

- Never
- Rarely
- Sometimes
- Often

55. Beat them up

Please ✓ one box only

- Never
- Rarely
- Sometimes
- Often

56. Attacked them with a knife

Please ✓ one box only

- Never
- Rarely
- Sometimes
- Often

How often has **anyone that you have ever gone out with done the following things to you?** They can refer to things that have happened face-to-face or through social media.

57. Damaged something that belonged to me

Please ✓ one box only

- Never
- Rarely
- Sometimes
- Often

58. Said things to hurt my feelings on purpose

- Never
- Rarely
- Sometimes
- Often

Please ✓ one box only

- 
- 
- 
- 

59. Insulted me in front of others

- Never
- Rarely
- Sometimes
- Often

Please ✓ one box only

- 
- 
- 
- 

60. Threw something at me but missed

- Never
- Rarely
- Sometimes
- Often

Please ✓ one box only

- 
- 
- 
- 

61. Would not let me do things with other people

- Never
- Rarely
- Sometimes
- Often

Please ✓ one box only

- 
- 
- 
- 

62. Threatened to start seeing someone else

- Never
- Rarely
- Sometimes
- Often

Please ✓ one box only

- 
- 
- 
- 

63. Told me I could not talk to someone

- Never
- Rarely
- Sometimes
- Often

Please ✓ one box only

- 
- 
- 
- 

64. Started to hit me but stopped

- Never
- Rarely
- Sometimes
- Often

Please ✓ one box only

- 
- 
- 
-



65. Did something just to make me jealous

Please ✓ one box only

- Never
- Rarely
- Sometimes
- Often

66. Blamed me for bad things they did

Please ✓ one box only

- Never
- Rarely
- Sometimes
- Often

67. Threatened to hurt me

Please ✓ one box only

- Never
- Rarely
- Sometimes
- Often

68. Made me describe where I was every minute of the day

Please ✓ one box only

- Never
- Rarely
- Sometimes
- Often

69. Brought up something from the past to hurt me

Please ✓ one box only

- Never
- Rarely
- Sometimes
- Often

70. Insulted my looks

Please ✓ one box only

- Never
- Rarely
- Sometimes
- Often

How often have **you done** the following things **to anyone that you have ever gone out with**? They can refer to things that have happened face-to-face or through social media.

71. Damaged something that belonged to them

Please ✓ one box only

- Never
- Rarely
- Sometimes
- Often

72. Said things to hurt their feelings on purpose

- Never
- Rarely
- Sometimes
- Often

Please ✓ one box only

- 
- 
- 
- 

73. Insulted them in front of others

- Never
- Rarely
- Sometimes
- Often

Please ✓ one box only

- 
- 
- 
- 

74. Threw something at them but missed

- Never
- Rarely
- Sometimes
- Often

Please ✓ one box only

- 
- 
- 
- 

75. Would not let them do things with other people

- Never
- Rarely
- Sometimes
- Often

Please ✓ one box only

- 
- 
- 
- 

76. Threatened to start seeing someone else

- Never
- Rarely
- Sometimes
- Often

Please ✓ one box only

- 
- 
- 
- 

77. Told them they could not talk to someone

- Never
- Rarely
- Sometimes
- Often

Please ✓ one box only

- 
- 
- 
- 

78. Started to hit them but stopped

- Never
- Rarely
- Sometimes
- Often

Please ✓ one box only

- 
- 
- 
-

79. Did something just to make them jealous

Please ✓ one box only

- Never
- Rarely
- Sometimes
- Often

80. Blamed them for bad things I did

Please ✓ one box only

- Never
- Rarely
- Sometimes
- Often

81. Threatened to hurt them

Please ✓ one box only

- Never
- Rarely
- Sometimes
- Often

82. Made them describe where they were every minute of the day

Please ✓ one box only

- Never
- Rarely
- Sometimes
- Often

83. Brought up something from the past to hurt them

Please ✓ one box only

- Never
- Rarely
- Sometimes
- Often

84. Insulted their looks

Please ✓ one box only

- Never
- Rarely
- Sometimes
- Often

The next question asks about sexual harassment. Sexual harassment is unwanted and unwelcome sexual behaviour (touching, groping etc.) or sexual remarks (wolf whistling etc.), or insulting remarks about sexual behaviour (homophobic name-calling, insulting someone for being or not being sexually active, etc.), whether from partners or anyone else. Sexual harassment is not behaviour that you like or want (for example wanted kissing, touching, or flirting).

85. How often do you experience sexual harassment?

Please ✓ one box only

- Often
- Occasionally
- Rarely
- Never

*(If you answered "Never" to question 85: Go straight to question 87. Otherwise, continue from question 86.)*

86. How often do you experience sexual harassment **at school**?

Please ✓ one box only

- Often
- Occasionally
- Rarely
- Never

For each of the following items, please mark either the box for "Not true," "Somewhat true" or "Definitely true".

Please answer them all as best you can even if you are not absolutely sure or they seem odd questions!

87. Please give your answers on the basis of how things have been for you over the last SIX MONTHS (so, since December 2016).

Please ✓ <u>one</u> box on <u>EVERY</u> line	Not true	Somewhat true	Definitely true
a. I try to be nice to other people. I care about their feelings	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
b. I am restless, I cannot stay still for long	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
c. I get a lot of headaches	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
d. I usually share with others (food, games, pens etc.)	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
e. I get very angry and often lose my temper	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

Please ✓ <u>one</u> box on <u>EVERY</u> line	Not true	Somewhat true	Definitely true
f. I am usually on my own. I generally play alone or keep to myself	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
g. I usually do as I am told	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
h. I worry a lot	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
i. I am helpful if someone is hurt, upset or feeling ill	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
j. I am constantly fidgeting	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
k. I have one good friend or more	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
l. I fight a lot. I can make other people do what I want	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
m. I am often unhappy, down-hearted or tearful	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
n. Other people my age generally like me	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
o. I am easily distracted, I find it difficult to concentrate	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
p. I am nervous in new situations. I easily lose confidence	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
q. I am kind to younger children	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
r. I am often accused of lying or cheating	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
s. Other children or young people pick on me or bully me	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
t. I often volunteer to help others (parents, teachers, children)	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

Please ✓ <u>one</u> box on <u>EVERY</u> line	Not true	Somewhat true	Definitely true
u. I think before I do things	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
v. I take things that are not mine from home, school or elsewhere	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
w. I get on better with adults than with people my own age	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
x. I have many fears, I am easily scared	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
y. I finish the work I'm doing. My attention is good	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

88. How much of a problem have these things been for you in the past ONE month (so, since May 2017)

...

Please ✓ one box on EVERY line

	Never	Almost never	Sometimes	Often	Almost always
a. It is hard for me to walk more than 50 metres	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
b. It is hard for me to run	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
c. It is hard for me to do sports activity or exercise	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
d. It is hard for me to lift something heavy	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
e. It is hard for me to take a bath or shower by myself	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
f. It is hard for me to do chores around the house	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
g. I hurt or ache	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

	Never	Almost never	Sometimes	Often	Almost always
h. I have low energy	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
i. I feel afraid or scared	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
j. I feel sad	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
k. I feel angry	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
l. I have trouble sleeping	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
m. I worry about what will happen to me	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
n. I have trouble getting along with other young people	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
o. Other young people do not want to be my friend	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
p. Other young people tease me	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
q. I cannot do things that other young people my age can do	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
r. It is hard to keep up when I play with other young people	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
s. It is hard to pay attention in class	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
t. I forget things	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
u. I have trouble keeping up with my schoolwork	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
v. I miss school because of not feeling well	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
w. I miss school to go to the doctor or hospital	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

89. Below are some statements about your feelings and thoughts. Please tick the box that best describes your experience of each over the LAST TWO WEEKS.

Please ✓ one box on EVERY line

	None of the time	Rarely	Sometimes	Often	Always
a. I've been feeling confident about the future	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
b. I've been feeling useful	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
c. I've been feeling relaxed	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
d. I've been dealing with problems well	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
e. I've been thinking clearly	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
f. I've been feeling close to other people	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
g. I've been able to make up my own mind about things	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

For each question, read all the choices and decide which one is most like you TODAY. Then put a tick in the box next to it.

Please ✓ one box only for each question

90. How worried are you today?

- I don't feel worried today
- I feel a little bit worried today
- I feel a bit worried today
- I feel quite worried today
- I feel very worried today

91. How sad are you today?

- I don't feel sad today
- I feel a little bit sad today
- I feel a bit sad today
- I feel quite sad today
- I feel very sad today

92. Are you in pain today?

- I don't have any pain today
- I have a little bit of pain today



- I have a bit of pain today
- I have quite a lot of pain today
- I have a lot of pain today

93. How tired are you today?

- I don't feel tired today
- I feel a little bit tired today
- I feel a bit tired today
- I feel quite tired today
- I feel very tired today

94. How annoyed are you today?

- I don't feel annoyed today
- I feel a little bit annoyed today
- I feel a bit annoyed today
- I feel quite annoyed today
- I feel very annoyed today

95. How well did you sleep last night?

- Last night I had no problems sleeping
- Last night I had a few problems sleeping
- Last night I had some problems sleeping
- Last night I had many problems sleeping
- Last night I couldn't sleep at all

96. Thinking about your schoolwork/homework today (such as reading and writing)

- I have no problems with my schoolwork/homework today
- I have a few problems with my schoolwork/homework today
- I have some problems with my schoolwork/homework today
- I have many problems with my schoolwork/homework today
- I can't do my schoolwork/homework today

97. Thinking about your daily routine (things like eating, having a bath/shower)

- I have no problems with my daily routine today
- I have a few problems with my daily routine today
- I have some problems with my daily routine today
- I have many problems with my daily routine today
- I can't do my daily routine today

98. Are you able to join in activities like playing out with your friends and doing sports?

- I can join in with any activities today
- I can join in with most activities today
- I can join in with some activities today
- I can join in with a few activities today
- I can join in with no activities today

99. In the past 12 months (so, since June 2016), how many times have you used any health services (e.g. GP, A&E or other hospital services, or outpatient services) because you had an accident or injury?

Please ✓ one box only

- None
- One time
- Two times
- Three times
- More than three times

*If you answered "Three times" or "More than three times,"*

a. Please state how many: \_\_\_\_\_

100. In the past 12 months (so, since June 2016), have you ever been stopped or told off by the police?

Please ✓ one box only

- No
- Yes, once
- Yes, twice
- Yes, three or more times

101. Please tick a box to show how much **you personally** agree or disagree with each statement.

Please ✓ one box on EVERY line

	I strongly agree	I agree	I disagree	I strongly disagree
a. It is NOT okay for a boy to hit his girlfriend if she did something to make him mad.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
b. Girls sometimes deserve to be hit by their boyfriends.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
c. Boys sometimes deserve to be hit by their girlfriends.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
d. It is okay for a boy to hit a girl if she hit him first.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
e. It is NOT okay for a girl to hit a boy if he hit her first.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
f. If I hit a boyfriend or girlfriend, he/she would break up with me.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

102. Please tick a box to show whether **your friends** would agree or disagree with each statement:

Please ✓ one box on EVERY line

	My friends would agree	My friends would disagree	My friends would neither agree nor disagree
a. It is NOT okay for a boy to hit his girlfriend if she did something to make him mad.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
b. Girls sometimes deserve to be hit by their boyfriends.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
c. Boys sometimes deserve to be hit by their girlfriends.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
d. It is okay for a boy to hit a girl if she hit him first.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
e. It is NOT okay for a girl to hit a boy if he hit her first.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
f. If someone hits their boyfriend or girlfriend, the boyfriend or girlfriend should break up with them.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

103.

a. Do you have friends who have girlfriends or boyfriends?

Please ✓ one box only

Yes   
No

*(If you answered "No": Go straight to question 104. If you answered "Yes": continue with the table below)*

Please tick a box to show **your best guess** of how many of **your friends** have done the following:

Please ✓ one box on EVERY line

	None	Some	Many	Most
b. How many of <b>your friends</b> have used physical force, such as hitting, to solve fights with their girlfriend or boyfriend?	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
c. How many of <b>your friends</b> insult or swear at their girlfriend or boyfriend?	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
d. How many of <b>your friends</b> try to control everything their girlfriend or boyfriend does?	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

104. Please tick a box to show how much **you personally** agree or disagree with each statement.

Please ✓ one box on EVERY line

	I strongly agree	I agree	I disagree	I strongly disagree
a. Swearing is worse for a girl than for a boy.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
b. It is more acceptable for a boy to have a lot of sexual partners than for a girl.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
c. Most girls can't be trusted.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
d. On average, girls are as smart as boys.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
e. Girls should have the same freedom as boys.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

105. Please tick a box to show whether **your friends** would agree or disagree with each statement.

Please ✓ one box on EVERY line

	My friends would agree	My friends would disagree	My friends would neither agree nor disagree
a. Swearing is worse for a girl than for a boy.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
b. It is more acceptable for a boy to have a lot of sexual partners than for a girl.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
c. Most girls can't be trusted.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
d. On average, girls are as smart as boys.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
e. Girls should have the same freedom as boys.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

106. If you were experiencing violence in a relationship, would you know what local services you could use?

Please ✓ one box only

- Yes   
 No

107. If you have experienced violence in a relationship, have you ever talked to an adult about this?

Please ✓ one box only

- Yes   
 No   
 Not applicable; I have not experienced any violence in a relationship

108. For each of the following items, please mark either the box for “Not true,” “Somewhat true,” or “Definitely true”

Please answer them all as best you can even if you are not absolutely sure or they seem odd questions!

Please ✓ one box on EVERY row

	Not true	Somewhat true	Definitely true
a. According to the law, it is considered rape if a person has sex with someone who is too drunk to consent to sex.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
b. As long as you are just joking around, what you say or do to someone cannot be considered sexual harassment.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
c. If no one else sees me being harassed, there is nothing I can do because the harasser will just say I am lying.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
d. Girls cannot be sexually harassed by other girls.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
e. Boys cannot be sexually harassed by girls.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
f. Writing dirty things about someone on a bathroom wall at school is sexual harassment.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
g. If a person is not physically harming someone, then they are not really abusive.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

109. Have you ever downloaded an app that you can use to get help if you feel threatened?

Please ✓ one box only

- Yes   
 No

110. Which option best describes your ethnic group or background?

Please ✓ one box only

- White British
- Any other White background
- Asian or Asian British
- Black, African, Caribbean or Black British
- Mixed/multiple ethnic background
- Any other ethnic group

111. What religious group do you belong to?

Please ✓ one box only

- None
- Christian
- Jewish
- Muslim/Islam
- Hindu
- Buddhist
- Sikh
- I don't know / not sure
- Other religious group

112. Which adult or adults (not including older brothers or sisters) do you live with?

Please ✓ all that apply

- My mother
- My father
- My stepmother
- My stepfather
- My foster-mother
- My foster-father
- Someone else

113. Are any of the adults that you live with in paid work, either part-time or full-time?

Please ✓ one box only

- Yes
- No
- I don't know

114. What kind of house or flat do you live in?

Please ✓ one box only

- One rented from the Council or a housing association
- One rented from a landlord
- One owned by your family (including one with a mortgage)
- Other
- I don't know / not sure

115. Does your family own a car, van or truck?  
Please ✓ one box only  
No   
Yes, one   
Yes, two or more

116. Do you have your own bedroom for yourself?  
Please ✓ one box only  
No   
Yes

117. During the past 12 months, how many times did you travel away on holiday with your family?  
Please ✓ one box only  
Not at all   
Once   
Twice   
More than twice

118. How many computers (including laptops and tablets, not including game consoles and smartphones) does your family own?  
Please ✓ one box only  
None   
One   
Two   
More than two

That is the end. THANK YOU!

Please remain quiet until everyone has finished.

*(A word search activity will be provided for students who finish the survey before the end of the session)*

Appendix 9. Student baseline survey information sheets and assent form





## Information and consent form for student survey

We are researchers working at your school evaluating “Project Respect,” a programme to prevent violence in young people’s dating and relationships. As part of our research we are asking all year 8 and 9 students to fill in a questionnaire on a tablet. This should only take about 45 minutes. The answers you give will be used to judge the success of a programme to reduce dating or relationship violence among young people.

The questionnaire has some questions about relationships, violence and other topics that can be sensitive or sometimes upsetting. A trained researcher will be here to make sure you have the peace and privacy you need to fill in the questionnaire. The researcher can also answer any questions you have. You can choose whether or not to take part and you can stop taking part at any point. The questionnaire is completely confidential.

We will store your answers to the questionnaire on a computer file that will not include your name or any way of identifying you. When we write research reports based on the answers from the questionnaires, you will not be named or in any way identified.

Anything you report will be kept totally private. We will not share it with other people such as teachers or parents, etc.

If you would like to talk with someone at your school about how you are feeling or any issues you are going through, **XXXX** is in charge of safeguarding at your school and can help you. You can also call the **NSPCC Childline** on **0800 1111** if you want help or support with any issue you are going through, no matter how big or how small.

**If you’re happy to fill in the questionnaire, please fill in the box below. This information sheet will be kept separately from the questionnaire.**

**Full Name** .....

**I have read the information above.**

**I understand that I can choose to take part or not. I understand that I can stop taking part at any time.**

**I agree to take part in this study.**

**Signed** ..... **Date** .....



## Student information sheet for student survey

We are researchers working at your school evaluating “Project Respect,” a programme to prevent violence in young people’s dating and relationships. As part of our research we are asking all year 8 and 9 students to fill in a questionnaire on a tablet. This should only take about 45 minutes. The answers you give will be used to judge the success of a programme to reduce dating or relationship violence among young people.

The questionnaire has some questions about relationships, violence and other topics that can be sensitive or sometimes upsetting. A trained researcher will be here to make sure you have the peace and privacy you need to fill in the questionnaire. The researcher can also answer any questions you have. You can choose whether or not to take part and you can stop taking part at any point. The questionnaire is completely confidential.

We will store your answers to the questionnaire on a computer file that will not include your name or any way of identifying you. When we write research reports based on the answers from the questionnaires, you will not be named or in any way identified.

Anything you report will be kept totally private. We will not share it with other people such as teachers or parents, etc.

If you would like to talk with someone at your school about how you are feeling or any issues you are going through, **XXXX** is in charge of safeguarding at your school and can help you. You can also call the **NSPCC Childline** on **0800 1111** if you want help or support with any issue you are going through, no matter how big or how small.

We hope you are happy to participate in the survey. If you are, you do NOT need to do anything. If you are not happy or have any questions, please contact the research team by calling or emailing **XXXX** (telephone: **XXXX** or email: **XXXX**). Alternatively, you can tell the school directly that you do not want to participate.

Many thanks for your time,

Professor Chris Bonell (London School of Hygiene and Tropical Medicine)



## Information Sheet for Parents/Guardians

We are researchers working at your child's school. We are evaluating the "Project Respect" programme being delivered in some schools which aims to prevent violence within dating or relationships involving young people.

As part of this research we are asking all Year-8 and 9 students to fill in a questionnaire at school. This only takes about 45 minutes, and your child will only fill in the questionnaire if she or he agrees. Your child will receive information about the questionnaire and be able to ask questions before they decide.

The questionnaire has some questions about relationships, violence and other topics that can be sensitive or sometimes upsetting. The classroom will be supervised by a member of school staff, and a trained researcher will be present to make sure your child has peace and privacy to fill in the questionnaire. The researcher can also answer any questions about the questionnaire.

What your child tells us will be used to try and improve schools and young people's health, and the questionnaire will be completely confidential and anonymous. No one except the research team will see the answers to the questionnaire. The answers will be stored on a computer file that will not include your child's name or any other way of identifying them. When we write reports based on the research, your child will not be named or in any way identified.

We hope you are happy for your child to participate. If you are, you do NOT need to do anything. If you are not happy or have any questions, please contact XXXX (telephone: XXXX or email: XXXX). Alternatively, you can tell the school directly that you do not want your child to participate.

Many thanks for your time,

Professor Chris Bonell (London School of Hygiene and Tropical Medicine)

## Appendix 10. Optimisation session information sheets and assent/consent forms



## Information Sheet for Parents/Guardians

We are researchers working at your child's school. We are working with the school to develop a programme to prevent violence within dating or relationships involving young people.

As part of this research we are interviewing groups of students, chosen based on their age and gender (and not for any other reasons). The interview will take up to 1 hour at the school and will be supervised by members of the school staff. It will involve discussion of what schools might do to prevent dating and relationship violence, and student views of some teaching materials we are considering delivering in other schools. The interview will not discuss personal experiences of dating, relationships or violence. It will not require any special knowledge or skills. Your child will only be interviewed if she or he agrees. Your child will receive information about the interview and be able to ask questions before they decide.

We will audio-record the discussion and then produce a written record of what was said, but this record will not have anyone's name on it. What your child tells us will be completely confidential. When we write reports based on the research, your child will not be named or in any way be identified.

We hope you are happy for your child to participate. If you are, you do NOT need to do anything. If you are not happy for your child to take part or if you have any questions, concerns or complaints about the research, please contact the study manager XXXX by telephone (XXXX) or via email (XXXX).

Alternatively, you can tell the school directly that you do not want your child to participate, or share any concerns or complaints about the research with someone not involved in the study, by contacting XXXX at the school (telephone: XXXX).

Many thanks for your time,

  
Professor Chris Bonell (London School of Hygiene and Tropical Medicine)





## Information Sheet for Students

We are researchers working at your school to develop a programme to reduce violence in young people's dating and relationships. We would like to invite you to take part in a focus group to discuss the programme. You have been chosen purely based on your age and gender and nothing else. Please read this sheet. If you're willing to take part, please fill in the box below. This is to show us that you understand what this involves and are happy with this.

### What is a Focus Group?

A focus group is an interview with several people at the same time, discussing things together. This will take up to 1 hour. If you agree to take part in the focus group, it will involve you giving your views about what the project should include. You do not need any special knowledge or skills to take part. The discussion will include some broad questions about relationships, violence and other topics that can be sensitive or sometimes upsetting. However, you will not be asked about your own experiences of dating, relationships or violence.

If at any time you would like to talk with someone at your school about how you are feeling or any issues you are going through, XXXX is in charge of safeguarding at your school and can help you. You can also call the NSPCC Childline on 0800 1111 if you want help or support with any issue you are going through, no matter how big or how small.

### What will we do with the information?

We would like to audio-record the focus group and then produce a written record of what was said. This record will not have anyone's name on it. Your parents or guardians, teachers and the police will not be told what was said during the session. We will write a report about what we find but it will not include the names of anyone that took part.

Anything said in the focus group must be kept private among those who took part. However, if you tell us that you are at risk of very serious harm, we will need to tell someone. If this happens, we will first discuss it with you.

We hope you are happy to take part in the focus group. If you are, you do NOT need to do anything. If you are not happy to take part or have any questions, concerns or complaints about the research, please contact the study manager XXXX by telephone (XXXX) or via email (XXXX).

Alternatively, you can tell the school directly that you do not want to participate, or share any concerns or complaints about the research with someone not involved in the study, by contacting XXXX at the school by telephone (XXXX).

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**Many thanks for your time,**



**Professor Chris Bonell (London School of Hygiene and Tropical Medicine)**





## Consent Form for Students

We are researchers working at your school to develop a programme to reduce violence in young people's dating and relationships. We would like to invite you to take part in a focus group to discuss the programme. You have been chosen purely based on your age and gender and nothing else. Please read this sheet. If you're willing to take part, please fill in the box below. This is to show us that you understand what this involves and are happy with this.

### What is a Focus Group?

A focus group is an interview with several people at the same time, discussing things together. This will take up to 1 hour. If you agree to take part in the focus group, it will involve you giving your views about what the project should include. You do not need any special knowledge or skills to take part. The discussion will include some broad questions about relationships, violence and other topics that can be sensitive or sometimes upsetting. However, you will not be asked about your own experiences of dating, relationships or violence.

If at any time you would like to talk with someone at your school about how you are feeling or any issues you are going through, XXXX is in charge of safeguarding at your school and can help you. You can also call the NSPCC Childline on 0800 1111 if you want help or support with any issue you are going through, no matter how big or how small.

### What will we do with the information?

We would like to audio-record the focus group and then produce a written record of what was said. This record will not have anyone's name on it. Your parents or guardians, teachers and the police will not be told what was said during the session. We will write a report about what we find but it will not include the names of anyone that took part.

Anything said in the focus group must be kept private among those who took part. However, if you tell us that you are at risk of very serious harm, we will need to tell someone. If this happens, we will first discuss it with you.

**If you have any questions the researcher will be happy to answer them. If you're happy to take part, please fill in the box below.**

Full Name .....

I have read the information above.

I understand that I can choose to take part or not.

I understand that I can stop taking part at any time.



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**I agree to take part in this focus group.**

Signed ..... Date .....



## Information Sheet for School Staff

We are researchers working at your school to develop a programme to reduce violence within young people's dating and relationships. As part of our research, we would like to invite you to take part in a focus group to discuss the programme. You have been chosen to participate based on your role in the school. Please read this sheet. If you're willing to take part, please fill in the box below to show that you understand what this involves and are happy to participate.

### What is a Focus Group?

A focus group is an interview with several people at the same time, discussing things together. This will take up to 1 hour. If you agree to take part in the focus group, it will involve you giving your views about what the programme should include. You do not need any special knowledge or skills to take part, and you will not be asked to discuss your own experiences of dating, relationships, violence or any other matters.

### What will we do with the information?

We would like to audio-record the focus group and then produce a written record of what was said. This record will not have anyone's name on it. No-one else such as parents or guardians or school staff who are not in the focus group will be told what was said by whom. We will write a report about what we find but it will not include the names of anyone who took part.

Anything said in the focus group must be kept private among those who took part.

We hope you are happy to take part in the focus group. If you are, you do NOT need to do anything. If you are not happy to take part or have any questions, concerns or complaints about the research, please contact the study manager XXXX by telephone (XXXX) or via email (XXXX).

Alternatively, you can tell the school directly that you do not want to participate, or share any concerns or complaints about the research with someone not involved in the study, by contacting XXXX at the school (telephone: XXXX).

Many thanks for your time,

  
Professor Chris Bonell (London School of Hygiene and Tropical Medicine)





## Consent Form for School Staff

We are researchers working at your school to develop a programme to reduce violence within young people's dating and relationships. As part of our research, we would like to invite you to take part in a focus group to discuss the programme. You have been chosen to participate based on your role in the school. Please read this sheet. If you're willing to take part, please fill in the box below to show that you understand what this involves and are happy to participate.

### What is a Focus Group?

A focus group is an interview with several people at the same time, discussing things together. This will take up to 1 hour. If you agree to take part in the focus group, it will involve you giving your views about what the programme should include. You do not need any special knowledge or skills to take part, and you will not be asked to discuss your own experiences of dating, relationships, violence or any other matters.

### What will we do with the information?

We would like to audio-record the focus group and then produce a written record of what was said. This record will not have anyone's name on it. No-one else such as parents or guardians or school staff who are not in the focus group will be told what was said by whom. We will write a report about what we find but it will not include the names of anyone who took part.

Anything said in the focus group must be kept private among those who took part.

**If you have any questions the researcher will be happy to answer them. If you're happy to take part, please fill in the box below.**

**Full Name .....**

**I have read the information above.**

**I understand that I can choose to take part or not.**

**I understand that I can stop taking part at any time.**

**I agree to take part in this focus group.**

**Signed ..... Date .....**

Appendix 11. Expert-led and cascaded trainings – information sheets and consent forms



## Information sheet for NSPCC-delivered training participants

As part of our research evaluating “Project Respect,” an NSPCC programme to prevent violence in young people’s dating and relationships, we would like to audio-record the Project Respect training led by NSPCC and ask you to fill in a survey about your views on the training after the training. You are receiving this information sheet because you will be participating in this training.

After audio-recording the training we will produce a written record of it, and we may include quotations from the training when we write research reports or articles based on Project Respect. However, your name and the name of your school will not be included in the written record nor will they be named or in any way identified in the research reports or articles. The audio-recording and the survey are intended to better understand the Project Respect intervention overall, not to evaluate the performance of the trainer or those taking part in the training.

If you consent to take part, you may also change your mind at any time.

Your survey responses and everything we audio-record will be kept confidential. However, if you indicate in the recording or on your survey that a student is at risk of very serious harm or has had sex before age 13, we will need to tell someone who is in charge of safeguarding at your school. Please note that because survey responses are anonymous, we will not be able to follow up with you about any safeguarding issues raised on a survey.

If you are happy to take part by having the training audio-recorded and by filling in a survey after the training, you do NOT need to do anything. If you are not happy to take part, if you have any questions, or for any concerns or complaints about the research, please contact the study manager, XXXX by telephone (XXXX) or email (XXXX). If you prefer to speak with someone outside of the research team, you can tell the school directly that you do not want to take part, or share any concerns or complaints about the research, by contacting [school’s study liaison staff member] by telephone (XXXX) or email (XXXX).

If you have any concerns about the safeguarding of children at the school, you may contact the school safeguarding lead, XXXX, at XXXX. If you are concerned about a child for any reason, you can also call the NSPCC helpline 24 hours a

day for advice or to share your concerns, anonymously if you wish, at 0808 800 5000.

Below is information about some other organisations that might be able to help you with issues you or someone you know might be going through:

- **[local safeguarding referral utilised by the school]**: Local service available for any concerns related to child safeguarding. Call XXXX.
- **The Samaritans**: Someone to talk to, available 24 hours a day for confidential, non-judgmental support. Call 116 123 or visit [www.samaritans.org](http://www.samaritans.org)
- **National Domestic Violence Helpline**: National service available 24 hours a day for women experiencing domestic violence, and for their family, friends, colleagues and others calling on their behalf. Call 0808 2000 247.
- **Switchboard LGBT+ Helpline**: Providing information, support and referral services for lesbians, gay men and bisexual and trans people, and anyone considering issues around their sexuality or gender identity. Call 0300 330 0630 or visit <http://switchboard.lgbt/help/>
- **Mind**: Offering advice and support for anyone experiencing a mental health problem. Call 0300 123 3393 or visit [www.mind.org.uk](http://www.mind.org.uk)
- **Young Minds Parents Helpline**: Provides confidential advice for parents concerned about a child's behaviour, emotional wellbeing or mental health condition. Call 0808 802 5544 or visit [www.youngminds.org.uk](http://www.youngminds.org.uk)
- **Rape Crisis**: Provides information on nearest services for people who have experienced sexual violence. Call 0808 802 9999 or visit [www.rapecrisis.org.uk](http://www.rapecrisis.org.uk)

Many thanks for your time.

Professor Chris Bonell (London School of Hygiene and Tropical Medicine)



## Consent form for training participants

As part of our research evaluating “Project Respect,” an NSPCC programme to prevent violence in young people’s dating and relationships, we would like to audio-record the Project Respect training led by NSPCC and ask you to fill in a survey about your views on the training after the training. You are being asked to sign this consent form because you are participating in this training.

After audio-recording the training we will produce a written record of it, and we may include quotations from the training when we write research reports or articles based on Project Respect. However, participants’ names and the names of their schools will not be included in the written record nor will they be named or in any way identified in the research reports or articles. The recording and the survey are intended to better understand the Project Respect intervention overall, not to evaluate the performance of the trainer or those taking part in the training.

Your survey responses and everything we audio-record will be kept confidential. However, if you indicate in the recording or on your survey that a student is at risk of very serious harm or has had sex before age 13, we will need to tell someone who is in charge of safeguarding at your school. Please note that because survey responses are anonymous, we will not be able to follow up with you about any safeguarding issues raised on a survey.

If you are happy to take part, please fill in the section below, ticking the boxes to indicate that you agree to having the training audio-recorded and to taking part in a survey about the training.

**Full Name** .....

**I have read the information above.**

**I understand that I can choose to take part or not.**

**I understand that I can stop taking part at any time.**

**I agree to have this training audio-recorded**

**I agree to take part in a survey about the training.**

**Signed** ..... **Date** .....



## Information sheet for NSPCC trainer

As part of our research evaluating “Project Respect,” an NSPCC programme to prevent violence in young people’s dating and relationships, we would like to audio-record the NSPCC-delivered Project Respect trainings. You are receiving this information sheet because you are leading one or more of these trainings.

After audio-recording the training we will produce a written record of it, and we may include quotations from the training when we write research reports or articles based on Project Respect. However, your name and the name of the school taking part will not be included in the written record nor will you or the school be named or in any way identified in the research reports or articles. The audio-recording is intended to better understand the Project Respect intervention overall, not to evaluate the performance of the trainer or those taking part in the training.

Everything we audio-record will be kept confidential. However, if you indicate in the recording that a student is at risk of very serious harm or has had sex before age 13, we will need to tell someone who is in charge of safeguarding at the appropriate school.

If you are happy to take part by having the training audio-recorded, you do NOT need to do anything. If you are not happy to take part, if you have any questions, or for any concerns or complaints about the research, please contact the study manager, XXXX by telephone (XXXX) or email (XXXX). If you prefer to speak with someone outside of the research team, you can tell the NSPCC directly that you do not want to take part, or share any concerns or complaints about the research, by contacting [NSPCC project lead] by telephone (XXXX) or email (XXXX).

If you are concerned about a child for any reason, you can call the NSPCC helpline 24 hours a day for advice or to share your concerns, anonymously if you wish, at 0808 800 5000.

Below is information about some other organisations that might be able to help you with issues you or someone you know might be going through:

- **The Samaritans:** Someone to talk to, available 24 hours a day for confidential, non-judgmental support. Call 116 123 or visit [www.samaritans.org](http://www.samaritans.org)



- **National Domestic Violence Helpline:** National service available 24 hours a day for women experiencing domestic violence, and for their family, friends, colleagues and others calling on their behalf. Call 0808 2000 247.
- **Switchboard LGBT+ Helpline:** Providing information, support and referral services for lesbians, gay men and bisexual and trans people, and anyone considering issues around their sexuality or gender identity. Call 0300 330 0630 or visit <http://switchboard.lgbt/help/>
- **Mind:** Offering advice and support for anyone experiencing a mental health problem. Call 0300 123 3393 or visit [www.mind.org.uk](http://www.mind.org.uk)
- **Young Minds Parents Helpline:** Provides confidential advice for parents concerned about a child's behaviour, emotional wellbeing or mental health condition. Call 0808 802 5544 or visit [www.youngminds.org.uk](http://www.youngminds.org.uk)
- **Rape Crisis:** Provides information on nearest services for people who have experienced sexual violence. Call 0808 802 9999 or visit [www.rapecrisis.org.uk](http://www.rapecrisis.org.uk)

Many thanks for your time.

Professor Chris Bonell (London School of Hygiene and Tropical Medicine)



## Consent form for trainer

As part of our research evaluating “Project Respect,” an NSPCC programme to prevent violence in young people’s dating and relationships, we would like to audio-record the NSPCC-delivered Project Respect trainings. You are being asked to sign this consent form because you are leading one or more of these trainings.

After audio-recording the training we will produce a written record of it, and we may include quotations from the training when we write research reports or articles based on Project Respect. However, your name and the name of the school taking part will not be included in the written record nor will you or the school be named or in any way identified in the research reports or articles. The recording and the survey are intended to better understand the Project Respect intervention overall, not to evaluate the performance of the trainer or those taking part in the training.

Everything we audio-record will be kept confidential. However, if you indicate in the recording that a student is at risk of very serious harm or has had sex before age 13, we will need to tell someone who is in charge of safeguarding at the appropriate school.

If you are happy to take part, please fill in the consent box below, ticking the tick-box to indicate you agree.

**Full Name** .....

**I have read the information above.**

**I understand that I can choose to take part or not.**

**I understand that I can stop taking part at any time.**

**I agree to have this training audio-recorded.**

**Signed** ..... **Date** .....



## Information sheet for all-staff training

As part of our research evaluating “Project Respect,” an NSPCC programme to prevent violence in young people’s dating and relationships, we would like to audio-record the Project Respect training taking place for staff in your school. You are receiving this information sheet because you are leading this training.

After audio-recording the training we will produce a written record of it, and we may include quotations from the training when we write research reports or articles based on Project Respect. However, your name, the names of training participants and the name of your school will not be included in the written record nor will they be identified in any way in the research reports or articles. The audio-recording is intended to better understand the Project Respect intervention overall, not to evaluate your performance.

Everything we audio-record will be kept confidential. However, if you indicate in the recording that a student is at risk of very serious harm or has had sex before age 13 we will need to tell someone who is in charge of safeguarding at your school.

If you are happy to take part by having the training audio-recorded, you do NOT need to do anything. If you are not happy to take part, if you have any questions, or for any concerns or complaints about the research, please contact the study manager, XXXX by telephone (XXXX) or email (XXXX). If you prefer to speak with someone outside of the research team, you can tell the school directly that you do not want to take part, or share any concerns or complaints about the research, by contacting [school’s study liaison staff member] by telephone (XXXX) or email (XXXX).

If you have any concerns about the safeguarding of children at the school, you may contact the school safeguarding lead, XXXX, at XXXX. If you are concerned about a child for any reason, you can also call the NSPCC helpline 24 hours a day for advice or to share your concerns, anonymously if you wish, at 0808 800 5000.

Below is information about some other organisations that might be able to help you with issues you or someone you know might be going through:

- **[local safeguarding referral utilised by the school]**: Local service available for any concerns related to child safeguarding. Call XXXX.
- **The Samaritans**: Someone to talk to, available 24 hours a day for confidential, non-judgmental support. Call 116 123 or visit [www.samaritans.org](http://www.samaritans.org)
- **National Domestic Violence Helpline**: National service available 24 hours a day for women experiencing domestic violence, and for their family, friends, colleagues and others calling on their behalf. Call 0808 2000 247.
- **Switchboard LGBT+ Helpline**: Providing information, support and referral services for lesbians, gay men and bisexual and trans people, and anyone considering issues around their sexuality or gender identity. Call 0300 330 0630 or visit <http://switchboard.lgbt/help/>
- **Mind**: Offering advice and support for anyone experiencing a mental health problem. Call 0300 123 3393 or visit [www.mind.org.uk](http://www.mind.org.uk)
- **Young Minds Parents Helpline**: Provides confidential advice for parents concerned about a child's behaviour, emotional wellbeing or mental health condition. Call 0808 802 5544 or visit [www.youngminds.org.uk](http://www.youngminds.org.uk)
- **Rape Crisis**: Provides information on nearest services for people who have experienced sexual violence. Call 0808 802 9999 or visit [www.rapecrisis.org.uk](http://www.rapecrisis.org.uk)

Many thanks for your time,

Professor Chris Bonell (London School of Hygiene and Tropical Medicine)



## Consent form for trainer of all-staff training

As part of our research evaluating “Project Respect,” an NSPCC programme to prevent violence in young people’s dating and relationships, we would like to audio-record today’s training. You are being asked to sign this consent form because you are leading the training.

After audio-recording the training we will produce a written record of it, and we may include quotations from the training when we write research reports or articles based on Project Respect. However, your name, participants’ names and the name of your school will not be included in the written record nor will they be identified in any way in the research reports or articles. The recording is intended to better understand the Project Respect intervention overall, not to evaluate the performance of the trainer or those being trained.

Everything we audio-record will be kept confidential. However, if you indicate in the recording that a student is at risk of very serious harm or has had sex before age 13, we will need to tell someone who is in charge of safeguarding at your school.

If you are happy to take part, please fill in the consent box below, ticking the tick-box to indicate you agree.

**Full Name** .....

**I have read the information above.**

**I understand that I can choose to take part or not.**

**I understand that I can stop taking part at any time.**

**I agree to have this training audio-recorded**

**Signed** ..... **Date** .....

Appendix 12. Sample of process evaluation information sheet and assent/consent form materials





## Information Sheet for Parents/Guardians

We are researchers working at your child's school. We are evaluating "Project Respect," a programme being delivered in some English secondary schools which aims to prevent violence within young people's dating and relationships. The programme includes activities in the school and information sent to parents which aim to help keep young people safe.

As part of our research, we are speaking with students, parents and school staff to find out about their views on and experiences with the programme. We would like to invite your child to take part in an interview. The school has chosen your child for the research team to invite for an interview based on their year group, their gender and their involvement in Project Respect. Your child has not been selected because he or she is perceived to be at particular risk or for any other reasons. The interview will take no more than 1 hour. Your child will only be interviewed if she or he agrees. They will receive information about the interview and be able to ask questions before they decide.

We will not ask your child about their own experiences of dating, relationships or violence. If your child agrees to take part, a researcher will ask them about:

- Themselves and how long they have been at the school
- Life at the school in general, including dating violence and harassment at the school
- Their experience of the "Project Respect" programme
- Their views on the "Project Respect" programme, its activities and its impact in the school

Some students might find some questions sensitive or feel upset, particularly if they have experienced abuse. All students who are invited to take part will receive information about support resources both within and outside of the school, should they wish to speak with someone about any issues they (or a friend) are going through.

What your child tells us will be used to try and improve schools and young people's health, and their answers will be completely confidential. No one except the research team will find out about what they say. However, if your child tells us that they or another student are at risk of very serious harm or had sex before age 13, we will need to tell someone in charge of safeguarding at the school so that they can help them.



We would like to audio-record the interview and then produce a written record of what was said. Neither will include your child's name. When we write articles or reports about what we find, we might include quotes from the interview but will not include your child's name or any information that could identify them or their school.

If you are happy for your child to participate, you do NOT need to do anything. If you are not happy for them to take part, if you have any questions, or if you have any concerns or complaints about the research, please contact the study manager, XXXX, by telephone (XXXX) or via email (XXXX).

If you prefer to speak with someone outside of the research team, you can tell the school directly that you do not want your child to participate, or share any concerns or complaints about the research, by contacting [school's study liaison staff member] by telephone (XXXX) or email (XXXX).

If you have any concerns about any child in the school, including if you are concerned that they are experiencing abuse or neglect or that they are harming someone else, you may contact the school's safeguarding lead, XXXX, at XXXX. If you seek their support, the safeguarding lead will hold an initial meeting with you to determine the nature of your concern and the appropriate response.

If you are concerned about a child for any reason, you can also call the **NSPCC helpline** 24 hours a day for advice or to share your concerns, anonymously if you wish, on **0808 800 5000**.

Below is some information about other organisations that may be able to help you with issues you or someone you know might be going through:

- **[local safeguarding referral utilised by the school]:** Local service available for any concerns related to child safeguarding. Call XXXX.
- **The Samaritans:** Someone to talk to, available 24 hours a day for confidential, non-judgmental support. Call 116 123 or visit [www.samaritans.org](http://www.samaritans.org)
- **National Domestic Violence Helpline:** National service available 24 hours a day for women experiencing domestic violence, and for their family, friends, colleagues and others calling on their behalf. Call 0800 2000 247.
- **Switchboard LGBT+ Helpline:** Providing information, support and referral services for lesbians, gay men and bisexual and trans people, and anyone considering issues around their sexuality or gender identity. Call 0300 330 0630 or visit <http://switchboard.lgbt/help/>
- **Mind:** Offering advice and support for anyone experiencing a mental health problem. Call 0300 123 3393 or visit [www.mind.org.uk](http://www.mind.org.uk)

- **Young Minds Parents Helpline:** Provides confidential advice for parents concerned about a child's behaviour, emotional wellbeing or mental health condition. Call 0808 802 5544 or visit [www.youngminds.org.uk](http://www.youngminds.org.uk)
- **Rape Crisis:** Provides information on nearest services for people who have experienced sexual violence. Call 0808 802 9999 or visit their website [www.rapecrisis.org.uk](http://www.rapecrisis.org.uk)

Many thanks for your time,



Professor Chris Bonell (London School of Hygiene and Tropical Medicine)





## Information sheet for student interviews

### What is the research about?

We are researchers working at your school. We are evaluating "Project Respect," a programme being delivered in some English secondary schools which aims to prevent violence within young people's dating and relationships. The programme includes activities in the school and information sent to parents which aim to help keep young people safe.

As part of our research, we are speaking with students, parents and school staff to find out about their views on and experiences with the programme. We would like to invite you to take part in an interview. The school has chosen you for the research team to invite for an interview based on your year group, your gender and your involvement in Project Respect. You have not been selected because you are perceived to be at particular risk or for any other reasons.

### What is an interview?

An interview involves you talking with a researcher. This will take no more than 1 hour.

### What will I be asked about?

We will not ask you about your own experiences of dating, relationships or violence. If you agree to take part, the researcher will ask you about:

- Yourself and how long you've been at the school
- Life at the school in general, including dating violence and harassment at the school
- Your experience of the "Project Respect" programme
- Your views on the "Project Respect" programme, its activities and its impact in the school

### Do I have to take part?

No, you do not have to take part. It is completely up to you to decide. If you do choose to take part, and you don't want to answer a particular question, you can skip it. If you feel uncomfortable, find it difficult to talk about anything or change your mind for any reason, we can stop the interview at any point, with no negative consequences.

### What support is available?

Some students might find some of the questions sensitive or feel upset, particularly if they have experienced abuse.



If you wish to speak with someone about any issue you or someone you know are going through, there is a list at the end of this information sheet of people and organisations you can contact for support, both inside and outside your school.

If you would like to talk with a researcher privately before or after the interview about any concerns or issues you would like help with, we will be happy to talk with you and to connect you with someone at your school or the NSPCC (a charity that works with young people) who is in charge of safeguarding and can help you.

**What will happen with the information from the interview?**

We would like to audio-record the interview and then produce a written record of what was said. Neither will include your name. Your parents or guardians, teachers and the police will not be told what was said during the interview.

When we write articles or reports about what we learn from the research, we might include quotes from the interview. However, we will not include any information that could identify you or your school.

Anything you say will be kept confidential. However, if you tell us that you or another student are at risk of very serious harm or had sex before age 13, we will need to tell someone at the school who is in charge of safeguarding so that they can help. If this happens, we will first discuss it with you.

**What happens next, if I wish to take part?**

If you are happy to take part in the interview, you do NOT need to do anything. We will follow up to arrange a time that is convenient for you for the interview.

**What if I do not wish to take part, or if I have questions, concerns or complaints?**

The study manager's contact information is:

Name: XXXX  
Telephone: XXXX  
Email: XXXX

You can contact the study manager if:

- You have any questions
- You are not happy to take part
- You have any concerns or complaints about the research

If you prefer to speak with someone outside of the research team, you can tell the school directly that you do not want to take part, or share any concerns or complaints about the research, by contacting:

Name: [school's study liaison staff member]  
Telephone: XXXX  
Email: XXXX



## Details of support available

### *Within the school*

If you would like to talk to someone at your school about how you are feeling or any issues you or someone you know are going through, XXXX is in charge of safeguarding at your school and can help you. For example, this might include if you or someone you know are experiencing abuse or neglect or if you are concerned that someone you know is harming someone else. If you ask for their help, the safeguarding lead will meet with you to find out more about your concern and how to respond.

### *Outside of the school*

If you need help outside of school time you can contact [local safeguarding referral utilised by the school if available over school holidays] by calling XXXX.

You can also call the **NSPCC Childline** on **0800 1111** if you want help or support with any issue you are going through, no matter how big or how small.

Below is some information on other organisations that may be able to help with any issues you or someone you know might be going through:

- **The Samaritans:** Someone to talk to, available 24 hours a day for confidential, non-judgmental support. Call 116 123 or visit [www.samaritans.org](http://www.samaritans.org)
- **Switchboard LGBT+ Helpline:** Providing information, support and referral services for lesbians, gay men and bisexual and trans people, and anyone considering issues around their sexuality or gender identity. Call 0300 330 0630 or visit <http://switchboard.lgbt/help/>
- **Mind:** Offering advice and support for anyone experiencing a mental health problem. Call 0300 123 3393 or visit [www.mind.org.uk](http://www.mind.org.uk)
- **Rape Crisis:** Provides information on nearest services for people who have experienced sexual violence. Call 0808 802 9999 or visit their website [www.rapecrisis.org.uk](http://www.rapecrisis.org.uk)

Many thanks for your time,

[Redacted Signature]

Professor Chris Bonell (London School of Hygiene and Tropical Medicine)





## Consent form for student interviews

### What is the research about?

We are researchers working at your school. We are evaluating "Project Respect," a programme being delivered in some English secondary schools which aims to prevent violence within young people's dating and relationships. The programme includes activities in the school and information sent to parents which aim to help keep young people safe.

As part of our research, we are speaking with students, parents and school staff to find out about their views on and experiences with the programme. We would like to invite you to take part in an interview. The school has chosen you for the research team to invite for an interview based on your year group, your gender and your involvement in Project Respect. You have not been selected because you are perceived to be at particular risk or for any other reasons.

Please read this sheet. If you're willing to take part, please fill in the box below. This is to show us that you understand what this involves and are happy to take part.

### What is an interview?

An interview involves you talking with a researcher. This will take no more than 1 hour.

### What will I be asked about?

We will not ask you about your own experiences of dating, relationships or violence. If you agree to take part, a researcher will ask you about:

- Yourself and how long you've been at the school
- Life at the school in general, including dating violence and harassment at the school
- Your experience of the Project Respect programme
- Your views on the "Project Respect" programme, its activities and its impact in the school

### Do I have to take part?

No, you do not have to take part. It is completely up to you to decide. If you do choose to take part, and you don't want to answer a particular question, you can skip it. You can also stop the interview at any point, with no negative consequences.



**What will happen with the information from the interview?**

We would like to audio-record the interview and then produce a written record of what was said. Neither will include your name. Your parents or guardians, teachers and the police will not be told what was said during the interview.

When we write articles or reports about what we learn from the research, we might include quotes from the interview. However, we will not include any information that could identify you or your school.

Anything you say will be kept confidential. However, if you tell us that you or another student are at risk of very serious harm or had sex before age 13, we will need to tell someone at the school who is in charge of safeguarding so that they can help. If this happens, we will first discuss it with you.

*If you have any questions the researcher will be happy to answer them. If you're happy to take part, please fill in the consent box below, ticking the tick-boxes to indicate you agree.*

Full Name .....

I have read the information above.

I understand that I can choose to take part or not.

I understand that I can stop taking part at any time.

I agree to take part in this interview

I agree to have this interview audio-recorded

Signed ..... Date .....





## Information sheet for control school staff

As part of our research evaluating “Project Respect,” a programme to prevent violence in young people’s dating and relationships, we would like to find out about bullying and harassment in schools and the provision in schools related to relationship and sexual health, bullying, harassment and social and emotional learning. You have been selected for an interview because your school is taking part in the study.

This interview should take about 30 minutes and will focus the teaching and policies in your school. What you say will be kept private. We want to audio-record the interview and then produce a written record of it. Neither will include your name. When we write articles or reports about the research, we may include quotes from the interview but will not include any information that could identify you, your school or your students. If you don’t want to answer a particular question, you can skip it, and if you feel uncomfortable or find it difficult to talk about anything we can stop the interview at any point. The interview is intended to better understand school settings, not to evaluate your performance.

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

If you are happy to take part, you do NOT need to do anything. If you are not happy to take part, if you have any questions, or for any concerns or complaints about the research, please contact the study manager, XXXX, by telephone (XXXX) or email (XXXX). If you prefer to speak with someone outside of the research team, you can tell the school directly that you do not want to take part, or share any concerns or complaints about the research, by contacting [school’s study liaison staff member] by telephone (XXXX) or email (XXXX).

If you have any concerns about the safeguarding of children at the school, you may contact the school safeguarding lead, XXXX, at XXXX. If you are concerned about a child for any reason, you can also call the NSPCC helpline 24 hours a day for advice or to share your concerns, anonymously if you wish, at 0808 800 5000.

Below is information about some other organisations that might be able to help you with issues you or someone you know might be going through:

- **[local safeguarding referral utilised by the school]**: Local service available for any concerns related to child safeguarding. Call XXXX.
- **The Samaritans**: Someone to talk to, available 24 hours a day for confidential, non-judgmental support. Call 116 123 or visit [www.samaritans.org](http://www.samaritans.org)
- **National Domestic Violence Helpline**: National service available 24 hours a day for women experiencing domestic violence, and for their family, friends, colleagues and others calling on their behalf. Call 0808 2000 247.
- **Switchboard LGBT+ Helpline**: Providing information, support and referral services for lesbians, gay men and bisexual and trans people, and anyone considering issues around their sexuality or gender identity. Call 0300 330 0630 or visit <http://switchboard.lgbt/help/>
- **Mind**: Offering advice and support for anyone experiencing a mental health problem. Call 0300 123 3393 or visit [www.mind.org.uk](http://www.mind.org.uk)
- **Young Minds Parents Helpline**: Provides confidential advice for parents concerned about a child's behaviour, emotional wellbeing or mental health condition. Call 0808 802 5544 or visit [www.youngminds.org.uk](http://www.youngminds.org.uk)
- **Rape Crisis**: Provides information on nearest services for people who have experienced sexual violence. Call 0808 802 9999 or visit [www.rapecrisis.org.uk](http://www.rapecrisis.org.uk)

Many thanks for your time.

Professor Chris Bonell (London School of Hygiene and Tropical Medicine)



## Consent form for control school staff

As part of our research evaluating “Project Respect,” a programme to prevent violence in young people’s dating and relationships, we would like to find out about bullying and harassment in schools and the provision in schools related to relationship and sexual health, bullying, harassment and social and emotional learning. You have been selected for an interview because your school is taking part in the study.

This interview should take about 30 minutes and will focus on the teaching and policies in your school. What you say will be kept private. We want to audio-record the interview and then produce a written record of it. Neither will include your name. When we write articles or reports about the research, we may include quotes from the interview but will not include any information that could identify you, your school or your students. If you don’t want to answer a particular question, you can skip it, and if you feel uncomfortable or find it difficult to talk about anything we can stop the interview at any point. The interview is intended to help us better understand school settings, not to evaluate your performance.

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

If you’re happy to take part, please fill in the consent box below, ticking the tick-boxes to indicate you agree.

**Full Name** .....

**I have read the information above.**

**I understand that I can choose to take part or not.**

**I understand that I can stop taking part at any time.**

**I agree to take part in this interview**

**I agree to have this interview audio-recorded**

**Signed** ..... **Date** .....

## Appendix 13. Optimisation session and process evaluation qualitative data collection tools

# Optimisation Session Wave 1 – Discussion Guide

## Materials

- Discussion guide (2 copies)
- Participant attendance sheet (1 copy)
- Staff consent form (copies for all staff participants)
- Student consent form (15 copies)
- Printed logic model (copies for all participants)
- Printed slides (copies for all participants)
- Materials for taking notes (laptop or notebook)
- Slide presentation on USB
- Laptop

## Roles

- NSPCC: Present content of intervention
- LSHTM/Bristol #1: Lead discussion questions
- LSHTM/Bristol #2: Take notes on key points from discussion. Help read questions to group of either staff or students when groups are separated.

## Welcome and Introductions

1. As participants arrive:
  - Have each participant complete a row of the attendance sheet
  - Hand each participant a consent form but ask them not to complete it yet

### 5 minutes

2. Welcome everyone and introduce today's session. You may use the recommended text below or provide this information in your own words.

*My name is \_\_\_\_\_ and I am a researcher from [LSHTM/University of Bristol]. We are working with the NSPCC, a child protection charity, to develop a programme for English secondary schools called "Project Respect." Its goal is to reduce violence in young people's dating and relationships.*

*Today we would like to discuss the project with you as a group. We'll ask you to share your views about what it should include and how it should be run. [REDACTED] from the NSPCC will give a presentation about Project Respect and we will ask you questions and discuss as we go along. We will **not** ask you about your own experiences of dating, relationships or violence.*

*We ask you to keep anything said today private among those in this room. However, if any students tell us that you are at risk of very serious harm, we will need to tell someone. If this happens, we'll discuss it with you first. If anyone would like to speak privately with me or with [REDACTED] from the NSPCC after the session, please let us know and we will be happy to speak with you.*

*We will write a report summarising the views you share today. The report will **not** include any participants' names and will not identify anyone who took part.*

*You do not have to participate in the discussion if you don't want to. Does anyone have any questions?*

3. Anyone who does not want to participate should return to their regularly scheduled class. Ask participants to complete their consent forms, then collect them.

### 5 minutes

4. Going around the room, ask everyone to introduce themselves:
  - Teachers: Name and role in the school
  - Students: Name and year

## Presentation and Discussion

### 45 minutes

5. [REDACTED] presents Project Respect and researcher leads discussion throughout:

### Slide 8 – Theory of change (and printed logic model)

- Project Respect aims in part to challenge student attitudes and social norms about gender and violence. Are these things the school addresses in other programming or curricula? If so, how do students respond?
- Is there anything in the logic model that doesn't make sense or is unrealistic? Anything you would change?

### Slide 8 – Full-day training

- \*\*Will schools be able to release the right staff to attend this training?

### Slide 8 – Information for Parents

- Do you think that parents think or worry about dating and relationship violence among secondary school students?
  - **Probe (for staff):** How often (if at all) do you hear from parents about this issue?
- What information is important for parents themselves to have to prevent or respond to dating and relationship violence among young people?
- \*\*How could we best reach parents to provide this information to parents?
  - **Probe:** By mail? A session at the school?
- How would you expect parents to respond to Project Respect being delivered in their child's school?
  - **Follow-up:** What objections or concerns would they have? How could these be addressed?

### Slide 8 – Teacher manual (questions for staff only)

- What key topics should the manual cover to enable school staff to implement Project Respect?
- \*\* How directive should the manual be? For example, would it be useful for school staff if it included scripts for each lesson? Or should it be more broad – including learning objectives and activities for the core content but giving some flexibility in the delivery?
- \*\*Is the day-long training described earlier, combined with the manual, adequate to prepare staff to deliver the all-staff training and the student curriculum? What further training or information might they need?
- Are there other resources (in addition to those [REDACTED] mentioned) that would be helpful for a school staff member implementing Project Respect?

### Slide 9

#### *Challenging gender norms*

- \*\*What are your initial thoughts on this session?
- How engaging would it be for year 9 and 10 students?
- Can you share any suggestions for delivering this session in secondary schools in England?

#### *Defining healthy relationships and interpersonal boundaries*

- \*\*What are your initial thoughts on this session?
- How engaging would it be for year 9 and 10 students?
- Can you share any suggestions for delivering this session in secondary schools in England?



### *Mapping hotspots*

- \*\*What are your initial thoughts on this session?
  - \*\*Follow-up: Is hotspot mapping and then patrolling realistic? Are there key hotspots for harassment in schools?
- How comfortable would year 9 and 10 students be mapping hotspots in small groups?
- Can you share any suggestions for delivering this session in secondary schools in England?

### Slide 10

#### *Empowering students to run campaigns*

- \*\*What are your initial thoughts on this session?
- How engaging would it be for year 9 and 10 students?
- Have students done anything like this in your school before?
- Can you share any suggestions for delivering this session in secondary schools in England?

#### *Communication skills and anger management*

- \*\*What are your initial thoughts on this session?
- How engaging would it be for year 9 and 10 students?
- Does your school run any anger management programmes or use any particular approaches to conflict management, such as peer support?
- Can you share any suggestions for delivering this session in secondary schools in England?

#### *Accessing local services and reviewing campaigns*

- \*\*What are your initial thoughts on this session?
- How engaging would it be for year 9 and 10 students?
- Can you share any suggestions for delivering this session in secondary schools in England?

#### *Optional session*

- \*\*What are your initial thoughts on this session?
- How exciting or engaging would these activities be for year 9 and 10 students?
- Can you share any suggestions for delivering this session in secondary schools in England?

### Slide 11 - Student-led campaigns

- What preparation would students need to confidently lead campaigns?

#### At the end of Slide 11: Curriculum overall

- Is there anything missing from the curriculum that should be included?
  - \*\*Follow-up: What issues are most important to young people when it comes to dating and relationships?
- \*\*Does the curriculum contradict, or duplicate, any existing programmes in your school?
- How would you expect students in Years 8 and 9 to respond to this curriculum?
  - **Follow-up:** Any differences by groups of students – e.g., By year? By gender?
  - What do you think about the mix of activities across the sessions?
    - **Probe:** How appropriate are they for year 9 and 10 students'?
    - **Probe (for staff):** Do any of the activities or content seem especially difficult to deliver?
    - \*\*Probe: What other classroom activities or teaching approaches would be useful in the student curriculum?

## Slide 12

- For these questions, split participants into 3 groups: staff, and 2 smaller groups of students. Have 1 researcher read questions to staff and the other read questions to students. Give them a few minutes to discuss the questions in their small groups, then ask them to report back to the full group: For this next section, we would like to hear your views on ideas we're exploring for how best to deliver the Project Respect sessions.
  - **\*\*How comfortable would students (for student participants) or school staff (for staff participants) be with school staff teaching the Project Respect sessions? Why?**
    - **Follow-up:** Are there any sessions that would be especially hard to have taught by school staff?
    - **\*\*Follow-up:** What type of school staff would you suggest teaching the sessions (e.g., Teaching staff? Pastoral staff? Other non-teaching staff?)
    - **Follow-up:** What could be done to help open up discussion on sensitive topics between school staff and students?
    - **Follow-up:** What do you think about the idea of staff from *another* school teaching one or more of the sessions in your school? Which sessions, if any, would you want them to teach?
    - **Follow-up (for staff only):** How open would school staff be to teaching a curriculum at a *different* school?
    - **\*\*Follow-up (for students only):** Who would young people be most likely to talk to about relationship concerns?
      - **Probe:** Friends? An adult (and if so, who)?
  - One idea is to have an outside specialist join as a guest for one session, as an opportunity for students to speak privately with someone from outside of the school. What are your views on this idea? What are its benefits? Drawbacks?
    - **Follow-up:** What if it were a pastoral member of school staff who joined as a guest for a session, instead of an outside specialist?
  - Benefits and drawbacks of peer educators teaching one or more of the sessions?
    - **Follow-up:** Which of the sessions should peer-educators teach, if any?

## General questions

- What do you think of the name "Project Respect"? What do you like or not like about it?
- **\*\*For students:** *Before the programme starts, we will have all Year 8 and Year 9 classrooms complete a survey on an electronic tablet. It won't have their name on it and their answers won't be shown to anyone else at the school. It asks about their experiences with dating, relationships and violence, among other topics. A teacher will be in the room to supervise, but a researcher will hand out the tablets, instruct the students on completing the survey, answer any questions, and collect the tablets when everyone is finished.*
  - Do you think students will have done a survey like this before?
  - Would students have any concerns about doing a survey like this? Like what?
- **For students:** *The programme might include a couple of homework assignments. For example, these could be something like working on the student-led campaign, or observing and writing about how girls and boys are portrayed on TV.*
  - How would students react to being asked to do homework assignments as part of Project Respect?
- **\*\*Would anyone like to share any final thoughts or ask any questions?**

## Wrap-up

### 5 minutes

6. Thank everyone for coming and remind them that they are welcome to speak with [REDACTED] or a researcher privately if they would like.

## Optimisation Session Wave 2 – Discussion Guide

### Aim to learn from students...

1. What terminology most resonates with young people for discussing abusive behaviours, sexual and romantic relationships, and partners?
2. What types of dating and relationship violence and sexual harassment behaviours are taking place online and through smartphones?
3. How can we develop lessons and activities so they are most relevant to and engaging for students?

### Aim to learn from staff...

1. How can we develop programme and training materials so they are most useful to teachers delivering the intervention?
2. What types of dating and relationship violence and sexual harassment behaviours are taking place online and through smartphones?
3. What barriers and logistical considerations might affect implementation of Project Respect?

### Materials

#### *NT bringing*

- Audio recorders (3)
- Flipchart pens (4 or 6)
- Info sheets (20 copies)
- Staff consent form (4 copies)
- Student consent form (15 copies)

#### *RM bringing*

- Extra batteries
- Flipchart paper (4 sheets)
- Sticky tack
- Discussion guide (3 copies)
- Participant record (1 copy)
- Materials for taking notes (laptop or notebook) for each facilitator (each facilitator for themselves)
- Slide presentation on USB
- Laptop
- Handout of Slides 1-6 – 2 slides per page (20 copies)
- Handouts
  - Curriculum outline (21 copies) [1, A]
  - Ideas for Change sheet – lesson 4 (15 copies) [2]
  - Circle of 6 app description – lesson 4 (15 copies) [3]
  - Lesson 4 materials (6 copies) [B]
  - Training summary (6 copies) [C]

### Roles

- Facilitator #1:
  - Give opening presentation
  - Facilitate, audio-record and take notes on key points from discussion in one small group during breakout session
- Facilitator #2:
  - Audio-record (and take notes on key points from participants) during presentation
  - Facilitate, audio-record and take notes on key points from discussion in one small group during breakout session
- Facilitator #3:
  - Facilitate, audio-record and take notes on key points from discussion in one small group during breakout session

## Welcome and Introductions

### 2. As participants arrive:

- Have each participant complete a row of the participant record
- Hand each participant the appropriate (staff or student) consent form but ask them not to complete it yet

**5 minutes**

7. Welcome everyone and introduce today's session. You may use the recommended text below or provide this information in your own words.

*My name is \_\_\_\_\_ and I am a researcher from [LSHTM/University of Bristol]. We're working with the NSPCC, a child protection charity, to develop a programme for English secondary schools called "Project Respect." Its goal is to reduce violence in young people's dating and relationships.*

*Today we would like to discuss the project with you in groups. We'll ask you to share your views about what it should include and how it should be run. You might already know about the project if you took part in the session back in April, but to make sure everyone is familiar with it we will start with some information about Project Respect. We'll then separate staff and year groups and ask you questions within these smaller groups. We will **not** ask you about your own experiences of dating, relationships or violence, and we ask that you please do **not** discuss these in the group session, because we can't assure your privacy. However, if anyone would like to speak privately about anything you are going through with me or with someone from the NSPCC after the session, please let me know. I'll be happy to speak with you and, if you wish, connect you with someone inside or outside of the school who can help you. We ask you to keep anything said today private among those in this room. However, if any students tell us that you are at risk of very serious harm or that you have had sex before the age of 13, we will need to tell the safeguarding lead at your school so they can help you. If this happens, we'll discuss it with you first.*

*We would like to audio-record today's discussion and then produce a written record of what was said. This record will not have anyone's name on it. We will write a report summarising the views you share today. The report will **not** include any participants' names and will not identify anyone who took part.*

*You do not have to participate in the discussion if you don't want to. Does anyone have any questions?*

8. Anyone who does not want to participate should return to their regularly scheduled class. Ask participants to complete their consent forms, then collect them.

## Presentation

**5 minutes**

9. Present slides 1-6 (background and summary of Project Respect)
10. Break into 3 groups for discussion (below). One facilitator will lead, audio-record, and take notes on key points in each discussion group.

- Year 9 students
- Year 10 students
- Staff

## Student discussion groups

### Icebreaker

<b>3 minutes</b>
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Participants pair up and tell each other their favourite thing they did yesterday. Allow a minute or two to do this, then have each participant tell the group their partner's name and what they told them.

### Terminology

<b>10 minutes</b>
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First we'd like to learn more about the terms young people use so we can use the right words in Project Respect. We'll do some brainstorming using flipchart paper.

**Facilitator: Lay out the flipchart paper on the table or use sticky-tac to affix it to the wall. For questions 1-3, write the terms participants give on the flipchart paper.**

1. What words do young people use to mean being involved with someone, sexually or romantically? And what do they call that person?
  - a. **Give them some time to brainstorm. If they aren't sure what you mean, probe:** Would you say dating? Going out? Girlfriend? Boyfriend? Partner?
  - b. **Probe, for the words they brainstorm:** When would you use that term? Can you describe what it means? Is it usually online or in person? Does it include doing things sexually together, or not necessarily?
  - c. **Probe:** Are there different words to mean a serious vs. casual relationship? How about for different stages of going out?
  
2. Earlier I described "sexual bullying" as "Any bullying behaviour, whether physical or non-physical, that is based on a person's sexuality or gender. It is when sexuality or gender is used as a weapon by boys or girls towards other boys or girls"
  - a. Have you heard this term before? What do you think it means, in your own words? What are some examples of behaviours it would include?
  - b. What other terms have you heard to describe this?
  - c. Have you heard the term "sexual harassment"? What do you think it means?

*Facilitator note (no need to read aloud): The definition we have is: "a form of unlawful discrimination under the Equality Act 2010. The law says it's sexual harassment if the behaviour is either meant to, or has*

*the effect of: violating your dignity, or creating an intimidating, hostile, degrading, humiliating or offensive environment.”*

- d. Have you heard the term “gender-based harassment”? What do you think it means?

*Facilitator note (no need to read aloud): The definition we have is: “acts or threats of sexual, physical or psychological violence occurring in and around schools, perpetrated as a result of gender norms and stereotypes, and enforced by unequal power dynamics.”*

3. Earlier I described “dating and relationship violence” as “threats, emotional abuse, controlling behaviour, physical violence, coerced or non-consensual or abusive sexual activities” within dating or a relationship.
- e. What do you think this means, in your own words? What are some examples of behaviours it would include?
- f. What other terms have you heard to describe this?

Social media (building on the concept of dating and relationship violence above)

**7 minutes**

4. What role does social media play in dating and relationships? How do young people communicate with their partners (*girlfriends / boyfriends / terms participants used earlier*) online?
- a. **Probe:** Snapchat groups? Instagram? Texting? What else?
5. What role does social media play in dating and relationship violence? Do people ever use it to control their partners? How? What about for sexual bullying or harassment? What kinds of things are happening online or on phones that Project Respect should address?
- a. **Probe:** Nude pictures being shared without permission? Pressure to share pictures? Reading each other’s private messages? Keeping tabs on what a partner is doing all the time?

Curriculum content and delivery

**25 minutes**

This handout describes the 6 lessons taught for Project Respect. Have a read through, and then I’ll ask you some questions about what’s in the lessons.

**Distribute Handout 1. Give students a few minutes to read through it.**

6. **Lesson 2 (Defining healthy and unhealthy relationships):** For this session students are asked to brainstorm characters in a book, on TV, or a celebrity couple who have a positive or caring relationship.
- a. Who are some couples you look up to like this? What is good about their relationship?



7. **Lesson 3 (Boundaries and spaces):** In this lesson students are asked to think about locations in the school that feel generally safe and unsafe when it comes to sexual bullying/sexual harassment.
- What do you think about this activity? Prefer to do it alone, in pairs or with the whole group? Would you feel comfortable starting alone or in pairs and then sharing your map with the larger group?
8. **Lesson 4 (Challenging DRV – and introducing campaigns):** In this lesson, students will think about what they've been learning and what they'd like to see change. For homework, they'll plan a campaign to change a behaviour or attitude in the school.
- What do you think about this assignment?
  - Distribute and describe Handout 2:** For the assignment, students will get this handout with advice about keeping themselves safe while doing a campaign, and some ideas for different types of campaigns. How useful is this for when students start to think about a campaign? What other resources would be useful for this assignment?
  - Would you want to carry your campaigns forward and run them? How?
    - How would you feel if you developed and shared campaign ideas with each other but didn't run the campaigns? Would this still be interesting or useful for you?
  - Distribute and describe Handout 3:** We'll also be introducing an app called "Circle of 6," which can be downloaded for free. It lets you add up to 6 people from your contacts and then reach them all at once if you need to talk with someone, if you need an interruption or if you need someone to come and get you.
    - What do you think about this app? Are there other apps like this? Would you or your friends use something like this?
    - What apps do you use now to reach your friends or ask for help?
9. **Lesson 5 (Communication skills and anger management):** This lesson teaches skills for communicating when you're angry, then asks students to work in pairs to act out a role play – for example, here's one role-play scenario:
- Someone you thought was a friend spreads a rumour about you. At lunch, you see the person sitting with a bunch of friends. They're all looking at you and laughing.*
- What are you asked to do in this activity? How would you go about doing it?
    - Probe:** Would you each take a role? Would you write out what the characters would say?

- b. How comfortable would you feel doing a role-play in front of the class? Do you do role-plays in other classes? How do students like them? If it were optional, would you take part?

10. What do you think about having girls and boys together for the lessons? Any in particular where you'd rather have girls and boys separate?

*Optional questions (if there's time)*

11. *Is there anything missing from the Project Respect lessons? Any topics that aren't covered that should be included? What issues are most important to young people when it comes to dating and relationships?*
12. **(If there's time, you can list what they say on flipchart paper)** *The lessons will be taught by teachers in the school. What would you want the teachers to be like? How can schools pick the right teachers to teach these lessons?*
13. What do you think of the name "Project Respect"? What do you like or not like about it?

**Wrapping up**

<b>3 minutes</b>
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14. Expected barriers or challenges to Project Respect in a secondary school?  
Would any students oppose it?
15. Would anyone like to share any final thoughts or ask any questions?

**Thank everyone for coming and remind them that they are welcome to speak with a researcher privately if they would like.**

## Staff discussion group

### Icebreaker

**3 minutes**

Participants pair up and tell each other their favourite thing they did yesterday. Allow a minute or two to do this, then have each participant tell the group their partner's name and what they told them.

### Curriculum content and delivery

**15 minutes**

1. In general, what makes good lesson plans and other curriculum materials most useful? What are some examples of good materials you've worked with, and what makes them good? What would make lesson plans for Project Respect useful and easy to use?

**Distribute Handout A – an outline of the Project Respect lessons. Give participants a few minutes to read through it.**

2. How would the school go about selecting staff to teach these lessons? Would teachers volunteer or be assigned? What would determine who would be picked?
  - a. **Probe:** Timetables? Teachers' level of interest? Past experience teaching on these topics?
3. Is it realistic to suggest bringing in an outside speaker for one of the lessons? Do you think schools would do this? How difficult would it be to arrange?

**Questions 4-6 are mainly for teaching staff, and can be asked at any point in the session if some participants cannot stay the whole time:**

**Distribute Handout B, draft materials for the "Challenging DRV" lesson (lesson plan, handouts and slides). Emphasise this is a draft and we would like to get their feedback. Give participants a few minutes to browse through – they do not need to read the materials word-for-word.**

4. What do you think about these draft materials?
  - a. **Probe:** What is useful about them? What would make them more useful and easier to use?
5. How would teachers prepare for and deliver this lesson? Would you adapt the materials? Read the text aloud word for word?
  - b. **Follow-up:** How far in advance would teachers receive the materials? How much time would they typically have to prepare the lesson?
6. How realistic is it to suggest that students implement their campaigns in school? What logistical considerations need to be taken into account? Would some types of campaigns be easier to implement than others?

## Social media

7 minutes

7. What role does social media play in secondary school students' dating and relationships? How do young people communicate with their partners (girlfriend / boyfriend / someone their romantically or sexually involved with seriously or casually) online?
  - a. **Probe:** Snapchat groups? Instagram? Texting? What else?
8. What role does social media play in dating and relationship violence among secondary school students? Do they ever use it to control their partners? How? What about for sexual bullying or harassment? What kinds of things are happening online or on phones that Project Respect should address?
  - a. **Probe:** Nude pictures being shared without permission? Pressure to share pictures? Reading each other's private messages? Keeping tabs on what a partner is doing all the time?

## Training

7 minutes

7. **Distribute Handout C, describing the two trainings that are part of Project Respect and give participants a minute or so to review it. Tell participants that schools will also receive a manual with background information on Project Respect and instructions on implementing the programme, and the lesson plans and slides for each lesson (like those reviewed above).**
  - c. What do you think about the first training, delivered by NSPCC for senior leadership and key staff involved with Project Respect? Are there any other topics you'd want to see covered? Is 5.5 hours long enough?
    - i. **Follow-up:** How can we best balance in-depth training with the challenge of sending members of staff off-site for training?
  - d. What do you think about the second training, delivered by the school's Project Respect lead to all school staff? Are there any other topics that should be covered? When could a training like this be timetabled for all staff?
  - e. Are these trainings adequate to prepare schools to implement Project Respect and to prepare staff to teach it? What other resources would be helpful?

## Challenges and barriers

5 minutes

8. Is there anything we haven't discussed that might make it difficult for schools to implement Project Respect? How could these be addressed?

9. Any barriers to staff supporting the programme?
- **Probe:** Logistical barriers? Ideological barriers?
  - **Follow-up:** How could these be addressed?

*Optional questions (if there's time)*

10. *Is there anything missing from the Project Respect lessons? Any topics that aren't covered that should be included?*
11. *Overall, how would you expect staff in your school to respond to Project Respect? What concerns might they have?*
12. *How would you expect parents to respond to Project Respect being delivered in their child's school?*
- a. **Follow-up:** *What objections or concerns might they have? How could these be addressed?*

Wrapping up

<b>3 minutes</b>
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13. Would anyone like to share any final thoughts or ask any questions?

**Thank everyone for coming and remind them that they are welcome to speak with a researcher privately if they would like.**

## Project Respect

### Intervention school: Staff interview

#### Materials

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

#### Welcome and Introductions

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

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

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

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

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

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

#### Interview Guide

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

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



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

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

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

## Project Respect

### Intervention school: Parent interview

#### Materials

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

#### Welcome and Introductions

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

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

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

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

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

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

#### Interview Guide

Topic	Probe
About themselves	Children in which year? How long their children at this school? Like school?
Their school	Describe its culture Academic reputation

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

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

## Project Respect

### Intervention school: Student Interview

#### Materials

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

#### Welcome and Introductions

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

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

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

#### **For focus groups, say:**

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

#### **For interviews, say:**

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

#### **For both interviews and focus groups, continue:**

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

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

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

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

### Interview Guide

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

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



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

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

## Project Respect

### Control school: Staff interviews

#### Materials

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

#### Welcome and Introductions

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

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

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

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

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

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

#### Interview Guide

Topic	Probe
Their role at the school?	Current role? Nature of role? Previous roles in that school? Previous schools?

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

	Any discussion of #metoo movement in the school? Views of staff and students?
Social and emotional aspects of learning	Addressed in curriculum? If so how and who delivers? Communication skills? Anger management?

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

## Project Respect

### Control school: Student Interviews

#### Materials

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

#### Welcome and Introductions

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

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

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

#### **For focus groups, say:**

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

#### **For interviews, say,**

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

#### **For both interviews and focus groups, continue:**

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

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

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

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

### Interview Guide

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

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

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



## Appendix 14: Ethical approval letters

## London School of Hygiene & Tropical Medicine

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### Observational / Interventions Research Ethics Committee

Professor Chris Bonell  
Professor of Public Health Sociology, Head of Department of Social & Environmental Health Research  
Department of Social and Environmental Health Research (SEHR)  
Public Health and Policy (PHP)  
LSHTM

25 January 2017

Dear Chris

**Study Title:** Pilot RCT of Project Respect: a school-based intervention to prevent dating and relationship violence and address health inequalities among young people

**LSHTM Ethics Ref:** 11986

Thank you for responding to the Interventions Committee's request for further information on the above research and submitting revised documentation.

The further information has been considered on behalf of the Committee by the Chair.

#### Confirmation of ethical opinion

On behalf of the Committee, I am pleased to confirm a favourable ethical opinion for the above research on the basis described in the application form, protocol and supporting documentation as revised, subject to the conditions specified below.

#### Conditions of the favourable opinion

Approval is dependent on local ethical approval having been received, where relevant.

#### Approved documents

The final list of documents reviewed and approved by the Committee is as follows:

Document Type	File Name	Date	Version
Investigator CV	Curriculum Vitae Bonell	07/11/2016	1
Investigator CV	Prof Rona Campbell Short CV Nov 16	09/11/2016	1
Investigator CV	cv - barter- updated Nov 2016	09/11/2016	1
Investigator CV	Adam Fletcher CV Nov 2016	09/11/2016	1
Investigator CV	Honor Young CV November 2016	09/11/2016	1
Investigator CV	CvHunt2016	09/11/2016	1
Sponsor Letter	QA942_ Sponsorship in principle_15.11.16	15/11/2016	1
Investigator CV	Steve Morris 2 page CV not including publications	15/11/2016	1
Investigator CV	Liz Allen CV_2pages_v2	15/11/2016	1
Investigator CV	Elbourne CV	17/11/2016	1
Protocol / Proposal	Project Respect protocol 171116	18/11/2016	1
Information Sheet	Consent form focus group optimisation	18/11/2016	1
Information Sheet	Head teacher consent form	18/11/2016	1
Information Sheet	Information sheet parents optimisation	18/11/2016	1
Information Sheet	Consent form student cognitive testing	18/11/2016	1
Information Sheet	Information sheet parents cognitive testing	18/11/2016	1
Information Sheet	Consent form focus group	18/11/2016	1
Information Sheet	Consent form interview research	18/11/2016	1
Information Sheet	Consent form staff survey	18/11/2016	1
Information Sheet	Consent form student survey	18/11/2016	1
Information Sheet	Consent sheet class observations	18/11/2016	1

Information Sheet	Consent sheet facilitator interview	18/11/2016	1
Information Sheet	Consent sheet log book completers	18/11/2016	1
Information Sheet	Consent sheet training participants	18/11/2016	1
Information Sheet	Head teacher consent form pilot RCT	18/11/2016	1
Information Sheet	Information sheet parents qualitative research	18/11/2016	1
Information Sheet	Information sheet parents survey	18/11/2016	1
Advertisements	headsletter optimisation 151116	18/11/2016	1
Advertisements	headsletter pilot RCT 151116	18/11/2016	1
Covering Letter	Response to ethics committee	23/01/2017	1
Covering Letter	Information sheet parents optimisation	23/01/2017	1

#### After ethical review

The Chief Investigator (CI) or delegate is responsible for informing the ethics committee of any subsequent changes to the application. These must be submitted to the Committee for review using an Amendment form. Amendments must not be initiated before receipt of written favourable opinion from the committee.

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Additional information is available at: [www.lshtm.ac.uk/ethics](http://www.lshtm.ac.uk/ethics)

Yours sincerely,



**Professor John DH Porter**  
Chair

[ethics@lshtm.ac.uk](mailto:ethics@lshtm.ac.uk)  
<http://www.lshtm.ac.uk/ethics/>

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Improving health worldwide

**Prof. Chris Bonell**  
London School of Hygiene & Tropical Medicine  
15-17 Tavistock Place  
London WC1H 9SH

05 June 2017

Dear Prof. Bonell

Re: Application to the NSPCC Research Ethics Committee

Title of Proposed Project: REC ref: R/17/97 – LSHTM Pilot RCT of Project Respect

Thank you for re-submitting your application to the NSPCC Research Ethics Committee, and responding to our subsequent queries and comments.

I can now confirm that I am happy to approve the first phase, baseline questionnaire and staff questionnaire, of Project Respect. Both the substantive outstanding issues from our meeting have now been addressed.


In due course it would be helpful for us to have an updated NSPCC REC application form and supporting paperwork that includes the amendments (substantive and others) so that we have a final and complete record of the approval.

Should you need any help, support or guidance whilst conducting your research project, please contact a member of the staff in the Evidence (formerly Evaluation) department on 020 3772 9750

If you make any changes to the project, as it was originally approved, please contact the NSPCC Research Ethics Committee to seek approval (usually email details are sufficient for minor amendments, more major amendments may have to go back to the full committee). Should any untoward events occur during your project, please advise the NSPCC Research Ethics Committee of these and also the Richard Cotmore, Head of Evidence.

Good luck with your research.

Kind regards



Dr Nicholas Drey, Chair  
NSPCC Research Ethics Committee

**EVERY CHILDHOOD IS WORTH FIGHTING FOR**

**Kay Joel**  
Senior Consultant (Education)  
NSPCC Professional Partnerships and Consultancy

21 August 2017

Dear Kay

**Re: Application to the NSPCC Research Ethics Committee**

**Title of Proposed Project:** REC ref: R/17/106 - LSHTM Pilot RCT of Project Respect – THE NEXT PHASE

Thank you for responding to our subsequent queries and comments.

Caroline Bryson (deputy chair) and I have reviewed your response, and are happy to give approval to this stage of the project.

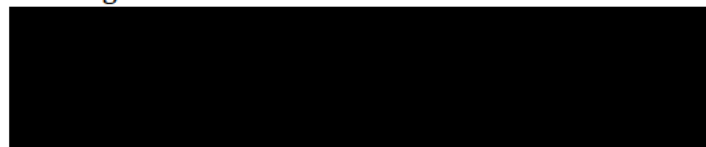
Should you need any help, support or guidance whilst conducting your research project, please contact a member of the staff in the Evidence (formerly Evaluation) department on 020 3772 9750

If you make any changes to the project, as it was originally approved, please contact the NSPCC Research Ethics Committee to seek approval (usually email details are sufficient for minor amendments, more major amendments may have to go back to the full committee).

Should any untoward events occur during your project, please advise the NSPCC Research Ethics Committee of these and also the Richard Cotmore, Head of Evidence.

Good luck with your project.

Kind regards



Dr Nicholas Drey, Chair  
NSPCC Research Ethics Committee

**EVERY CHILDHOOD IS WORTH FIGHTING FOR**

**Rebecca Meiksin**

London School of Hygiene & Tropical Medicine

05 October 2017

Dear Rebecca

**Re: Application to the NSPCC Research Ethics Committee**

**Title of Proposed Project:** REC ref: R/17/106 - LSHTM Pilot RCT of Project Respect – THE NEXT PHASE

The Deputy Chair and I have reviewed the repossess and we are happy for this project to have ethical approval. We note that the proposal to ask sensitive questions at a later date will be the subject of an additional application to the NSPCC REC.

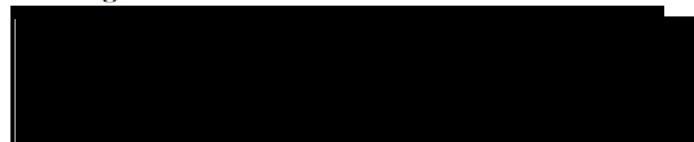
Should you need any help, support or guidance whilst conducting your research project, please contact a member of the staff in the Evidence (formerly Evaluation) department on 020 3772 9750

If you make any changes to the project, as it was originally approved, please contact the NSPCC Research Ethics Committee to seek approval (usually email details are sufficient for minor amendments, more major amendments may have to go back to the full committee).

Should any untoward events occur during your project, please advise the NSPCC Research Ethics Committee of these and also the Richard Cotmore, Head of Evidence.

Good luck with your project.

Kind regards



Dr Nicholas Drey, Chair  
NSPCC Research Ethics Committee

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Weston House, 42 Curtain Road, London EC2A 3NH  
020 7825 2500 | nspcc.org.uk

05 February 2017

Dear Christian,

**Re: Application to the NSPCC Research Ethics Committee**

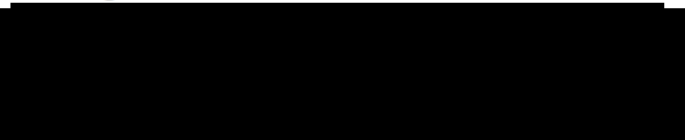
**Title of Proposed Project:** REC ref: R/18/113 – Project Respect update

The Committee is very happy to give ethical approval for the Year 10/11 follow-up survey. It read with interest the risk assessments developed for NSPCC senior management and Trustees and, in light of their positive response, it has reviewed and approved the revised participant information sheets.

I, and the Committee, wish you well with the next stages of the study.

Good luck with your project,

Kind regards



Dr Nicholas Drey, Chair,  
NSPCC Research Ethics Committee

**EVERY CHILDHOOD IS WORTH FIGHTING FOR**



## London School of Hygiene & Tropical Medicine

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### Observational / Interventions Research Ethics Committee

Ms. Rebecca Meiksin  
LSHTM

31 October 2022

Dear Ms. Rebecca Meiksin

**Study Title:** Shifting social norms to reduce DRV among adolescents in England: Understanding the gender context and refining norms measures for the implementation and evaluation of a school-based intervention

**LSHTM Ethics Ref:** 28163

Thank you for responding to the Observational Committee's request for further information on the above research and submitting revised documentation.

The further information has been considered on behalf of the Committee by the Chair.

#### Confirmation of ethical opinion

On behalf of the Committee, I am pleased to confirm a favourable ethical opinion for the above research on the basis described in the application form, protocol and supporting documentation as revised, subject to the conditions specified below.

#### Conditions of the favourable opinion

Approval is dependent on local ethical approval having been received, where relevant.

#### Approved documents

The final list of documents reviewed and approved by the Committee is as follows:

Document Type	File Name	Date	Version
Local Approval	R-17-97_050617_LSHTM Pilot RCT of Project Respect	05/06/2017	1
Other	Research ethics certificate_Kyegombe	19/10/2018	1.0
Protocol / Proposal	Appendix 3 - Published protocol Project Respect	06/03/2019	1.0
Protocol / Proposal	Appendix 4 - Baseline student survey, highlighting norms measures	06/03/2019	1.0
Protocol / Proposal	Appendix 5 - Cognitive interview guide	06/03/2019	1.0
Protocol / Proposal	Appendix 6 - Optimisation and process evaluation data collection tools	06/03/2019	1.0
Protocol / Proposal	Appendix 7 - Published abstract (cognitive interviews)	06/03/2019	1.0
Protocol / Proposal	Appendix 8 - Data management plan	06/03/2019	1.0
Protocol / Proposal	Upgrading document and Appendices 1 and 2 - Meiksin	06/03/2019	1.0
Other	Meiksin_Research_Ethics_online_training_certificate	13/05/2021	1.0
Other	GCP_Certificate_R2_new Bonell	04/06/2021	1.0
Other	Research_Ethics_online_training_certificate Bonell	04/06/2021	1.0
Investigator CV	Rebecca Meiksin_CV_new template	08/08/2022	1.0
Investigator CV	Curriculum Vitae Bonell	08/08/2022	1.0
Investigator CV	Nambusi Kyegombe_CV	09/08/2022	1.0
Covering Letter	Cover Letter	25/10/2022	1

#### After ethical review

The Chief Investigator (CI) or delegate is responsible for informing the ethics committee of any subsequent changes to the application. These must be submitted to the Committee for review

using an Amendment form. Amendments must not be initiated before receipt of written favourable opinion from the committee.

The CI or delegate is also required to notify the ethics committee of any protocol violations and/or Suspected Unexpected Serious Adverse Reactions (SUSARs) which occur during the project by submitting a Serious Adverse Event form.

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At the end of the study, the CI or delegate must notify the committee using an End of Study form.

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Additional information is available at: [www.lshtm.ac.uk/ethics](http://www.lshtm.ac.uk/ethics)

Yours sincerely,



**Professor David Leon and Professor Clare Gilbert**  
Co-Chairs

[ethics@lshtm.ac.uk](mailto:ethics@lshtm.ac.uk)

<http://www.lshtm.ac.uk/ethics/>

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**Improving health worldwide**

Appendix 15. Published abstract for Paper 1, “Social norms concerning dating and relationship violence and gender among adolescents: a systematic review of survey measures used in dating and relationship violence research”

Available at:

Meiksin R, Bonell C, Bhatia A, Melendez-Torres GJ, Kyegombe N, Kohli A. Social norms concerning dating and relationship violence and gender among adolescents: A systematic review of survey measures used in dating and relationship violence research. *The Lancet*. 2022;400:S65. [https://doi.org/10.1016/S0140-6736\(22\)02275-9](https://doi.org/10.1016/S0140-6736(22)02275-9)



# Social norms concerning dating and relationship violence and gender among adolescents: a systematic review of survey measures used in dating and relationship violence research

Rebecca Meiksin, Chris Bonell, Amiya Bhatia, GJ Melendez-Torres, Nambusi Kyegombe, Anjalee Kohli

## Abstract

**Background** Adolescent dating and relationship violence (DRV) is widespread and associated with increased risk of subsequent poor mental health outcomes and partner violence in adulthood. Shifting social norms could be important for reducing DRV. We aimed to map and evaluate measures of social norms concerning DRV and gender reported in DRV research.

**Methods** We did a systematic review of global peer-reviewed and grey DRV literature in English, reporting on content and validity of measures used with individuals aged 10–18 years in four domains: descriptive DRV norms, injunctive DRV norms, descriptive gender norms, and injunctive gender norms. Searches included nine databases and Google Scholar (original search up to June, 2019; updated March, 2022), organisation websites (June, 2020), reference checking and known studies (June, 2019–May, 2022), and expert requests (September, 2019–April, 2022). Search terms included three concepts linked by “AND”: “social norms concerning DRV and/or gender”, “DRV”, and “adolescents”. Results were screened by title and abstract and then full text. After data extraction we summarised measure characteristics within each domain and assessed measures against seven quality criteria: participatory development, defined reference group, reliability (internal consistency, test-retest reliability, or split-half reliability), content validity, construct validity (association with DRV behaviour), other evidence of construct validity (association with theoretically related constructs) or convergent validity (factor analysis), and statistically desirable properties (responsiveness, absence of floor or ceiling effects, or data available on measures of central tendency and distribution of total score).

**Findings** 24 reports were included (14 North America, four Africa, four Europe, one Middle East, one Latin America) containing 40 measures assessing DRV (n=33) and gender (n=7) norms. No measure was shared across studies. 36 (90%) measures were significantly associated with DRV outcomes, 24 (60%) showed good reliability, and 38 (95%) had a defined reference group. Other evidence of quality was mixed. Several DRV norm measures specified heterosexual relationships, but measures rarely separated norms governing DRV by girls and boys. No measures specified same-sex relationships. Gender norm measures focused on violence, but missed broader gendered expectations underpinning DRV.

**Interpretation** Valid, reliable measures of social norms associated with DRV exist, but measurement methods are inconsistent. Researchers should report on development and quality of such measures, which should be gender-specific when norms exert gendered influence, consider sexual minority relationships, and assess gender norms beyond gendered violence. Evaluators should draw on such measures to assess whether changes to norms mediate effect on DRV.

**Funding** US Agency for International Development (agreement number AID-OAA-A-15-00042).

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### Contributors

RM conceptualised the study and led the search, data extraction, analysis, and write-up. AK, CB, GM-T, and NK contributed to the protocol development. AB and GM-T checked extracted data. RM wrote the Abstract with input from AK and CB.

### Declaration of interests

We declare no competing interests.

### Acknowledgments

We gratefully acknowledge Manika Garg, Ben Pelhan, and Nicola Pocock for their contributions to and support for this research. The contents are the responsibility of the authors and do not necessarily reflect the views of Georgetown University, US Agency for International Development, or the US Government.

Published Online  
November 24, 2022

Department of Public Health, Environments and Society (R Meiksin MPH, Prof C Bonell PhD), and Department of Global Health and Development (A Bhatia PhD, N Kyegombe PhD), London School of Hygiene & Tropical Medicine, London, UK; Peninsula Technology Assessment Group, College of Medicine and Health, University of Exeter, Exeter, UK (Prof G Melendez-Torres PhD); Institute for Reproductive Health, Georgetown University, Washington, DC, USA (A Kohli PhD)

Correspondence to: Ms Rebecca Meiksin, Department of Public Health, Environments and Society, London School of Hygiene & Tropical Medicine, London WC1H 9SH, UK  
rebecca.meiksin@lshtm.ac.uk

## Appendix 16. Paper 2 supplemental appendix

Available from:

Meiksin R, Ponsford R, Kyegombe N, Kohli A, Bonell C. (2023). Assessing Survey Items on Social Norms Relating to Dating and Relationship Violence and to Gender: Cognitive Interviews with Young People in England. *Journal of Interpersonal Violence*. 2023.  
<https://doi.org/10.1177/08862605231204561>.

**Appendix A. Key findings and measure refinements, by tested item**

Tested items	Key findings	Refinements
<p><b><i>Injunctive DRV norms</i></b></p> <p>Please tick one box on each line to show how <b>most other students in your school</b> would feel if a student in your school did each of the following:</p> <ol style="list-style-type: none"> <li>1. A boy hit his girlfriend to get her back under control.</li> </ol> <p><b>ROs:</b> Approve, Disapprove, Neither</p>	<p><b>Understandability</b> Some participants initially answered in regards to how they (rather than others) would feel or asked which of these the item was asking about, needing clarification to understand this item.</p> <p><b>Answerability</b> Some participants had difficulty responding because they felt that different groups (e.g., girls and boys; different social groups) would feel differently. Some also expressed lack of certainty about what others think. When asked who "most other students in your school" brought to mind participants gave a variety of responses, including their friends; girls; boys; older students; and their own year-group. Responses suggest this could be easier to answer for a reference-group of "your friends," though views on this probe were mixed.</p>	<ul style="list-style-type: none"> <li>• Changed reference-group to "your friends"</li> <li>• Simplified instructions and structured measures of attitudes and injunctive norms in parallel formats</li> <li>• Paired items in injunctive norms and corresponding attitudes measures to ask about the same behaviors</li> <li>• Removed three items from injunctive DRV norms measure that specified a rationale for DRV</li> <li>• Used the same agree/disagree Likert scale for measures of attitudes and injunctive norms, reinforcing in response options whether the measure assessed views of the respondent (e.g., "I agree") or others (e.g., "My friends would agree").</li> </ul>
<p><b><i>Descriptive DRV norms</i></b></p> <p>Please tick one box on each line to show how many students in your school you think has done each of the following:</p> <ol style="list-style-type: none"> <li>1. How many <b>boys</b> in your school insult their girlfriend, swear at her, or try to control everything she does?</li> </ol>	<p><b>Understandability</b> There was no indication of any difficulty with understanding these items.</p> <p><b>Answerability</b> Respondents tended to have difficulty responding because they were unsure of accurate estimates. Some qualified their responses (e.g., "that I know</p>	<ul style="list-style-type: none"> <li>• Added routing item asking if participant has friends with girlfriends/boyfriends. Routed those answering "Yes" to descriptive norms measure.</li> <li>• Added to instructions, "show your best guess..."</li> </ul>

Tested items	Key findings	Refinements
<p>2. How many <b>girls</b> in your school insult their boyfriend, swear at him, or try to control everything he does?  <b>ROs:</b> None, Some, Many, Most</p>	<p>of"); responded with estimates among the people they know; or drew on what they had heard or observed.</p>	<ul style="list-style-type: none"> <li>• Changed reference-group to “your friends”</li> <li>• Separated item on insulting/swearing from item on controlling behavior</li> </ul>
<p><b><i>Attitudes towards gender roles and stereotypes</i></b></p>		
<p>Please tick one box on each line to show how much <b>you personally</b> agree or disagree with each statement.</p> <p>1. On a date, the boy should pay all the expenses.  <b>ROs:</b> Strongly agree, Agree, Disagree, Strongly disagree</p>	<p><b>Understandability</b>  There was no indication of any difficulty with understanding this item.</p> <p><b>Answerability</b>  Participants tended to struggle somewhat to answer this question. Some described needing to take context into account to respond – e.g., who paid last time, or the cost of the bill. Participants did not tend towards a strong judgement of this item. Two discussed differences between what others think or do and their own views.</p>	<ul style="list-style-type: none"> <li>• Dropped item</li> </ul>
<p><b><i>Injunctive gender norms</i></b></p>		
<p>Please tick one box on each line to show how <b>most other students in your school</b> would feel about each of the following scenarios:</p> <p>1. A girl and a boy go on a date, and the boy pays all the expenses.  <b>ROs:</b> Approve, Disapprove, Neither</p>	<p><b>Understandability</b>  Item meaning was unclear for one younger participant. There was no indication of any trouble with understandability among other participants.</p> <p><b>Answerability</b>  Participants had some difficulty responding to this item, often qualifying or expressing uncertainty about their responses. A few suggested that views would be mixed among the reference-group.</p>	<ul style="list-style-type: none"> <li>• Dropped item</li> </ul>



Tested items	Key findings	Refinements
<p>Please tick one box on each line to show how <b>most other students in your school</b> would feel about a girl or boy in your school who does each of the following:</p> <ol style="list-style-type: none"> <li>1. A girl in your school who has a lot of sex partners.</li> </ol> <p><b>ROs:</b> Approve, Disapprove, Neither</p>	<p>Responses suggest this does not tend to be easier to answer for a reference-group of “your friends,” though views on this probe were mixed.</p> <p><b>Understandability</b>  Most participants understood this item, but for some its meaning was not immediately clear including for a few who answered initially in regards to their own (rather than others’) views. Participants tended towards more colloquial terminology when discussing how they would phrase this item to their friends, but they generally understood the term “sex partners” to mean someone with whom one is sexually involved.</p> <p><b>Answerability</b>  Participants gave confident responses to this item more readily than to other social-norms items. Some referred to seeing social sanctions enacted, e.g. name-calling of girls who have many sex partners. In response to a more general probe comparing responding to attitudes vs. norms items, participants described learning about norms governing how girls and boys are expected to behave by recalling concrete experiences such as observing the enactment of social sanctions or through conversations with friends.</p>	<p><i>(identical to changes based on testing of injunctive DRV norms item, above)</i></p>

Note: ROs = response options

Appendix 17. Published abstract drawing on data used in Paper 2,  
“Assessment of survey items on social norms relating to sexual behaviour  
and dating and relationship violence among young adolescents in  
England: cognitive interviews within two pilot studies”

Available at:

Meiksin R, Ponsford R, Bonell C. Assessment of survey items on social norms relating to sexual  
behaviour and dating and relationship violence among young adolescents in England: Cognitive  
interviews within two pilot studies. *The Lancet*. 2018;392:S63. [https://doi.org/10.1016/S0140-  
6736\(18\)32888-5](https://doi.org/10.1016/S0140-6736(18)32888-5)



# Assessment of survey items on social norms relating to sexual behaviour and dating and relationship violence among young adolescents in England: cognitive interviews within two pilot studies

Rebecca Meiksin, Ruth Ponsford, Chris Bonell

## Abstract

**Background** Increasingly, interventions that address adolescent sexual and reproductive health and dating and relationship violence (DRV) incorporate social norms approaches to shift perceptions of which behaviours—eg, using condoms or hitting a partner—are typical and acceptable in a reference group of important others. However, evaluations of such programmes rarely measure changes in norms, and there is little consensus on how to do so, particularly for adolescents. We aimed to test survey items measuring attitudes and social norms within two studies piloting interventions to shift norms concerning sexual behaviour, gender-related issues, and DRV.

**Methods** We asked three secondary schools in Greater London, UK, to select boys and girls aged 12–15 years (appendix). We explored understandability and answerability via semi-structured cognitive interviews with 21 participants (15 girls, six boys) using a combination of the think-aloud method (in which participants describe their thought processes while responding to survey items) and verbal probes. We conducted thematic analysis, developing cross-cutting themes relating to understandability and answerability of the items tested. Participants provided written informed consent. Ethics approval was obtained from the London School of Hygiene & Tropical Medicine.

**Findings** Although participants found it easier to answer attitude items about their own views than social norms items about the views of others, our data suggest that respondents could understand both types of survey items and could distinguish between their own views and the views of others in their responses. For norms items, answerability improved when participants could draw on concrete experiences of social norms being publicly displayed—eg, through conversations with friends about their views, or social rewards for boys with many sex partners.

**Interpretation** Although interventions increasingly aim to shift social norms, a lack of validated survey measures limits researchers' ability to assess normative change among adolescents and test its theorised role in behaviour change. Our data suggest that it is possible to develop measures of norms about sexual behaviour, gender, and DRV that are understandable and answerable by young adolescents in England, but careful consideration is needed to establish the value of including measures of norms that are not publicly manifest among this age group. These findings can inform the development of such measures for future research.

**Funding** National Institute for Health Research (NIHR) (Public Health Research Board project 15/03/09).

## Contributors

RM contributed to collection, analysis, and interpretation of data, and led on the drafting of the abstract. RP contributed to collection, analysis, and interpretation of data, and the drafting of the abstract. CB contributed to the drafting of the abstract and conceived of the studies of which this analysis is part. All authors have seen and approved the final version of the abstract for publication.

## Declaration of interests

We declare no competing interests.

## Acknowledgments

The views expressed in this publication are those of the authors and do not necessarily reflect those of the National Health Service, NIHR, Department of Health for England.

Published Online  
November 22, 2018

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See Online for appendix

# THE LANCET

## Supplementary appendix

This appendix formed part of the original submission and has been peer reviewed. We post it as supplied by the authors.

Supplement to: Meiksin R, Ponsford R, Bonell C. Assessment of survey items on social norms relating to sexual behaviour and dating and relationship violence among young adolescents in England: cognitive interviews within two pilot studies. *Lancet* 2018; **392** (Public Health Science: A National Conference Dedicated to New Research in UK Public Health special issue): S63.

### Appendix: Recruitment and Sampling

Schools were recruited via the researchers' existing networks. Students and their parents received information sheets ahead of time describing the study and how to opt out from being invited for an interview on the day of data collection.

Cognitive interviews to test survey items on personal attitudes and social norms relating to dating and relationship violence (DRV) were conducted with 11 students (seven girls, four boys) from one school in Greater London. The school was asked to select girls and boys of varying academic abilities across years 8, 9 and 10 to take part, including at least two girls and two boys from each of the three year groups. Students with severe cognitive limitations were excluded. We recommended that the school not select students who had experienced DRV.

Cognitive interviews to test survey items on social norms relating to sexual behaviour were conducted with ten students in total (eight girls, two boys) from two schools in Greater London. Schools were asked to select a mix of students from years 8 and 9. As one school was an all-girls school, the other was asked to select only boys; however, the latter selected two girls and two boys to take part.

Appendix 18. Paper 3 supplemental appendices

## Appendix A. Original and adapted social norms and attitude measures

Final construct	Adapted measure	Original construct and measure
Descriptive DRV norms	<p>Do you have friends who have girlfriends or boyfriends?  <b>ROs:</b> Yes, No</p> <p>(if Yes)            Please tick a box to show <b>your best guess</b> of how many of <b>your friends</b> have done the following:</p> <ol style="list-style-type: none"> <li>How many of <b>your friends</b> have used physical force, such as hitting, to solve fights with their girlfriend or boyfriend?</li> <li>How many of <b>your friends</b> insult or swear at their girlfriend or boyfriend?</li> <li>How many of <b>your friends</b> try to control everything their girlfriend or boyfriend does?</li> </ol> <p><b>ROs:</b> None, Some, Many, Most</p>	<p><b>Construct:</b> Descriptive DRV norms<sup>a</sup></p> <p><b>Measure:</b></p> <ol style="list-style-type: none"> <li>How many of your friends have forced someone to have sexual activity with them that caused their partner to cry, scream, plead, hit or fight back?</li> <li>How many of your friends have used physical force, such as hitting to solve fights with their girlfriends or boyfriends?</li> <li>How many of your friends insult their girlfriend or boyfriend, swear at them, or try to control everything their girlfriend or boyfriend does?</li> </ol> <p><b>ROs:</b> 0 friends, 1-2, 3-5, 6+</p>
DRV attitudes	<p>Please tick a box to show how much <b>you personally</b> agree or disagree with each statement.</p> <ol style="list-style-type: none"> <li>It is NOT okay for a boy to hit his girlfriend if she did something to make him mad.</li> <li>Girls sometimes deserve to be hit by their boyfriends.</li> <li>Boys sometimes deserve to be hit by their girlfriends.</li> <li>It is okay for a boy to hit a girl if she hit him first.</li> <li>It is NOT okay for a girl to hit a boy if he hit her first.</li> </ol> <p><b>ROs:</b> I strongly agree, I agree, I disagree, I strongly disagree</p>	<p><b>Construct:</b> Attitudes towards DRV<sup>b</sup></p> <p><b>Measure:</b></p> <ol style="list-style-type: none"> <li>It is OK for a boy to hit his girlfriend if she did something to make him mad.</li> <li>It is OK for a boy to hit his girlfriend if she insulted him in front of friends.</li> <li>Girls sometimes deserve to be hit by the boys they date.</li> <li>A girl who makes her boyfriend jealous on purpose, deserves to be hit</li> <li>Boys sometimes deserve to be hit by the girls they date.</li> <li>Sometimes boys have to hit their girlfriends to get them back under control.</li> <li>It is OK for a boy to hit a girl if she hit him first.</li> <li>It is OK for a girl to hit a boy if he hit her first.</li> </ol> <p><b>ROs:</b> Strongly agree, Agree, Disagree, Strongly Disagree</p>
Injunctive DRV norms	<p>Please tick a box to show whether <b>your friends</b> would agree or disagree with each statement:</p> <ol style="list-style-type: none"> <li>It is NOT okay for a boy to hit his girlfriend if she did something to make him mad.</li> <li>Girls sometimes deserve to be hit by their boyfriends.</li> <li>Boys sometimes deserve to be hit by their girlfriends.</li> <li>It is okay for a boy to hit a girl if she hit him first.</li> <li>It is NOT okay for a girl to hit a boy if he hit her first.</li> <li>If someone hits their boyfriend or girlfriend, the boyfriend or girlfriend should break up with them</li> </ol> <p><b>ROs:</b> My friends would agree, My friends would disagree, My friends would neither agree nor disagree</p>	<p><b>Measure:</b></p> <ol style="list-style-type: none"> <li>It is OK for a boy to hit his girlfriend if she did something to make him mad.</li> <li>It is OK for a boy to hit his girlfriend if she insulted him in front of friends.</li> <li>Girls sometimes deserve to be hit by the boys they date.</li> <li>A girl who makes her boyfriend jealous on purpose, deserves to be hit</li> <li>Boys sometimes deserve to be hit by the girls they date.</li> <li>Sometimes boys have to hit their girlfriends to get them back under control.</li> <li>It is OK for a boy to hit a girl if she hit him first.</li> <li>It is OK for a girl to hit a boy if he hit her first.</li> </ol> <p><b>ROs:</b> Strongly agree, Agree, Disagree, Strongly Disagree</p>



Final construct	Adapted measure	Original construct and measure
Injunctive DRV norms	<i>(as above)</i>	<b>Construct:</b> Perceived negative sanctions for using DRV <sup>b</sup> <ol style="list-style-type: none"> <li>1. If I hit a boyfriend or girlfriend, he/she would break up with me.</li> <li>2. Bad things happen to people who are violent to their dating partners.</li> <li>3. If I hit a dating partner I would be arrested.</li> </ol> <b>ROs:</b> Strongly agree, Agree, Disagree, Strongly Disagree
Gender attitudes	Please tick a box to show how much <b>you personally</b> agree or disagree with each statement. <ol style="list-style-type: none"> <li>a. Swearing is worse for a girl than for a boy.</li> <li>b. It is more acceptable for a boy to have a lot of sexual partners than for a girl.</li> <li>c. Most girls can't be trusted.</li> <li>d. On average, girls are as smart as boys.</li> <li>e. Girls should have the same freedom as boys.</li> </ol> <b>ROs:</b> I strongly agree, I agree, I disagree, I strongly disagree	<b>Construct:</b> Attitudes towards gender roles and stereotypes <sup>c</sup>  <b>Measure:</b> <ol style="list-style-type: none"> <li>1. Swearing is worse for a girl than for a boy.</li> <li>2. On a date, the boy should be expected to pay all expenses.</li> <li>3. On the average, girls are as smart as boys.</li> <li>4. More encouragement in a family should be given to sons than daughters to go to college.</li> <li>5. It is all right for a girl to want to play rough sports like football.</li> <li>6. In general, the father should have greater authority than the mother in making family decisions.</li> <li>7. It is all right for a girl to ask a boy out on a date.</li> <li>8. It is more important for boys than girls to do well in school.</li> <li>9. If both husband and wife have jobs, the husband should do a share of the housework such as washing dishes and doing the laundry.</li> <li>10. Boys are better leaders than girls.</li> <li>11. Girls should be more concerned with becoming good wives and mothers rather than desiring a professional or business career.</li> <li>12. Girls should have the same freedom as boys.</li> <li>13. Most girls like to show off their bodies.</li> <li>14. Most boys like to go out with girls just for sex.</li> <li>15. Most girls can't be trusted.</li> <li>16. It is more accepted for a boy to have many sexual partners than for a girl.</li> </ol> <b>ROs:</b> Strongly agree, Agree, Disagree, Strongly disagree
Injunctive gender norms	Please tick a box to show whether <b>your friends</b> would agree or disagree with each statement. <ol style="list-style-type: none"> <li>a. Swearing is worse for a girl than for a boy.</li> <li>b. It is more acceptable for a boy to have a lot of sexual partners than for a girl.</li> <li>c. Most girls can't be trusted.</li> <li>d. On average, girls are as smart as boys.</li> <li>e. Girls should have the same freedom as boys.</li> </ol> <b>ROs:</b> My friends would agree, My friends would disagree, My friends would neither agree nor disagree	

<sup>a</sup> Measure from Cook-Craig, et al.<sup>1</sup>

<sup>b</sup> Measure from Foshee, et al.<sup>2</sup>

<sup>c</sup> Measure from Sotiriou, et al.<sup>3</sup>

ROs=response options

## References

1. Cook-Craig PG, Coker AL, Clear ER, et al. Challenge and Opportunity in Evaluating a Diffusion-Based Active Bystanding Prevention Program: Green Dot in High Schools. *Violence Against Women*. 2014;20(10):1179-1202. doi:10.1177/1077801214551288
2. Foshee VA, Linder F, MacDougall JE, Bangdiwala S. Gender Differences in the Longitudinal Predictors of Adolescent Dating Violence. *Preventive Medicine*. 2001;32(2):128-141. doi:10.1006/pmed.2000.0793
3. Sotiriou P, Ntinapogias S, Petroulaki K. *Attitudes on Gender Stereotypes and Gender-Based Violence among Youth. Country Report: Greece*. European Anti-Violence Network; 2011.

**Appendix B. Dating and relationship violence measures and sociodemographic measures**

**Table B1. Dating and relationship violence measures**

DRV measure		DRV items and response options	
		Victimisation	Perpetration
Safe Dates <sup>a,b</sup>	Physical DRV	<p>How many times has <b>any person that you have ever gone out with ever done the following things to you?</b> Only include it when that person did it to you first. In other words, don't count it if they did it to you in self-defence.</p> <ol style="list-style-type: none"> <li>1. Scratched me</li> <li>2. Slapped me</li> <li>3. Physically twisted my arm</li> <li>4. Slammed me or held me against a wall</li> <li>5. Kicked me</li> <li>6. Bent my fingers</li> <li>7. Bit me hard</li> <li>8. Tried to choke me</li> <li>9. Pushed, grabbed, or shoved me</li> <li>10. Threw something at me that hit me</li> <li>11. Burned me</li> <li>12. Hit me with a fist</li> <li>13. Hit me with something hard</li> <li>14. Beat me up</li> <li>15. Attacked me with a knife</li> </ol> <p><b>ROs:</b> Never, Rarely, Sometimes, Often</p>	<p>How many times have <b>you ever done</b> the following things to <b>any person that you have ever gone out with?</b> Only include when you did it to him/her first. In other words, don't count it if you did it in self-defence.</p> <ol style="list-style-type: none"> <li>1. Scratched them</li> <li>2. Slapped them</li> <li>3. Physically twisted their arm</li> <li>4. Slammed them or held them against a wall</li> <li>5. Kicked them</li> <li>6. Bent their fingers</li> <li>7. Bit them hard</li> <li>8. Tried to choke them</li> <li>9. Pushed, grabbed, or shoved them</li> <li>10. Threw something at them that hit them</li> <li>11. Burned them</li> <li>12. Hit them with a fist</li> <li>13. Hit them with something hard</li> <li>14. Beat them up</li> <li>15. Attacked them with a knife</li> </ol> <p><b>ROs:</b> Never, Rarely, Sometimes, Often</p>

DRV measure	DRV items and response options	
Psychological DRV	Victimisation	Perpetration
	<p>How often has <b>anyone that you have ever gone out with</b> done the following <b>things to you?</b> They can refer to things that have happened face-to-face or through social media.</p> <ol style="list-style-type: none"> <li>1. Damaged something that belonged to me</li> <li>2. Said things to hurt my feelings on purpose</li> <li>3. Insulted me in front of others</li> <li>4. Threw something at me but missed</li> <li>5. Would not let me do things with other people</li> <li>6. Threatened to start seeing someone else</li> <li>7. Told me I could not talk to someone</li> <li>8. Started to hit me but stopped</li> <li>9. Did something just to make me jealous</li> <li>10. Blamed me for bad things they did</li> <li>11. Threatened to hurt me</li> <li>12. Made me describe where I was every minute of the day</li> <li>13. Brought up something from the past to hurt me</li> <li>14. Insulted my looks</li> </ol> <p><b>ROs:</b> Never, Rarely, Sometimes, Often</p>	<p>How often have <b>you done</b> the following things <b>to anyone that you have ever gone out with?</b> They can refer to things that have happened face-to-face or through social media.</p> <ol style="list-style-type: none"> <li>1. Damaged something that belonged to them</li> <li>2. Said things to hurt their feelings on purpose</li> <li>3. Insulted them in front of others</li> <li>4. Threw something at them but missed</li> <li>5. Would not let them do things with other people</li> <li>6. Threatened to start seeing someone else</li> <li>7. Told them they could not talk to someone</li> <li>8. Started to hit them but stopped</li> <li>9. Did something just to make them jealous</li> <li>10. Blamed them for bad things I did</li> <li>11. Threatened to hurt them</li> <li>12. Made them describe where they were every minute of the day</li> <li>13. Brought up something from the past to hurt them</li> <li>14. Insulted their looks</li> </ol> <p><b>ROs:</b> Never, Rarely, Sometimes, Often</p>

DRV measure	DRV items and response options	
CADRI-s <sup>c,d</sup>	Victimisation	Perpetration
	<p>The following questions ask you about things that have happened <b>to you within the last 12 months with one or more partners (boyfriends or girlfriends) in a casual or serious relationship</b>. They can refer to things that have happened face-to-face or through social media. When you answer each of these questions, please tick the box that best shows how often these things have happened to you <b>in the last 12 months</b> (so, since June 2016). As a guide, use the following scale:</p> <p><b>Never:</b> this has not happened at all in any of your relationships with a boyfriend or girlfriend in the last 12 months.</p> <p><b>Rarely:</b> this has happened about 1-2 times in any of your relationships with a boyfriend or girlfriend in the last 12 months.</p> <p><b>Sometimes:</b> this has happened 3-5 times in any of your relationships with a boyfriend or girlfriend in the last 12 months.</p> <p><b>Often:</b> this has happened 6 times or more in any of your relationships with a boyfriend or girlfriend in the last 12 months.</p> <ol style="list-style-type: none"> <li>1. They spoke to me in a hostile or mean tone of voice.</li> <li>2. They said insulting things to me.</li> <li>3. They said things to my friends to try and turn them against me.</li> <li>4. They kicked, hit, or punched me.</li> <li>5. They slapped me or pulled my hair.</li> <li>6. They threatened to hurt me.</li> <li>7. They spread rumours about me.</li> <li>8. They kept track of who I was with and where I was.</li> <li>9. They accused me of flirting with someone else.</li> </ol> <p><b>ROs:</b> Never, Rarely, Sometimes, Often</p>	<p>The following questions as you about things that you <b>have done within the last 12 months to anyone who is or was your partner (boyfriends or girlfriends) in a casual or serious relationship</b>. They can refer to things that have happened face-to-face or through social media. When answering these questions, check the box that is your best estimate of how often you have done these things <b>in the last 12 months</b> (so, since June 2016). As a guide, use the following scale:</p> <p><b>Never:</b> this has not happened at all in any of your relationships with a boyfriend or girlfriend in the last 12 months.</p> <p><b>Rarely:</b> this has happened about 1–2 times in any of your relationships with a boyfriend or girlfriend in the last 12 months.</p> <p><b>Sometimes:</b> this has happened 3–5 times in any of your relationships with a boyfriend or girlfriend in the last 12 months.</p> <p><b>Often:</b> this has happened 6 times or more in any of your relationships with a boyfriend or girlfriend in the last 12 months.</p> <ol style="list-style-type: none"> <li>1. I spoke to them in a hostile or mean tone of voice.</li> <li>2. I said insulting things to them.</li> <li>3. I said things to their friends to try and turn them against him/her.</li> <li>4. I kicked, hit, or punched them.</li> <li>5. I slapped them or pulled their hair.</li> <li>6. I threatened to hurt them.</li> <li>7. I spread rumours about them.</li> <li>8. I kept track of who they were with and where they were.</li> <li>9. I accused them of flirting with someone else.</li> </ol> <p><b>ROs:</b> Never, Rarely, Sometimes, Often</p>

<sup>a</sup> Measure adapted from Foshee, et al.<sup>1</sup>

<sup>b</sup> Eligible sample is participants who have ever gone out with/dated someone

<sup>c</sup> Measure adapted from Fernández-González, et al.<sup>2</sup>

<sup>d</sup> Eligible sample is participants who have had a casual or serious girlfriend/boyfriend in past 12 months

DRV=dating and relationship violence; ROs=response options

**Table B2. Sociodemographic measures**

Variable	Item and response options
Sex assigned at birth <sup>a</sup>	What sex were you assigned at birth (meaning what sex did the doctor put on your birth certificate)? <b>ROs:</b> Male, Female
Gender identity	Which of the following options best describes how you think of yourself (your gender identity)? <i>(We ask this in addition to the question above because some people are transgender which means their gender identity isn't the same as the sex they were assigned at birth.)</i> <b>ROs:</b> Male (including trans boy), Female (including trans girl), Non-binary (neither male nor female), Unsure/questioning, Other, Prefer not to say
Age	How old are you? <b>ROs:</b> 12 years old, 13 years old, 14 years old
Year group	What school year are you in? <b>ROs:</b> Year 8, Year 9
Ethnicity <sup>b</sup>	Which option best describes your ethnic group or background? <b>ROs:</b> White British; Any other White background; Asian or Asian British; Black, African, Caribbean or Black British; Mixed/multiple ethnic background; Any other ethnic group
Sexual identity	Which of the following do you consider yourself to be? <b>ROs:</b> Straight or heterosexual (a girl who is attracted to boys; or a boy who is attracted to girls); Gay or lesbian (a boy who is attracted to boys or a girl who is attracted to girls); Bisexual (attracted to girls AND boys); Other; Unsure/questioning; Prefer not to say
Religion <sup>c</sup>	What religions group do you belong to? <b>ROs:</b> None, Christian, Jewish, Muslim/Islam, Hindu, Buddhist, Sikh, I don't know/not sure, Other religious group
Socioeconomic status <sup>d</sup>	<ol style="list-style-type: none"> <li>1. Does your family own a car, van or truck? <b>ROs:</b> No; Yes, one; Yes, two or more</li> <li>2. Do you have your own bedroom for yourself? <b>ROs:</b> Yes, No</li> <li>3. During the past 12 months, how many times did you travel away on holiday with your family? <b>ROs:</b> Not at all, Once, Twice, More than twice</li> <li>4. How many computers (including laptops and tablets, not including game consoles and smartphones) does your family own? <b>ROs:</b> None, One, Two, More than two</li> </ol>

ROs=response options

<sup>a</sup> Item recommended for US adolescents,<sup>3</sup> modified for clarify among adolescents in England.

<sup>b</sup> Simplified version of 2015 Office for National Statistics measure<sup>4</sup>

<sup>c</sup> Response options based on 2015 Office for National Statistics measure<sup>5</sup>

<sup>d</sup> Adapted from Currie, et al.<sup>6</sup> to reverse the order of response options for the second item and to define “computers”

## References

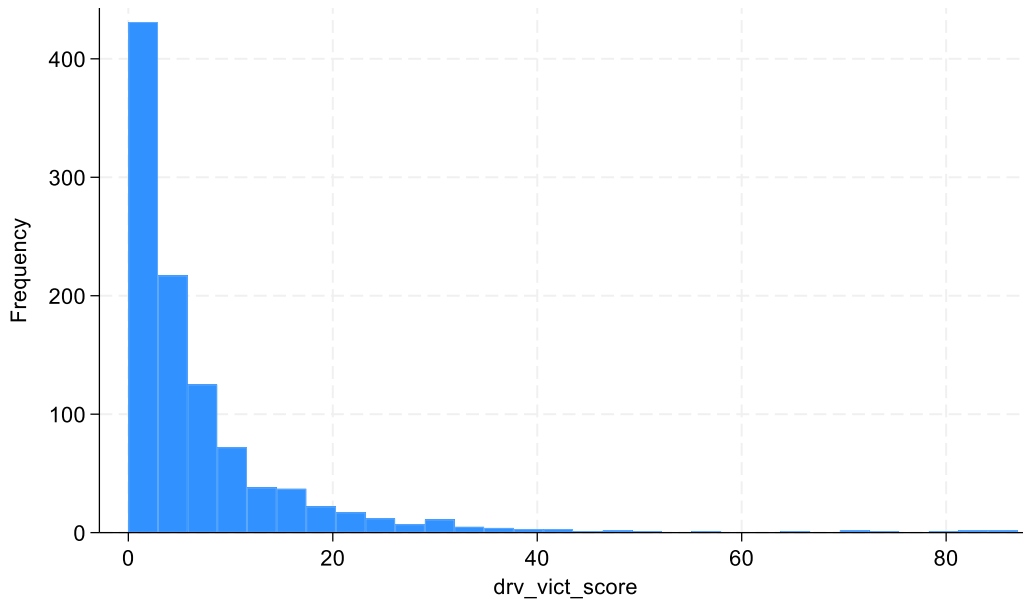
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6. Currie C, Molcho M, Boyce W, Holstein B, Torsheim T, Richter M. Researching health inequalities in adolescents: The development of the Health Behaviour in School-Aged Children (HBSC) Family Affluence Scale. *Social Science & Medicine*. 2008;66(6):1429-1436. doi:10.1016/j.socscimed.2007.11.024



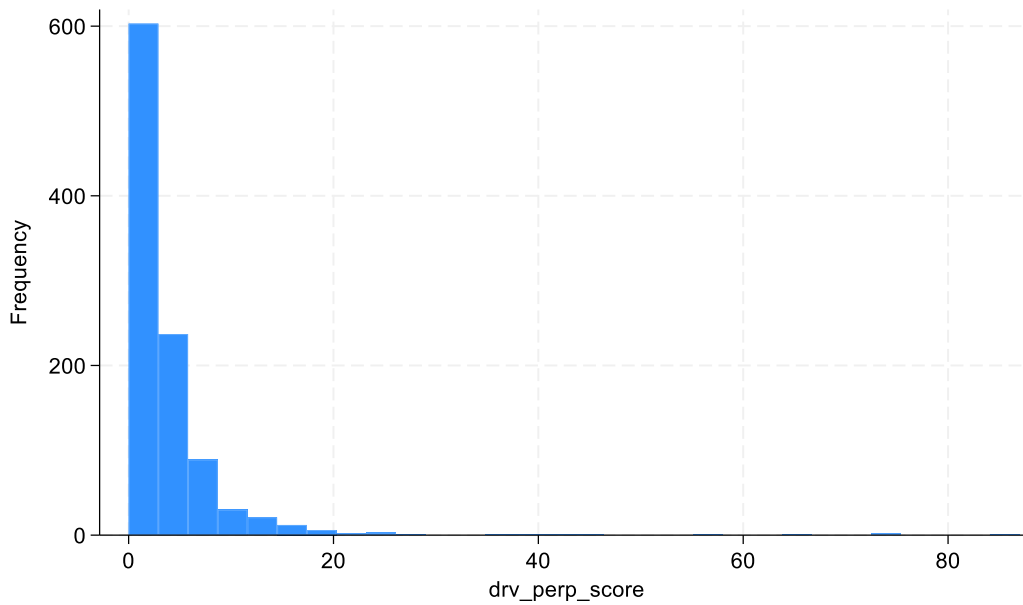
## Appendix C. Determining the need for bootstrapping in linear regressions

### Histograms: Dating and relationship violence outcome scores

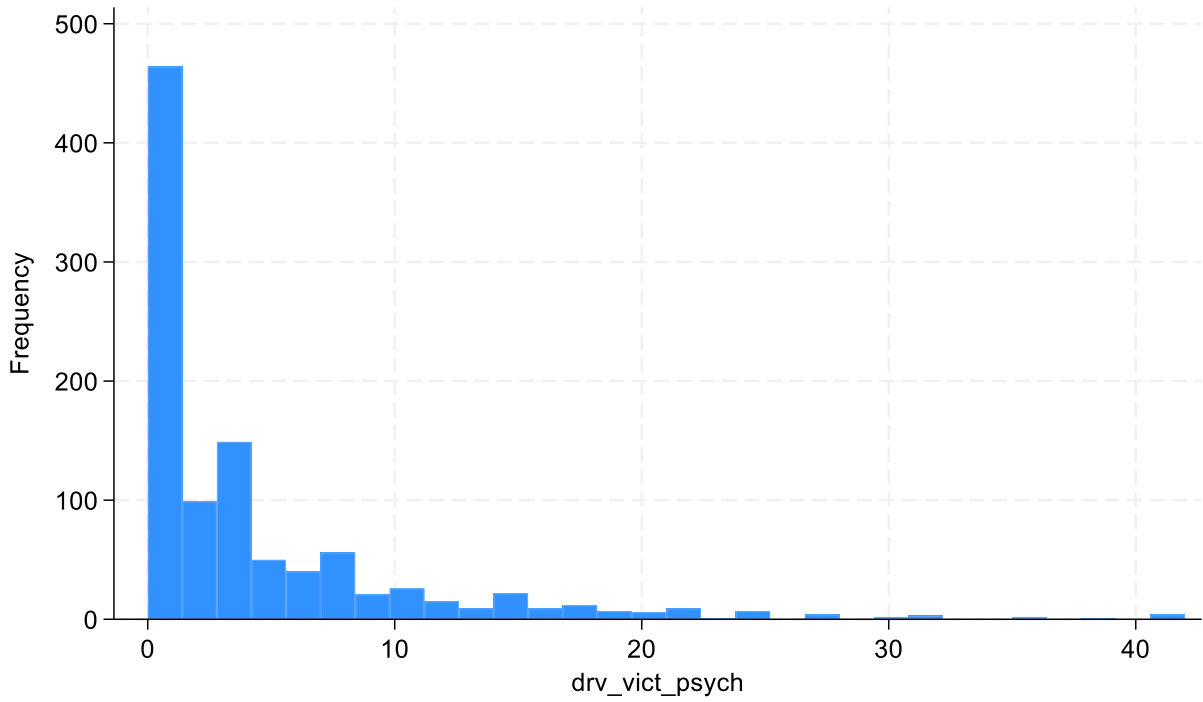
Histograms in **Figures C1 to C8** show the frequency distribution of the scores for each of eight dating and relationship violence (DRV) outcomes. As shown in the figures, the scores of each DRV outcome are not normally distributed.



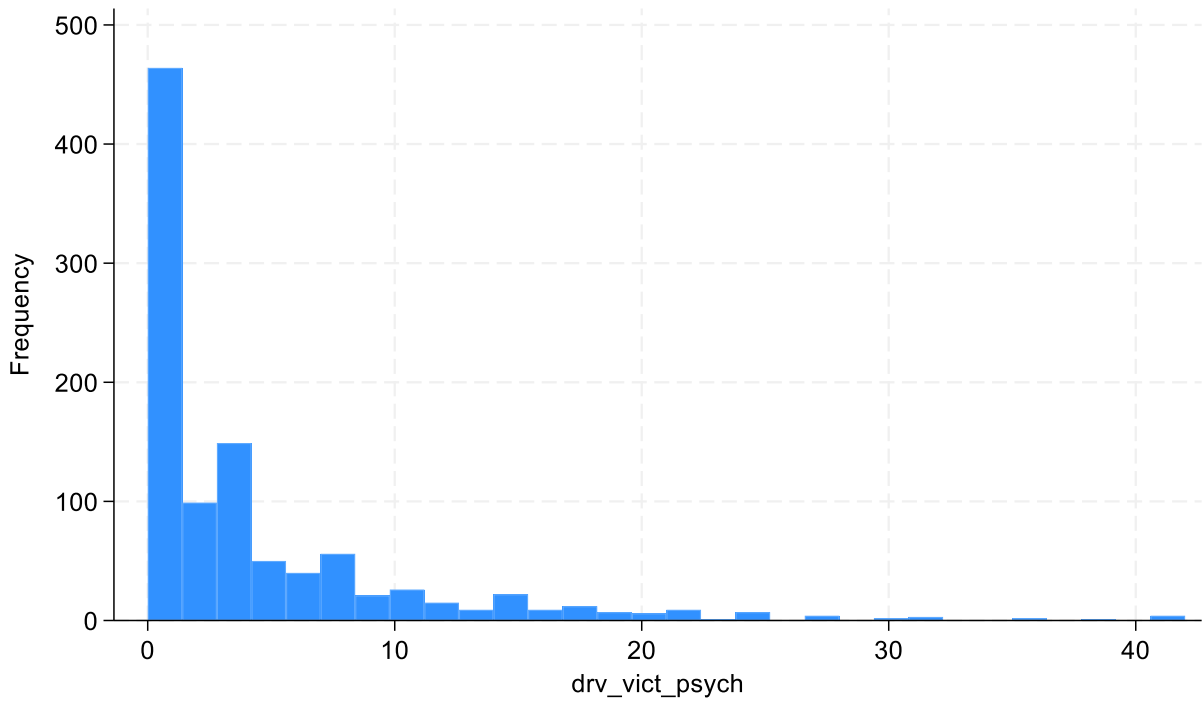
**Figure C1. Distribution of overall DRV victimisation score (Safe Dates measure)**



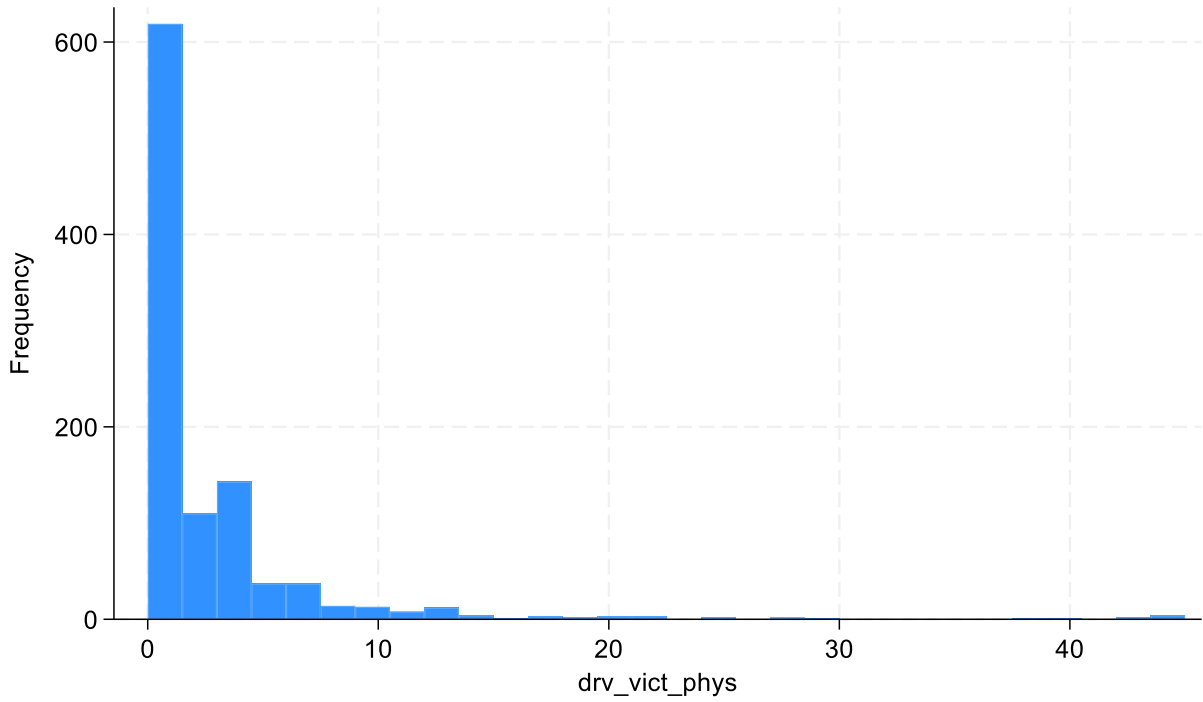
**Figure C2. Distribution of overall DRV perpetration score (Safe Dates measure)**



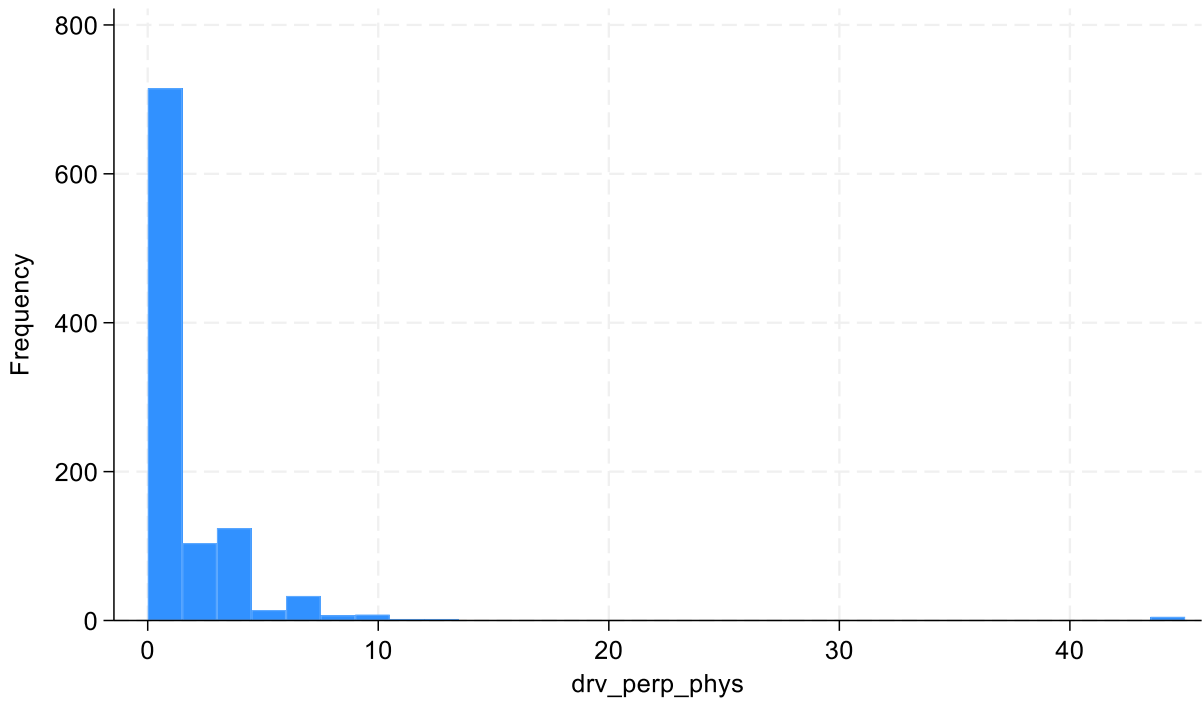
**Figure C3. Distribution of psychological DRV victimisation score (Safe Dates measure)**



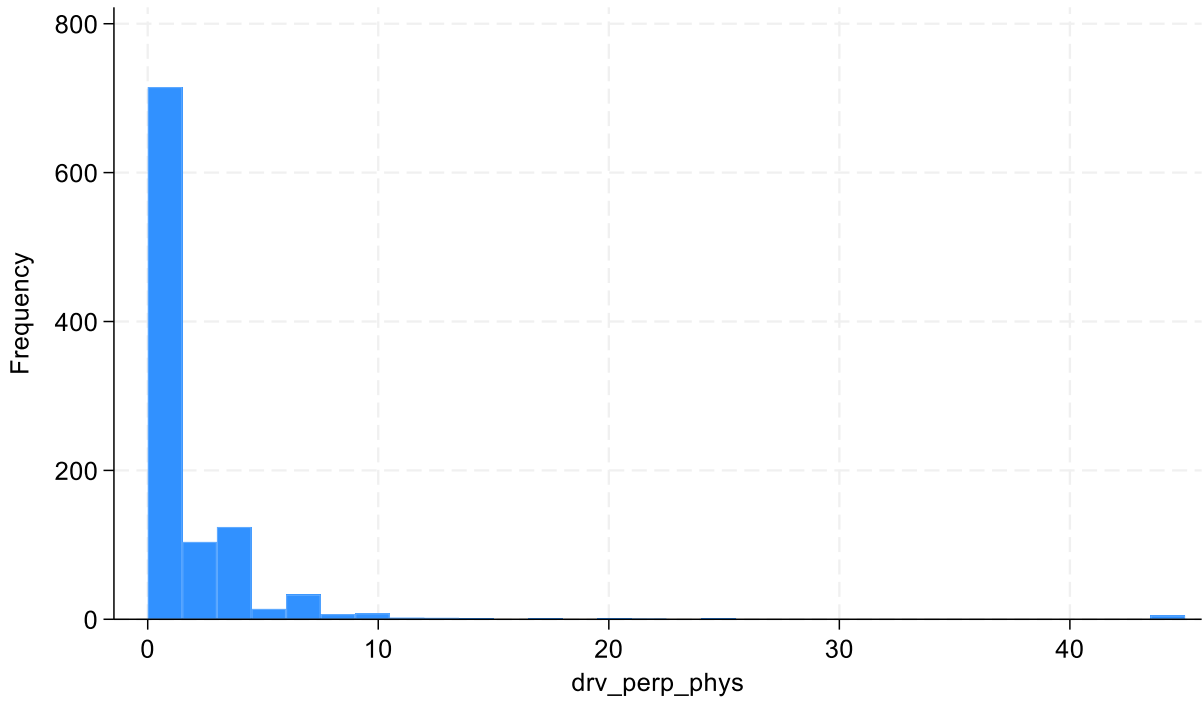
**Figure C4. Distribution of psychological DRV perpetration score (Safe Dates measure)**



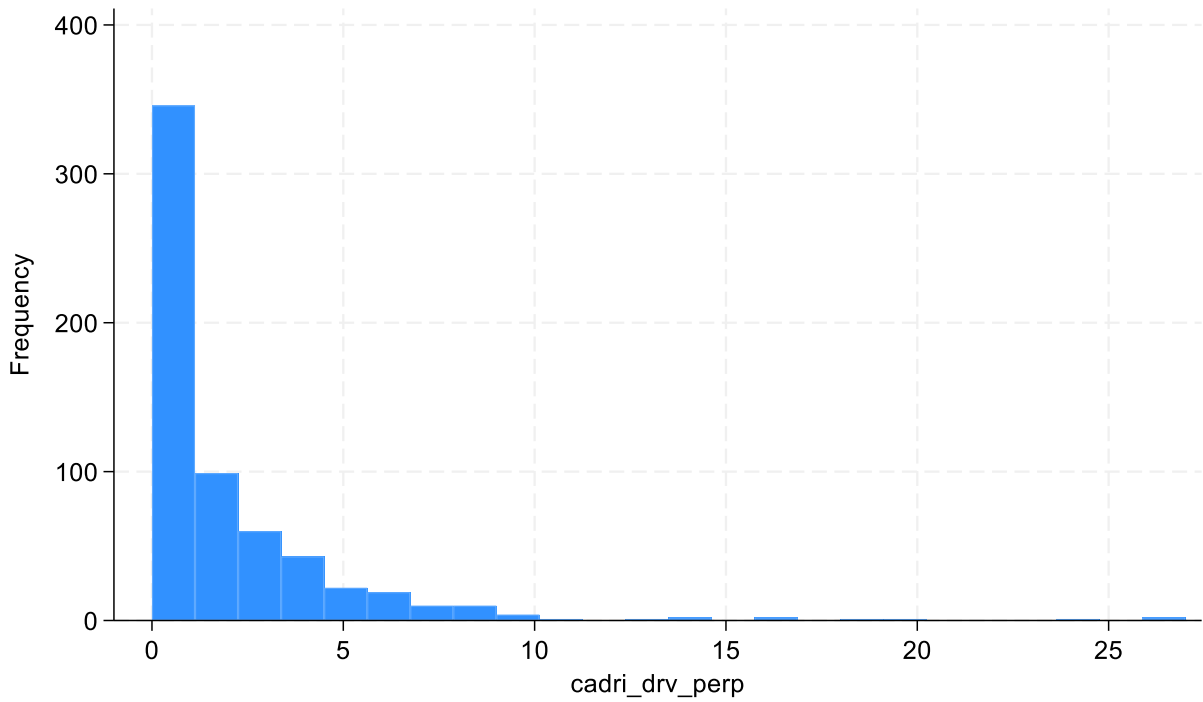
**Figure C5. Distribution of physical DRV victimisation score (Safe Dates measure)**



**Figure C6. Distribution of physical DRV perpetration score (Safe Dates measure)**



**Figure C7. Distribution of overall DRV victimisation score (CADRI-s measure)**



**Figure C8. Distribution of overall DRV perpetration score (CADRI-s measure)**

### Residual plots: Sample of univariable regressions

Figures C9 to C11 show residual plots for a sample of univariable linear regressions assessing relationships between social norms and DRV outcomes. These regressions account for clustering within schools using robust standard errors.

#### *Descriptive DRV norms and overall DRV perpetration (Safe Dates measure)*

Stata<sup>1</sup> code:

```
regress drv_perp_score fa_drv_dnorms_mean, vce(cluster sch)
rvfplot
```

The residual plot for this regression is shown in **Figure C9**.

#### *Injunctive DRV norms and overall DRV perpetration (CADRI-s measure)*

Stata<sup>1</sup> code:

```
regress cadri_drv_perp fa_drv_inorms_mean, vce(cluster sch)
rvfplot
```

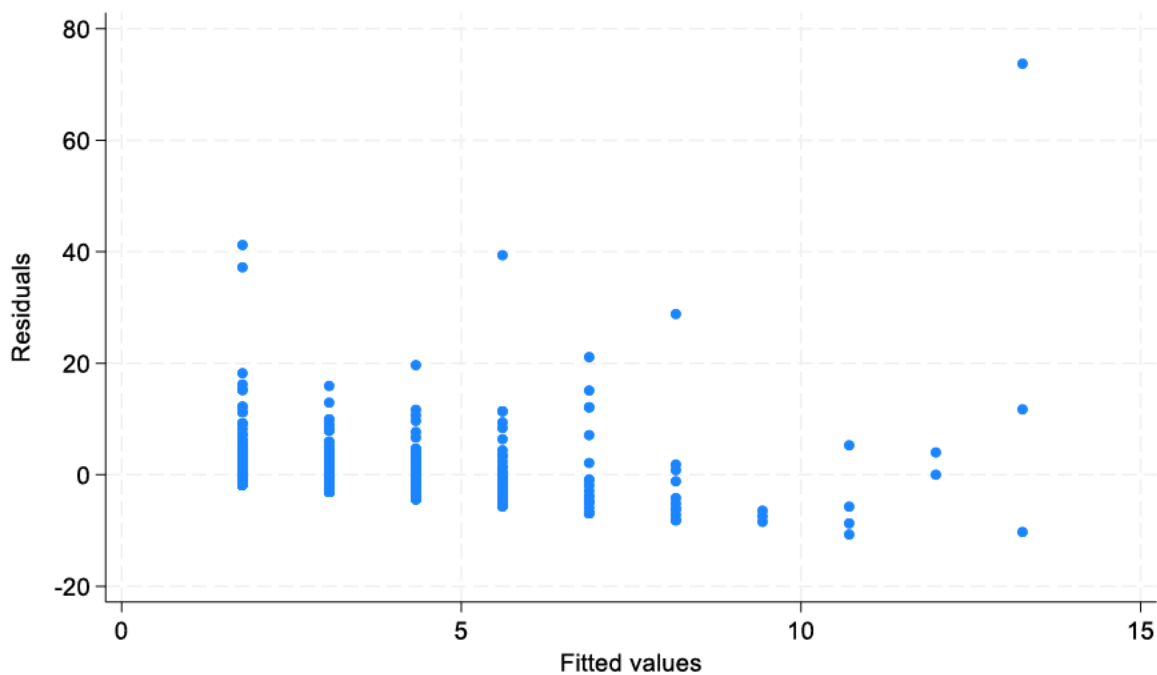
The residual plot for this regression is shown in **Figure C10**.

#### *Injunctive gender norms and psychological DRV victimisation (Safe Dates measure)*

Stata<sup>1</sup> code:

```
regress drv_vict_psych fa_gender_inorms_mean, vce(cluster sch)
rvfplot
```

The residual plot for this regression is shown in **Figure C11**.



**Figure C9. Residual plot for linear regression assessing the relationship between descriptive DRV norms (independent variable) and overall DRV perpetration – Safe Dates measure (outcome)**

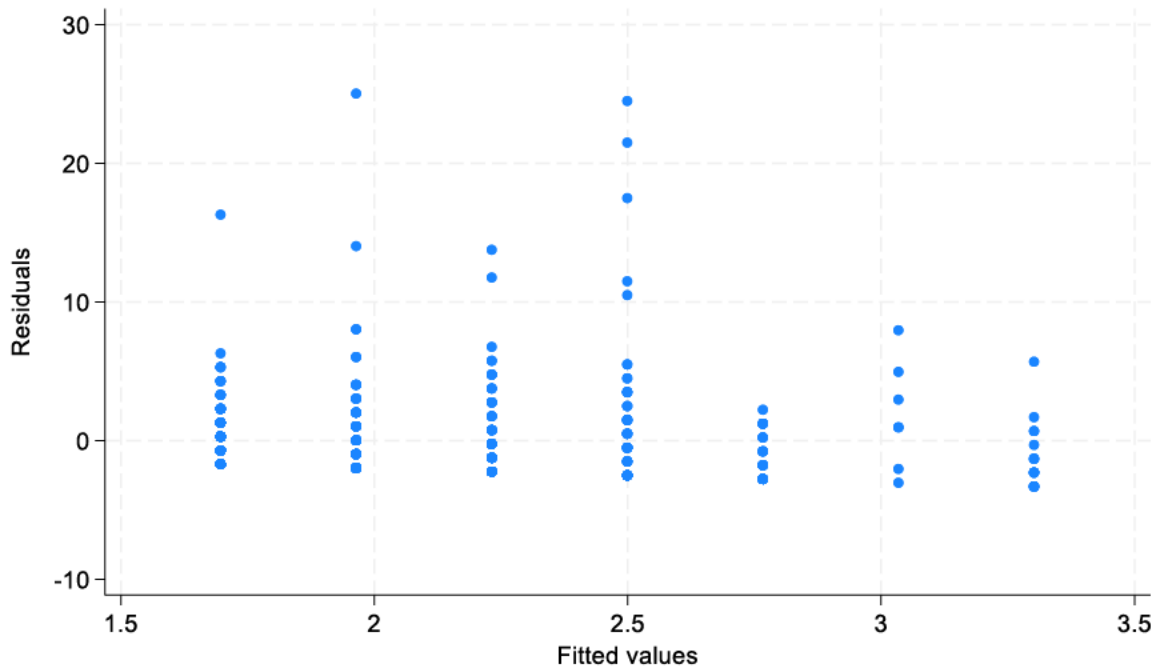


Figure C10. Residual plot for linear regression assessing the relationship between injunctive DRV norms (independent variable) and overall DRV perpetration – CADRI-s measure (outcome)

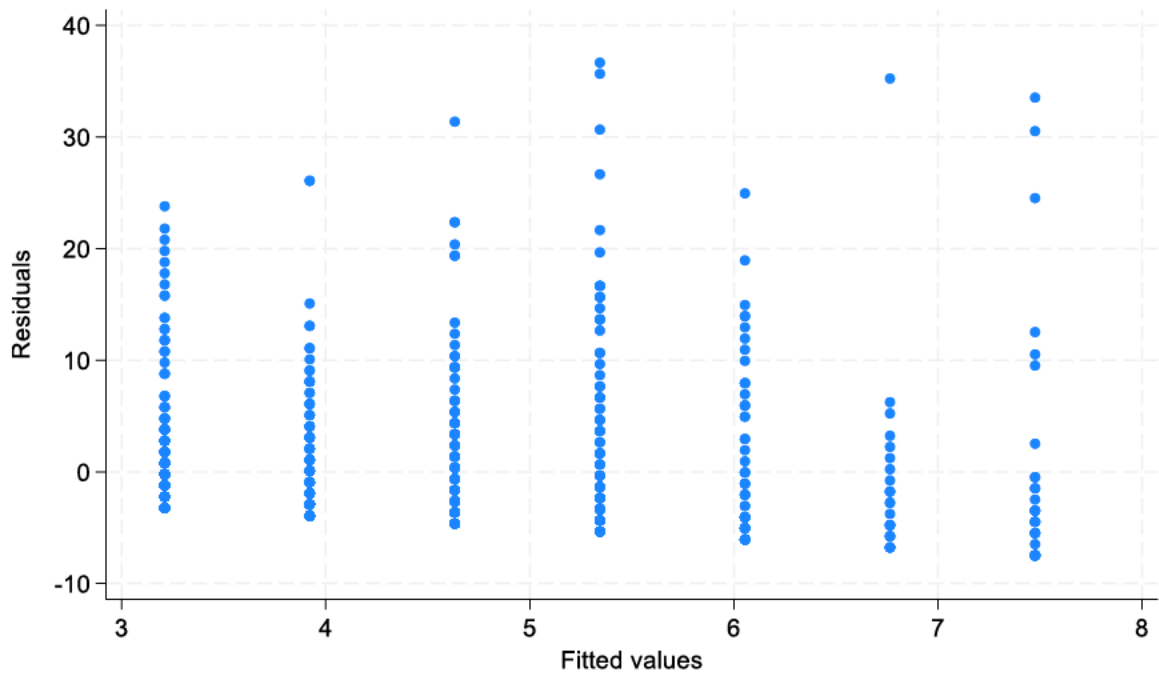


Figure C11. Residual plot for linear regression assessing the relationship between injunctive gender norms (independent variable) and psychological DRV victimisation – Safe Dates measure (outcome)

## Need for bootstrapping

The non-normal distribution of DRV outcomes paired with the non-random distribution of the residuals in univariable models indicates the need for bootstrapping to improve regression coefficient estimates. We therefore bootstrapped the estimate for the independent variable in each linear regression in my analysis. Regressions accounted for clustering within schools using robust cluster standard errors.

### **Sample Stata<sup>1</sup> code, univariable linear regression:** descriptive DRV norms and overall DRV perpetration (Safe Dates measure)

```
capture program drop cluster_bootstrap
program define cluster_bootstrap, rclass

preserve

regress drv_perp_score fa_drv_dnorms_mean, vce(cluster sch)

local fa_drv_dnorms_mean = _b[fa_drv_dnorms_mean]
return scalar fa_drv_dnorms_mean = `fa_drv_dnorms_mean'

restore

end

bootstrap r(fa_drv_dnorms_mean), cluster(sch) reps(1000) nowarn seed(1) mse:
cluster_bootstrap
```

### **Sample Stata code, multivariable linear regression – full sample:** injunctive DRV norms and overall DRV perpetration (Safe Dates measure); includes sex, age, ethnicity, descriptive DRV norms, injunctive gender norms, DRV attitudes and gender attitudes as covariates:

```
capture program drop cluster_bootstrap1
program define cluster_bootstrap1, rclass

preserve

regress drv_perp_score i.vq3_new vq1_new i.eth_bin fa_drv_dnorms_mean
fa_drv_inorms_mean fa_gender_inorms_mean drv_att_mscore gender_att_mscore,
vce(cluster sch)

local fa_drv_inorms_mean = _b[fa_drv_inorms_mean]
return scalar fa_drv_inorms_mean = `fa_drv_inorms_mean'

restore

end

bootstrap r(fa_drv_inorms_mean), cluster(sch) reps(1000) nowarn seed(1) mse:
cluster_bootstrap1
```



**Appendix D. Proportion of daters experiencing and perpetrating DRV by participant characteristics for categorical variables**

Characteristics	Safe Dates DRV measure <sup>a</sup>						CADRI-s DRV measure <sup>b</sup>	
	Overall <sup>c</sup>		Psychological		Physical		Overall	
	Vict.	Perp.	Vict.	Perp.	Vict.	Perp.	Vict.	Perp.
Sex								
Female	82.8	70.9	72.6	57.5	56.8	47.4	76.2	67.8
Male	73.4	62.4	64.5	49.0	53.4	41.7	70.0	57.3
Gender								
Female (including trans girl)	82.1	72.1	73.2	57.3	55.4	48.7	76.2	67.5
Male (including trans boy)	74.0	61.7	64.9	49.1	53.6	39.5	69.1	61.3
Non-binary	91.7	77.8	75.0	65.7	83.3	55.6	64.7	64.7
Unsure/questioning	74.5	54.9	68.6	49.0	52.9	43.1	79.5	48.7
Other	74.6	61.8	69.1	49.1	58.2	38.2	67.7	57.1
Prefer not to say	73.2	73.2	55.4	53.6	44.6	53.6	83.9	51.6
Year group								
Year 8	78.8	67.1	67.0	53.1	55.9	44.8	74.7	56.9
Year 9	77.2	65.9	69.5	53.0	54.3	44.2	71.5	66.8
Ethnicity								
White British	77.0	64.1	66.5	49.7	55.7	42.6	73.7	58.3
White other	80.3	65.6	72.1	52.5	57.4	46.7	69.7	64.5
Asian/Asian British	76.7	76.7	69.0	70.0	63.3	70.0	87.5	87.5
Black/Black British	79.0	70.5	68.4	60.0	56.8	45.2	85.2	59.3
Mixed ethnicity	76.9	70.5	70.1	54.6	51.3	43.6	64.6	64.6
Any other ethnic group	86.0	82.5	77.2	64.9	63.2	61.4	82.9	74.3
Sexual identity								
Heterosexual/straight	76.8	65.3	67.1	51.9	53.7	42.6	73.0	62.1
Gay or lesbian	90.0	70.0	89.7	62.1	70.0	43.3	88.9	77.8
Bisexual	81.4	66.1	74.6	50.9	50.9	50.9	73.8	57.1
Unsure/questioning	85.2	81.5	70.4	63.0	74.1	70.4	85.7	71.4
Other	79.0	84.2	63.2	68.4	68.4	68.4	73.3	56.3
Prefer not to say	87.5	87.5	81.3	75.0	62.5	56.3	supp	supp
Sexual/gender minority								
Yes	81.2	69.9	72.5	55.7	63.4	51.4	76.4	62.0
No	76.9	64.6	67.6	52.0	51.8	40.9	70.4	63.6
Religion								
None	78.3	63.8	66.7	50.1	55.6	43.6	72.2	56.6

Characteristics	Safe Dates DRV measure <sup>a</sup>						CADRI-s DRV measure <sup>b</sup>	
	Overall <sup>c</sup>		Psychological		Physical		Overall	
	Vict.	Perp.	Vict.	Perp.	Vict.	Perp.	Vict.	Perp.
Christian	76.3	69.5	68.5	54.5	53.8	44.7	76.8	64.5
Jewish	92.3	84.6	84.6	76.9	76.9	57.7	85.7	78.6
Muslim/Islam	75.0	70.6	64.7	54.4	52.9	56.7	84.4	78.1
Hindu	supp	supp	supp	supp	supp	supp	supp	supp
Buddhist	supp	supp	supp	supp	supp	supp	supp	supp
Sikh	supp	supp	supp	supp	supp	supp	supp	supp
I don't know/not sure	73.1	64.2	67.2	53.7	56.7	38.8	73.8	64.3
Other religious group	89.3	78.6	85.7	64.3	64.3	57.1	50.0	61.1
Overall	77.9	66.4	68.4	53.1	55.0	44.5	73.0	62.3

<sup>a</sup> Among sample reporting ever dating; excludes missing

<sup>b</sup> Among sample reporting a girlfriend/boyfriend in past 12 months; excludes missing

<sup>c</sup> Includes participants reporting physical and/or psychological DRV, including if one such outcome was missing but participant reported experiencing the other.

DRV=dating and relationship violence

Perp.=perpetration

supp=results suppressed due to n<10

Vict.=victimisation

Appendix E. Unadjusted regression coefficients showing relationships between potential covariates and social norms measures

Independent variable	Pro-DRV descriptive norms			Pro-DRV injunctive norms			Gender-inequitable injunctive norms		
	All [95%CI]	Females [95%CI]	Males [95%CI]	All [95%CI]	Females [95%CI]	Males [95%CI]	All [95%CI]	Females [95%CI]	Males [95%CI]
Female sex	<b>0.11*</b> [0.02, 0.19]	N/A	N/A	<b>-0.14***</b> [-0.16, 0.11]	N/A	N/A	<b>-0.14***</b> [-0.21, -0.07]	N/A	N/A
Age	0.01 [-0.03, 0.05]	0.01 [-0.10, 0.12]	0.02 [-0.03, 0.07]	<b>-0.03^</b> [-0.06, 0.00]	-0.02 [-0.10, 0.06]	-0.04 [-0.09, 0.02]	0.01 [-0.06, 0.08]	0.01 [-0.03, 0.05]	0.01 [-0.12, 0.13]
Sexual/ gender minority	0.09 [-0.02, 0.20]	0.07 [-0.07, 0.20]	<b>0.09*</b> [0.00, 0.18]	0.06 [-0.03, 0.15]	0.07 [-0.09, 0.23]	0.08 [-0.03, 0.18]	<b>0.14**</b> [0.05, 0.22]	<b>0.11*</b> [0.02, 0.20]	<b>0.19*</b> [0.05, 0.34]
Minoritised ethnicity	0.09 [-0.02, 0.20]	<b>0.11**</b> [0.04, 0.19]	0.05 [-0.13, 0.23]	<b>0.08***</b> [0.04, 0.12]	<b>0.14***</b> [0.08, 0.19]	0.03 [-0.05, 0.11]	<b>0.11*</b> [0.00, 0.21]	<b>0.10^</b> [-0.01, 0.21]	0.12 [-0.05, 0.29]
DRV attitudes	<b>0.17***</b> [0.10, 0.23]	<b>0.21***</b> [0.12, 0.29]	<b>0.18***</b> [0.13, 0.24]	<b>0.46***</b> [0.40, 0.53]	<b>0.38***</b> [0.30, 0.46]	<b>0.51***</b> [0.43, 0.59]	<b>0.24***</b> [0.17, 0.32]	<b>0.22***</b> [0.12, 0.31]	<b>0.24***</b> [0.15, 0.32]
Gender attitudes	<b>0.20***</b> [0.15, 0.24]	<b>0.18***</b> [0.13, 0.24]	<b>0.24***</b> [0.17, 0.32]	<b>0.19***</b> [0.13, 0.26]	<b>0.14**</b> [0.06, 0.22]	<b>0.21***</b> [0.11, 0.30]	<b>0.54***</b> [0.46, 0.63]	<b>0.50***</b> [0.43, 0.58]	<b>0.56***</b> [0.48, 0.64]
Pro-DRV descriptive norms	N/A	N/A	N/A	<b>0.25***</b> [0.20, 0.30]	<b>0.28***</b> [0.20, 0.36]	<b>0.25***</b> [0.16, 0.35]	<b>0.22***</b> [0.11, 0.33]	<b>0.23**</b> [0.09, 0.37]	<b>0.25***</b> [0.15, 0.34]
Pro-DRV injunctive norms	<b>0.21***</b> [0.17, 0.24]	<b>0.28***</b> [0.24, 0.32]	<b>0.17***</b> [0.13, 0.22]	N/A	N/A	N/A	<b>0.33***</b> [0.26, 0.40]	<b>0.28***</b> [0.22, 0.34]	<b>0.34***</b> [0.26, 0.42]
Gender- inequitable injunctive norms	<b>0.16**</b> [0.06, 0.25]	<b>0.21***</b> [0.12, 0.31]	<b>0.14**</b> [0.05, 0.23]	<b>0.28***</b> [0.25, 0.32]	<b>0.23***</b> [0.16, 0.31]	<b>0.30***</b> [0.27, 0.32]	N/A	N/A	N/A

^p<0.10, \*p<0.05, \*\*p<0.01, \*\*\*p<0.001  
 DRV=dating and relationship violence

Appendix F. Unadjusted regression coefficients showing relationships between potential covariates and DRV outcomes

Table F1. Overall DRV (Safe Dates measure)

Independent variable	Overall DRV (Safe Dates measure)					
	Victimisation			Perpetration		
	All [95%CI]	Females [95%CI]	Males [95%CI]	All [95%CI]	Females [95%CI]	Males [95%CI]
Female sex	<b>1.49*</b> [0.07, 2.91]	N/A	N/A	<b>0.84^</b> [-0.15, 1.82]	N/A	N/A
Age	-0.63 [-1.63, 0.37]	-0.24 [-3.08, 2.61]	-0.95 [-2.58, 0.67]	<b>-0.83^</b> [-1.79, 0.13]	-1.25 [-3.52, 1.03]	-0.46 [-1.09, 0.17]
SGM	<b>4.05*</b> [0.32, 7.78]	<b>4.53^</b> [-0.14, 9.19]	<b>3.34^</b> [-0.17, 6.85]	<b>1.79^</b> [-0.17, 3.74]	<b>1.85^</b> [0.26, 3.96]	<b>1.58^</b> [-0.17, 3.33]
Minoritised ethnicity	<b>1.94*</b> [0.01, 3.87]	2.00 [-2.07, 6.08]	<b>1.92***</b> [1.31, 2.54]	<b>2.24*</b> [0.31, 4.18]	<b>3.46*</b> [0.55, 6.38]	<b>1.16*</b> [0.20, 2.12]
DRV attitudes	<b>4.20***</b> [2.60, 5.80]	<b>5.37**</b> [2.26, 8.47]	<b>3.94***</b> [3.02, 4.85]	<b>2.76**</b> [1.00, 4.51]	<b>4.34*</b> [0.79, 7.89]	<b>1.85***</b> [1.11, 2.59]
Gender attitudes	<b>4.11***</b> [2.09, 6.14]	<b>6.43**</b> [2.14, 10.72]	<b>2.91***</b> [1.80, 4.01]	<b>1.47***</b> [1.14, 3.79]	<b>3.60**</b> [1.13, 6.07]	<b>1.90***</b> [0.99, 2.81]

^p<0.10

\*p<0.05

\*\*p<0.01

\*\*\*p<0.001

CI=confidence interval

DRV=dating and relationship violence

SGM=sexual and gender minority

**Table F2. Psychological DRV (Safe Dates measure)**

Independent variable	Psychological DRV (Safe Dates measure)					
	Victimisation			Perpetration		
	All [95%CI]	Females [95%CI]	Males [95%CI]	All [95%CI]	Females [95%CI]	Males [95%CI]
<b>Female sex</b>	<b>1.32**</b> [0.36, 2.28]	N/A	N/A	<b>0.53^</b> [-0.07, 1.12]	N/A	N/A
<b>Age</b>	-0.27 [-0.82, 0.29]	-0.18 [-1.52, 1.15]	-0.33 [-1.58, 0.92]	<b>-0.42^</b> [-0.87, 0.03]	-0.64 [-1.56, 0.27]	-0.22 [-0.96, 0.52]
<b>SGM</b>	<b>2.03^</b> [-0.13, 4.20]	<b>2.28^</b> [-0.36, 4.92]	1.55 [-0.32, 3.42]	0.38 [-0.47, 1.22]	0.48 [-0.49, 1.44]	0.17 [-0.51, 0.86]
<b>Minoritised ethnicity</b>	<b>0.96^</b> [-0.09, 2.01]	0.82 [-1.37, 3.01]	<b>1.13*</b> [0.16, 2.11]	<b>0.93*</b> [0.18, 1.67]	<b>1.53*</b> [0.17, 2.88]	<b>0.40^</b> [-0.01, 0.82]
<b>DRV attitudes</b>	<b>2.17***</b> [1.35, 3.00]	<b>2.77**</b> [1.17, 4.36]	<b>2.21***</b> [1.57, 2.84]	<b>1.51**</b> [0.62, 2.40]	<b>2.21*</b> [0.47, 3.95]	<b>1.18***</b> [0.61, 1.75]
<b>Gender attitudes</b>	<b>2.18***</b> [1.46, 2.89]	<b>3.35***</b> [1.59, 5.12]	<b>1.68***</b> [0.95, 2.41]	<b>1.29***</b> [0.80, 1.78]	<b>1.82***</b> [0.86, 2.78]	<b>1.06***</b> [0.69, 1.44]

^p<0.10

\*p<0.05

\*\*p<0.01

\*\*\*p<0.001

CI=confidence interval

DRV=dating and relationship violence

SGM=sexual and gender minority

Table F3. Physical DRV (Safe Dates measure)

Independent variable	Physical DRV (Safe Dates measure)					
	Victimisation			Perpetration		
	All [95%CI]	Females [95%CI]	Males [95%CI]	All [95%CI]	Females [95%CI]	Males [95%CI]
Female sex	0.16 [-0.33, 0.66]	N/A	N/A	0.30 [-0.07, 0.68]	N/A	N/A
Age	-0.37 [-0.96, 0.23]	-0.06 [-1.58, 1.47]	<b>-0.63**</b> [-1.01, -0.25]	-0.41 [-1.15, 0.34]	-0.62 [-2.02, 0.78]	<b>-0.23*</b> [-0.45, -0.01]
SGM	<b>2.01*</b> [0.46, 3.57]	<b>2.23*</b> [0.16, 4.29]	<b>1.79*</b> [0.13, 3.45]	<b>1.40*</b> [0.31, 2.50]	<b>1.36*</b> [0.22, 2.50]	<b>1.41*</b> [0.33, 2.48]
Minoritised ethnicity	<b>0.96^</b> [-0.06, 1.97]	1.17 [-0.75, 3.08]	<b>0.77**</b> [0.29, 1.25]	<b>1.32*</b> [0.17, 2.52]	<b>1.91*</b> [0.34, 3.48]	<b>0.79^</b> [-0.04, 1.63]
DRV attitudes	<b>2.00***</b> [1.12, 2.88]	<b>2.54**</b> [0.98, 4.10]	<b>1.72***</b> [1.11, 2.33]	<b>1.23**</b> [0.35, 2.12]	<b>2.05*</b> [0.31, 3.80]	<b>0.70**</b> [0.19, 1.20]
Gender attitudes	<b>1.94**</b> [0.50, 3.37]	<b>3.07*</b> [0.36, 5.78]	<b>1.22**</b> [0.53, 1.92]	<b>1.18*</b> [0.18, 2.19]	<b>1.77*</b> [0.11, 3.43]	<b>0.86*</b> [0.13, 1.58]

^p<0.10

\*p<0.05

\*\*p<0.01

\*\*\*p<0.001

CI=confidence interval

DRV=dating and relationship violence

SGM=sexual and gender minority

Table F4. Overall DRV (CADRI-s measure)

Predictor	Overall DRV (CADRI-s measure)					
	Victimisation			Perpetration		
	All [95%CI]	Females [95%CI]	Males [95%CI]	All [95%CI]	Females [95%CI]	Males [95%CI]
Female sex	<b>0.70<sup>^</sup></b> [-0.02, 1.41]	N/A	N/A	0.81* [0.02, 1.61]	N/A	N/A
Age	-0.22 [-0.50, 0.05]	0.38 [-0.27, 1.03]	<b>-0.71***</b> [-1.04, -0.39]	-0.13 [-0.34, 0.08]	-0.05 [-0.59, 0.48]	-0.20 [-0.51, 0.11]
SGM	<b>1.64**</b> [0.42, 2.86]	1.02 [-0.32, 2.37]	<b>2.20*</b> [0.43, 3.98]	0.45 [-0.20, 1.09]	0.79 [-0.30, 1.88]	-0.06 [-0.41, 0.29]
Minoritised ethnicity	0.65 [-0.18, 1.49]	0.94 [-0.39, 2.27]	0.35 [-0.52, 1.21]	<b>0.79*</b> [0.01, 1.56]	<b>1.61*</b> [0.06, 3.16]	-0.04 [-0.43, 0.36]
DRV attitudes	<b>1.74***</b> [1.23, 2.24]	<b>2.23***</b> [1.20, 3.26]	<b>1.43***</b> [0.93, 1.94]	<b>1.31**</b> [0.52, 2.09]	<b>2.41***</b> [1.22, 3.60]	0.43 [-0.12, 0.97]
Gender attitudes	<b>2.22***</b> [1.17, 3.28]	<b>2.87***</b> [1.70, 4.05]	<b>1.96**</b> [0.63, 3.28]	<b>1.26***</b> [0.56, 1.96]	<b>2.35***</b> [1.03, 3.67]	<b>0.68**</b> [0.22, 1.14]

<sup>^</sup>p<0.10

\*p<0.05

\*\*p<0.01

\*\*\*p<0.001

CI=confidence interval

DRV=dating and relationship violence

SGM=sexual and gender minority



## Appendix G. Sensitivity analysis using alternative construction of ethnicity variable

This sensitivity analysis used an alternative categorisation of the ethnicity variable: ethnicity was categorised as White British (coded as 0) or Other ethnic group (coded as 1). Participants were categorised as Other ethnic group if they selected any of the following response options in response to the ethnicity survey item: Any other White background; Asian or Asian British; Black, African, Caribbean or Black British; Mixed/multiple ethnic background; or Any other ethnic group. We assessed the relationship between this alternative categorisation of the ethnicity variable with the tested social norms measures and with DRV outcomes to determine whether this categorisation of the ethnicity variable should be added to or removed from the initial multivariable linear regressions as a covariate. The threshold for inclusion in the models was  $p < 0.10$ . Where ethnicity was included as a covariate in initial multivariable regressions and there was no change to this, we replaced the ethnicity variable with the alternative construction of this variable and in these regressions.

### Relationships between ethnicity and social norms

Table G1 shows the relationship between the alternative categorisation of the ethnicity variable and the tested social norms measures in the full and sex-disaggregated samples. In this analysis, the relationship between ethnicity and pro-DRV descriptive norms in the full sample became significant. This change meant that ethnicity should be added as a covariate to regression models assessing relationships between pro-DRV descriptive norms and DRV outcomes in the full sample: (1) overall DRV victimisation (Safe Dates measure), and (2) physical DRV victimisation (Safe Dates measure). There were no other changes to the pattern of significance of the relationships between ethnicity and social norms.

**Table G1. Unadjusted regression coefficients showing relationships between ethnicity (alternative construction) and social norms measures**

	Independent variable: Ethnicity		
	All	Females	Males
	Coefficient [95%CI]	Coefficient [95%CI]	Coefficient [95%CI]
<b>Pro-DRV descriptive norms</b>	<b>0.10**</b> [0.03, 0.17]	<b>0.12*</b> [0.02, 0.21]	0.08 [-0.03, 0.20]
<b>Pro-DRV injunctive norms</b>	<b>0.07***</b> [0.04, 0.11]	<b>0.13***</b> [0.06, 0.21]	0.01 [-0.06, 0.08]
<b>Gender-inequitable injunctive norms</b>	<b>0.13**</b> [0.05, 0.21]	<b>0.15*</b> [0.03, 0.26]	0.11 [-0.06, 0.28]

^ $p < 0.10$ , \* $p < 0.05$ , \*\* $p < 0.01$ , \*\*\* $p < 0.001$

### Relationships between ethnicity and DRV outcomes

Table G2 shows the relationship between the alternative construction of the ethnicity variable and DRV outcomes in the full and sex-disaggregated samples. In this analysis, the relationships between (1) ethnicity and overall DRV victimisation (CADRI-s measure) in the full sample, and (2) ethnicity and overall DRV perpetration (CADRI-s measure) among males became significant. The former change meant

that ethnicity should be added as a covariate to regression models assessing relationships between each social norms measure and overall DRV victimisation (CADRI-s measure) in the full sample. The latter change did not require any changes to multivariable models because ethnicity, as in the initial analyses, was not associated with any social norms measure among males.

There were no other changes to the pattern of significance of the relationships between ethnicity and social norms.

**Table G2. Unadjusted regression coefficients showing relationships between ethnicity (alternative construction) and DRV outcomes**

			Independent variable: Ethnicity		
			All	Females	Males
			Coefficient [95%CI]	Coefficient [95%CI]	Coefficient [95%CI]
Safe Dates DRV measure	Overall	Vict.	<b>2.27*</b> [0.19, 4.35]	1.76 [-1.87, 5.38]	<b>2.84***</b> [1.41, 4.28]
		Perp.	<b>2.23**</b> [0.73, 3.74]	<b>2.69*</b> [0.52, 4.86]	<b>1.88***</b> [0.84, 2.93]
	Psych.	Vict.	<b>1.09^</b> [-0.15, 2.33]	0.78 [-1.50, 3.06]	<b>1.45**</b> [0.51, 2.39]
		Perp.	<b>1.11***</b> [0.54, 1.69]	<b>1.30*</b> [0.20, 2.39]	<b>0.98***</b> [0.59, 1.37]
	Phys.	Vict.	<b>1.17**</b> [0.32, 2.02]	0.96 [-0.41, 2.34]	<b>1.38***</b> [0.79, 1.97]
		Perp.	<b>1.13*</b> [0.17, 2.09]	<b>1.38*</b> [0.31, 2.45]	<b>0.92*</b> [0.02, 1.83]
CADRI-s DRV measure	Overall	Vict.	<b>0.51^</b> [-0.02, 1.03]	0.31 [-0.61, 1.23]	0.72 [-0.25, 1.70]
		Perp.	<b>0.81***</b> [0.36, 1.26]	<b>1.25*</b> [0.20, 2.31]	<b>0.43**</b> [0.12, 0.73]

^p<0.10, \*p<0.05, \*\*p<0.01, \*\*\*p<0.001

DRV=dating and relationship violence

Perp.=perpetration

Phys.=physical

Psych.=psychological

Vict.=victimisation

### Multivariable linear regressions

Table G3 shows the results of the multivariable regressions where the regressions changed as a result of this sensitivity analysis, either due to the addition of ethnicity as a covariate or due to replacing the initial ethnicity variable with its alternative categorisation. Models that were not required, determined by whether there was interaction between social norms and sex (as reported in the paper's Table 7) requiring sex-stratification, are indicated by "N/A". Models that were included in the initial analysis but did not include ethnicity as a covariate in the initial or sensitivity analyses are indicated by "N/A [no change in model]".

This sensitivity analysis did not result in any changes to the pattern of significance of the relationships between social norms and DRV outcomes in the multivariable models.

**Table G3. Regression coefficients showing relationships between social norms measures and DRV outcomes, adjusted for covariates, where alternative construction of ethnicity has changed the model**

			Independent variable								
			Pro-DRV descriptive norms <sup>a</sup>			Pro-DRV injunctive norms			Gender-inequitable injunctive norms		
			All <sup>b,c</sup> [95%CI]	Females <sup>d,e</sup> [95%CI]	Males <sup>d,e</sup> [95%CI]	All <sup>b,c</sup> [95%CI]	Females <sup>d,e</sup> [95%CI]	Males <sup>d,e</sup> [95%CI]	All <sup>b,c</sup> [95%CI]	Females <sup>d,e</sup> [95%CI]	Males <sup>d,e</sup> [95%CI]
Safe Dates DRV measure	Overall	V	<b>6.78***</b> [3.64, 9.93]	N/A	N/A	-0.57 [-2.44, 1.29]	N/A	N/A	<b>1.97*</b> [0.12, 3.82]	N/A	N/A
		P	N/A	<b>5.68**</b> [2.04, 9.33]	N/A [no change in model]	-0.80 [-2.25, 0.65]	N/A	N/A	0.33 [-1.16, 1.82]	N/A	N/A
	Psych.	V	N/A	N/A [no change in model]	N/A [no change in model]	0.05 [-0.96, 1.06]	N/A	N/A	<b>1.31**</b> [0.43, 2.18]	N/A	N/A
		P	N/A	<b>3.59**</b> [1.44, 5.75]	N/A [no change in model]	-0.54 [-0.27, 0.19]	N/A	N/A	0.19 [-0.57, 0.95]	N/A	N/A
	Phys.	V	<b>2.60**</b> [1.01, 4.19]	N/A	N/A	-0.62 [-1.54, 0.31]	N/A	N/A	0.61 [-0.42, 1.64]	N/A	N/A
		P	N/A	<b>2.26**</b> [0.59, 3.93]	N/A [no change in model]	-0.26 [-1.12, 0.60]	N/A	N/A	0.02 [-0.69, 0.73]	N/A	N/A
CADRI-s DRV measure	Overall	V	<b>2.02***</b> [1.05, 2.99]	N/A	N/A	-0.12 [-0.92, 0.67]	N/A	N/A	<b>0.95***</b> [0.49, 1.41]	N/A	N/A
		P	N/A	<b>1.47***</b> [1.01, 1.92]	N/A [no change in model]	N/A	-0.21 [-0.86, 0.44]	N/A [no change in model]	N/A	0.54 [-0.69, 1.77]	N/A [no change in model]

<sup>a</sup> Asked of participants answering “yes” to the yes/no routing question, “Do you have friends who have girlfriends or boyfriends?”

<sup>b</sup> Models control for other social norms measures, DRV attitudes, gender attitudes, sex, age, sexual/gender minority status and ethnicity (alternative construction) where each is associated with the specified social norms measure and DRV outcome at p<0.10.

<sup>c</sup> Number of observations with complete data, based on non-bootstrapped regressions, ranges from 623 to 661 for Safe Dates measure outcomes and 403 to 424 for CADRI-s measure outcomes.

<sup>d</sup> Models control for other social norms measures, DRV attitudes, gender attitudes, age, sexual/gender minority status and ethnicity (alternative construction) where each is associated with the specified social norms measure and DRV outcome at  $p < 0.10$ .

<sup>e</sup> Number of observations with complete data, based on non-bootstrapped regressions, ranges from 306 to 321 for Safe Dates measure outcomes and was 205 for CADRI-s measure outcomes.

<sup>^</sup> $p < 0.10$ , \* $p < 0.05$ , \*\* $p < 0.01$ , \*\*\* $p < 0.001$

CI=confidence interval, DRV=dating and relationship violence, P=perpetration, Phys.=physical, Psych.=psychological, V=victimisation