
Peer reviewed version

Link to published version (if available): 10.1186/s40814-019-0391-z

Link to publication record in Explore Bristol Research

PDF-document

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Figure 2. Theory of change for Project Respect

**Activities**

- **Staff training** in safeguarding, policy reviews and responses to gender based harassment and dating & relationship violence
- **Student curriculum** addressing knowledge, attitudes and skills, and enabling student led campaigns
- **School sanctions** against gender based harassment and dating & relationship violence
- **Increased staff presence** at hotspots for gender based harassment
- **Student led campaigns** against gender based harassment and dating and relationship violence

**Intermediate and end outcomes**

- **Perceived norms**: staff and peers do not sanction dating & relationship violence
- **Bonding to school**
- **Attitudes**: reduced support of gender stereotypes and of dating & relationship violence
- **Control**: anger management and communication skills to avoid/respond to dating & relationship violence
- **Improved access to support from friends (via Circle of 6 app) and local services**
- **Reduction in observable gender based harassment on school site**
- **Improved wellbeing, quality of life, sexual and mental health, and educational attainment**
- **Improved sanctions against gender based harassment and dating & relationship violence**

**Final outcomes**

- **Improved access to support from friends (via Circle of 6 app) and local services**
- **Reduced dating & relationship violence**
- **Improved wellbeing, quality of life, sexual and mental health, and educational attainment**

Activities lead to intermediate outcomes which then lead to end outcomes.