

Salford Foundation

Steps evaluation report: an innovative gender-based violence programme

June 2025



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Executive summary

Summary of the Steps programme

The Salford Foundation’s Steps programme is a universal, school-based intervention working with boys aged 9-13 funded by the Greater Manchester Combined Authority. It aims to address gender-based violence (GBV) by promoting positive masculinity, challenging harmful gender norms, and empowering boys to model positive behaviour.

89% said it was important that other schools receive these kinds of sessions

n=559




Programme reach


Between May 2024 and April 2025, Steps reached 745 boys in eight schools across Greater Manchester. Participants included boys from diverse ethnic backgrounds and across Years 5-8, including those from deprived areas and with special educational needs.

Evidence of impact for boys


High proportions of boys reported improvement in their understanding and ability to respond to misogyny thanks to Steps. Boys reported positive changes thanks to Steps in three key ways:



Improved boys’ **own** understanding and behaviour



Improved the attitudes and behaviour of their **classmates**



Improved the **school environment** around attitudes and behaviours

Feedback showed positive changes in the areas of overall wellbeing and behaviour, recognising and understanding misogyny, and actively responding to misogyny. For example:

In the areas of being respectful to, and not making jokes about women and girls; and knowing when the media is sending a bad message about women and girls...

As a result of Steps

- More than 63% of boys agreed **they** had improved
- 46-53% of boys agreed **their classmates** had improved
- About 36% of boys reported negative gender-based behaviour was happening less often **at school**

Boys and school staff rate Steps highly

The programme was well-received by both pupils and school staff: **81%** of boys rated sessions as *Good* or *Excellent*. **64–77%** found topics *Interesting* or *Very interesting*. **89%** felt it was *Important* or *Very important* that others receive similar support.

Staff highlighted the programme’s value in addressing complex issues they often felt under-equipped to handle.

Conclusion

Steps is a promising, well-received intervention with evidence of positive impact. Continued development and support for schools to continue to reinforce its learning could enhance its long-term influence on reducing GBV.

1 Introduction

1.1 Overview of this report

This report presents findings from the evaluation of the Salford Foundation's Steps programme: an educational intervention designed to address gender-based violence (GBV) among boys.

This report evaluates the implementation and outcomes of Steps so far, to inform future development and contribute to broader learning around GBV interventions.

Steps was commissioned by the governing board of the Greater Manchester Gender-Based Violence (GM GBV) strategy and funded by an investment from the Greater Manchester Combined Authority (GMCA).

1.2 Context for the Steps programme

Steps was developed in response to concerns raised by young people in Salford in 2021/22 around issues including toxic masculinity, misogyny, and exposure to online pornography.

In response, Salford Foundation worked with schools and young people to co-design initiatives on themes such as Risky Behaviours, Online Harms, and Positive Masculinity, reaching 800 young people between 2021 and 2024.

These insights shaped the development of the Steps curriculum, which was co-developed with education partners and the GMCA Violence Reduction Unit (VRU). Steps in its current form has been implemented across Greater Manchester since May 2024, reaching 745 boys by April 2025.

It seeks to tackle risk factors linked to GBV, including harmful gender norms; promote understanding of healthy relationships, boundaries, and consent; empower boys to become positive role models; and equip schools to foster safer environments.

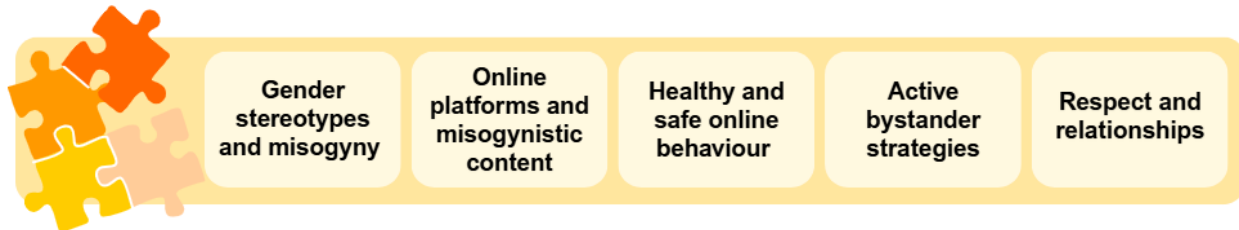
Appendix 1 provides a Theory of Change for Steps that was co-designed by Cordis Bright and the Salford Foundation. It outlines a range of outcomes and impacts that Steps aims to achieve including:

- An overall decrease in incidences of GBV and misogyny in schools
- Healthier relationships
- Improved behaviours and increased respect towards women and girls
- Increased empathy towards women and girls
- Increased challenge around violent, sexist and homophobic behaviours
- Improved understanding of boundaries

1.3 About steps

Steps is a universal, **manualised, school-based intervention** working with boys aged 9-13. The support is delivered to all boys in the chosen year group in six interactive group sessions, across 6 weeks, each lasting around 50-75 minutes.

The curriculum aims to provide a safe space for boys to explore and challenge gender-related topics, increase their awareness and understanding, and lead to behaviour change. It covers:



In addition to this universal programme, Steps offers a separate targeted component that provides more intensive support to boys who have been identified as needing additional input.

1.4 About this evaluation

This evaluation was designed to support the Steps programme's development and learning. We have worked alongside Salford Foundation to develop the Steps Theory of Change (see Appendix 1 – Theory of Change); design the post-programme impact questionnaire (see Appendix 2 – Impact survey questions), support its administration and analyse data; and support and incorporate qualitative evidence collected by Salford Foundation.

This report is based on:



Data from the impact survey boys completed after receipt of Steps, which asked about their experience of the programme and its impact. The survey was co-designed by Cordis Bright and Salford Foundation.



Qualitative information from interviews with two school staff conducted by Salford Foundation and analysed by Cordis Bright, and other qualitative feedback collected by Salford Foundation.

A note on our analysis approach:

We conducted analysis by ethnicity, year group and programme type to investigate any between-group difference, but we did not find any substantial differences by these factors.

After chapter 2, which summarises boys reached, this report focuses exclusively on participants in the universal programme, to ensure consistent and comparable data. For transparency, we have included sample sizes, Missing data has been treated as missing, i.e. no computation of missing data values has been undertaken.

2 Steps worked with a diverse group of boys

As of April 2025, Steps had been rolled out in eight schools in Greater Manchester (see Appendix 3 – Schools that took part in Steps for more detail). These schools were invited to take part in Steps, as they ensured representation from areas of deprivation; inclusion of pupils with special educational needs and disability (SEND); and high proportions of pupils from racially minoritised backgrounds.

Steps reached **745 boys** across eight schools. 599 completed impact questionnaires at the end of their involvement with Steps. Of these:

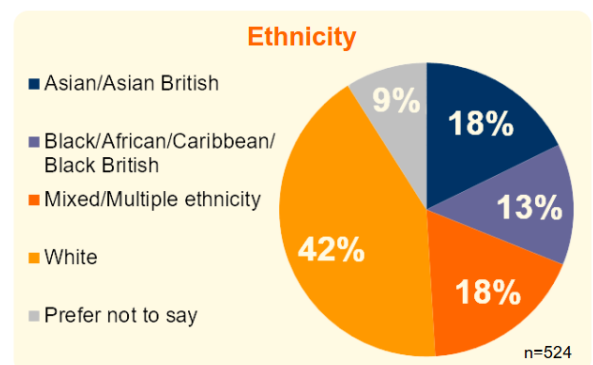
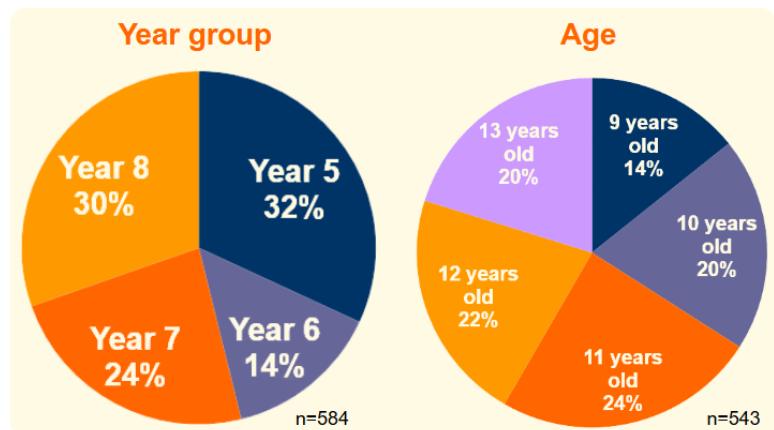
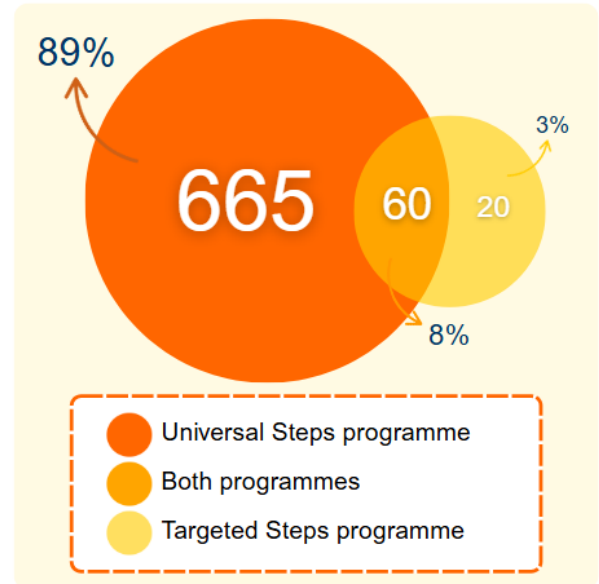
- 538 boys received the universal Steps programme, i.e. support offered to everyone in their school year.
- 43 boys received both universal and targeted programmes.
- 18 boys received targeted Steps programme, i.e. one-to-one support.

Steps engaged boys from Year 5 to Year 8, aged 9-13.

Just under half (46%) were in Year 5 and 6, and just over half (54%) were in Year 7 and Year 8. Almost two thirds (66%) were aged 11-13.¹

Steps is aimed at boys; 95% of children identified as male as part of the Impact Survey (n=570).

Steps worked with boys from a range of ethnic backgrounds, with 49% from racially minoritised backgrounds: 18% were Asian/Asian British, 18% were of Mixed/Multiple ethnicity, and 13% were Black/African Caribbean/Black British. 42% of boys Steps worked with identified as White.



¹ Data note: Data points were excluded from these graphs where proportions rounded to 0%: one boy aged 7 and two boys aged 14 are excluded from the age graph; and one Year 4 boy is excluded from the year group graph.

3 Boys were positive about their Steps experience

Boys were highly positive about their experience of Steps. This was true for all three areas of **session delivery**, **relevance of topics**, and the **perceived importance** of others receiving similar support.

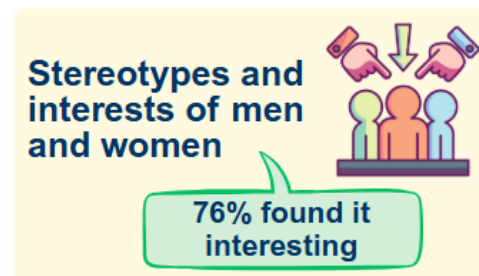
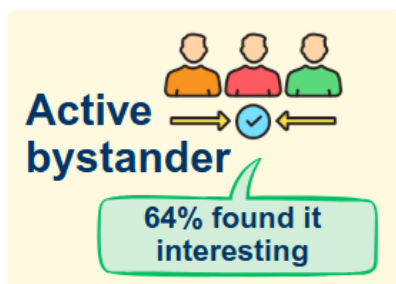
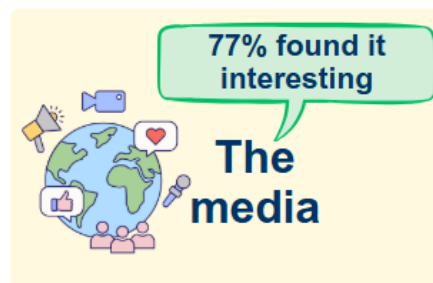
When asked to choose an overall rating for the sessions from Not good, OK, Good or Excellent, 81% said they were Good or Excellent.



81% of boys rated the sessions good or excellent

n=569

When asked to rate the session topics, 64%-77% of boys rated the topics as Interesting or Very interesting.



n=547-562

When asked how important they thought it was for other schools to have these sessions, almost nine in ten boys said it was Important or Very important.

The response to the programme was highly positive from both boys and school staff.

89% said it was important that other schools receive these kinds of sessions



n=559

In qualitative feedback collected by Salford Foundation staff, boys recognised the need for conversations around these topics, and reported Steps sessions covered these in a way that was enjoyable and engaging.

“I enjoyed taking part in different activities”

“We got to share our thoughts and work with friends”

“I learnt that it is important to have a healthy relationship”

“I learnt why it’s important to be a good man”

Feedback from boys who took part

Steps was also warmly received by school staff. Staff feedback collected by the Salford Foundation reflected a keen awareness among teachers of GBV as a significant and growing issue. However, they also reported a lack of support around how to address this. Steps filled this gap; staff welcomed the expertise Steps brought to discuss these challenging topics and field questions from pupils, and the support and peace of mind for teachers that these areas are being addressed.

“The boys have enjoyed the sessions and felt like they’ve learned something new. They don’t know this stuff or talk about it [usually] and it is really important. It’s definitely been well received.”

Staff feedback

Staff noted that it worked to deliver the programme just to boys, although school staff suggested girls were not keen to be excluded; staff felt this helped discussions.

4 Steps made a positive impact

Findings from the Impact survey and qualitative feedback collected by the Salford Foundation suggested Steps led to improvements for boys in the following three key areas, which were highlighted as intended outcomes in the Steps Theory of Change:

Overall wellbeing and behaviour

Ability to recognise and understand misogyny

Ability to proactively respond to misogyny

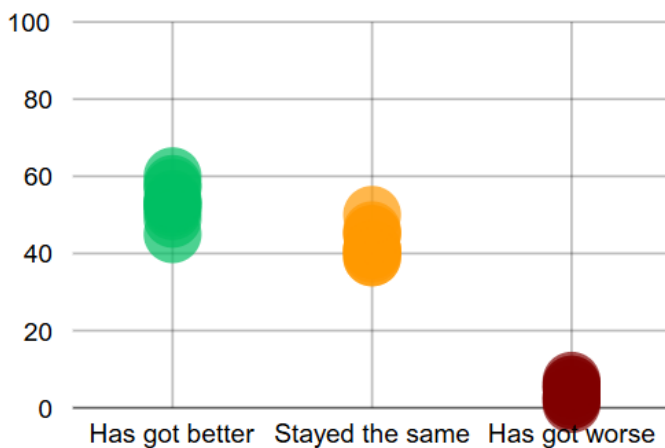
As discussed in this section, high proportions of boys reported they had seen improvement in their understanding and ability to respond to misogyny thanks to Steps.

4.1 Positive views of the overall impact from the sessions

This section summarises boys' views on the overall impact of support. Section 4.2 onwards presents these areas in more detail.

The scatterplot below summarises boys' responses around their understanding of gender-based topics. It shows that many boys reported that their understanding across topics got better as a result of Steps, with fewer saying it stayed the same. Very few said it got worse.

Summary feedback – Own understanding



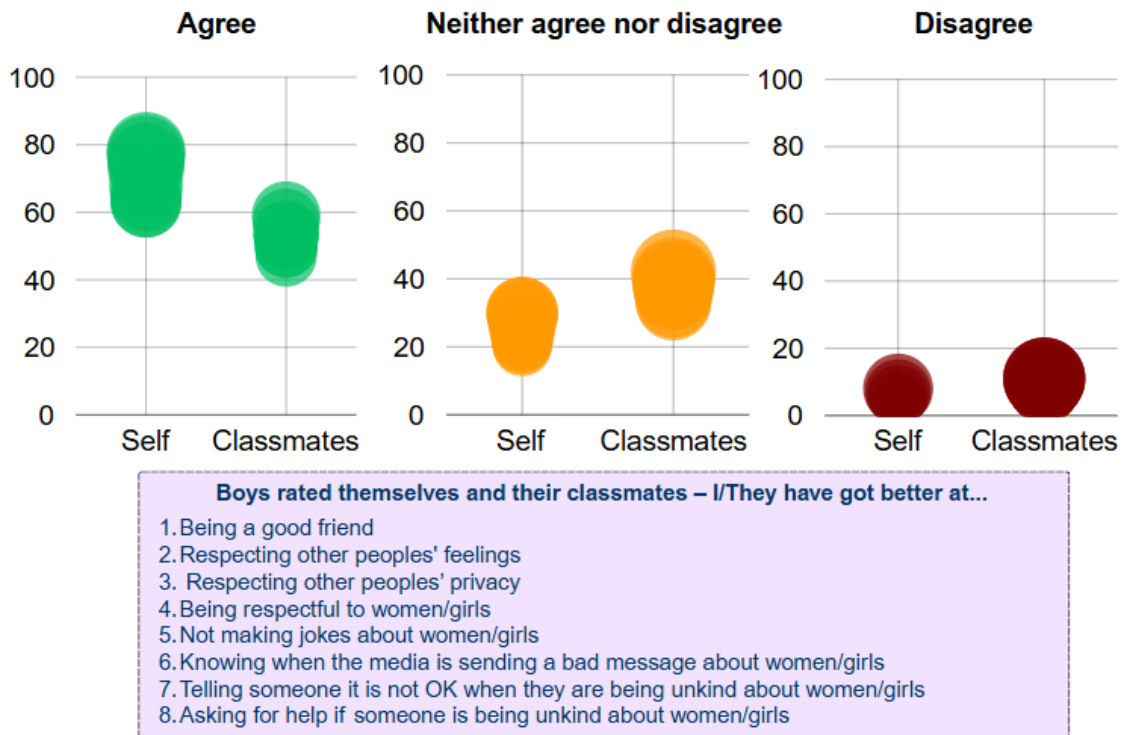
Boys rated how their understanding of the following has changed – My understanding of...

1. What a good friendship looks like
2. The importance of respecting other people's feelings
3. The importance of respecting other people's privacy
4. That men and women can have the same jobs/goals
5. That men and women can have the same interests
6. The importance of being respectful to women/girls
7. How jokes about women/girls can be harmful
8. How the media can shape people's beliefs about women/girls
9. The importance of telling someone it is not OK if they are being unkind about women/girls
10. What to do if someone is being unkind about women/girls

The scatterplot below, which summarises how boys rated improvements in **their own** and **their classmates'** behaviour and response to misogyny, shows that boys rated their own progress more positively than their classmates'.

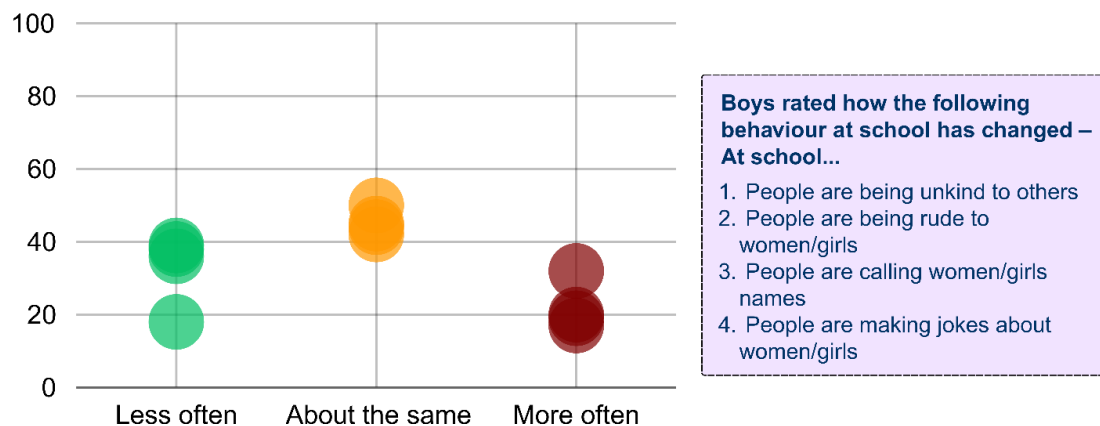
Again, most boys reported improvement here, with fewer responding neutrally, and fewer still saying they had seen negative progress.

Summary feedback – Own and classmates’ behaviour



Similarly, the final scatterplot below summarises boys’ perception of behaviour change at their school.² It shows a more mixed response, but with some encouraging suggestion that some children felt negative behaviour was happening less often at school.

Summary feedback – General school behaviour



² Question 5 ("People are telling others that it is not OK when they do these things") has been excluded from the scatterplot due to its inverse interpretation compared to Questions 1 to 4.

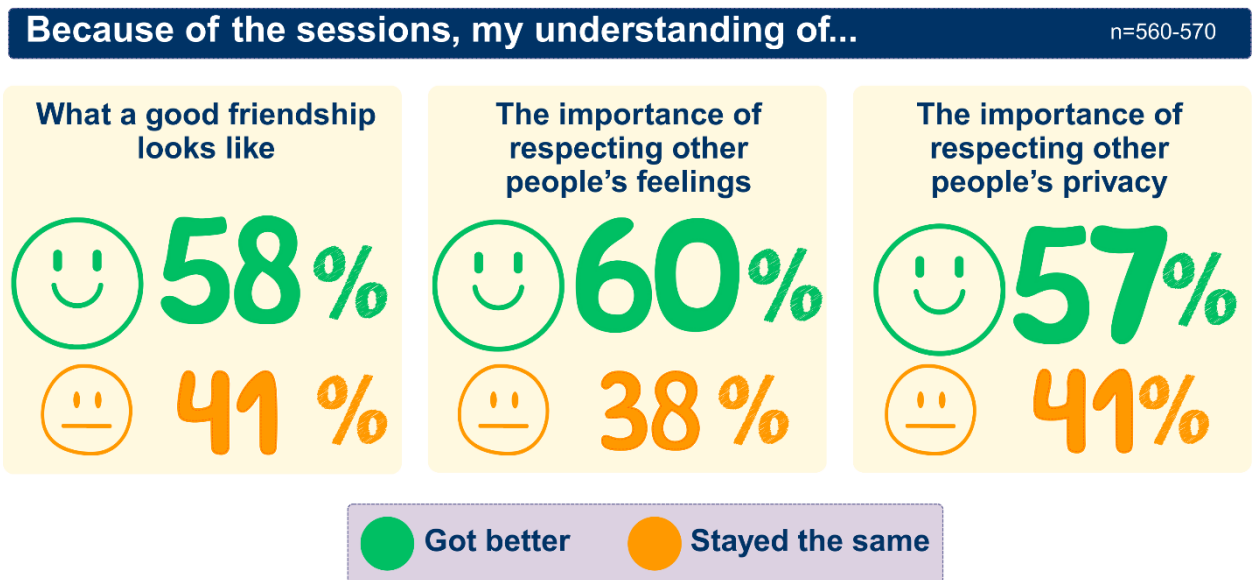
4.2 Improvements in wellbeing and behaviour

This section discusses the impact of Steps on overall wellbeing and behaviour in more detail.

Relevant intended outcomes here stated in the Theory of Change are **healthier relationships** and **increased kindness to others**.

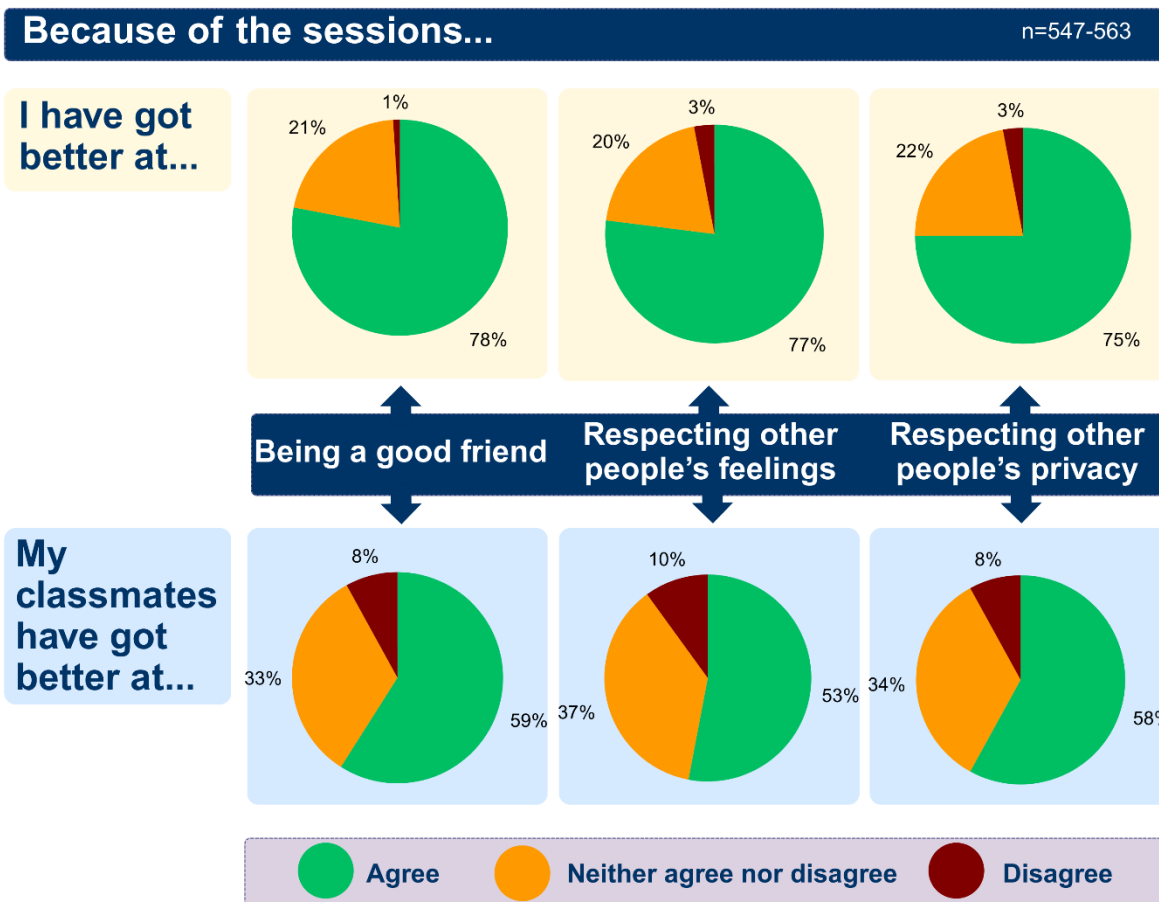
Boys reported improved understanding

When asked about their understanding of friendships, respecting others' feelings, and privacy, more than half of boys reported their understanding had improved because of the sessions. Only 1-2% said their understanding 'got worse' in any area.



Boys reported improved behaviour

When asked how their own and their classmates' behaviour had changed, at least 75% of boys agreed that their **own behaviour** had changed for the better in all these three areas. Ratings of their **classmates' behaviour** change was lower but still positive, with more than half agreeing they had seen this improve in all areas.



When asked about whether people were being unkind to others at school in general, i.e. not in relation to the outcomes Steps is aiming to achieve, 18% said this was happening less often, half said this had stayed about the same, and 32% said people were being unkind more often. This may suggest that improvements boys reported in relation to misogynistic behaviour are being achieved in a context where unkind behaviour in school continues to be challenging.

4.3 Improvements in recognising and understanding misogyny

This section discusses the impact of Steps on boys' ability to recognise and understand misogyny.

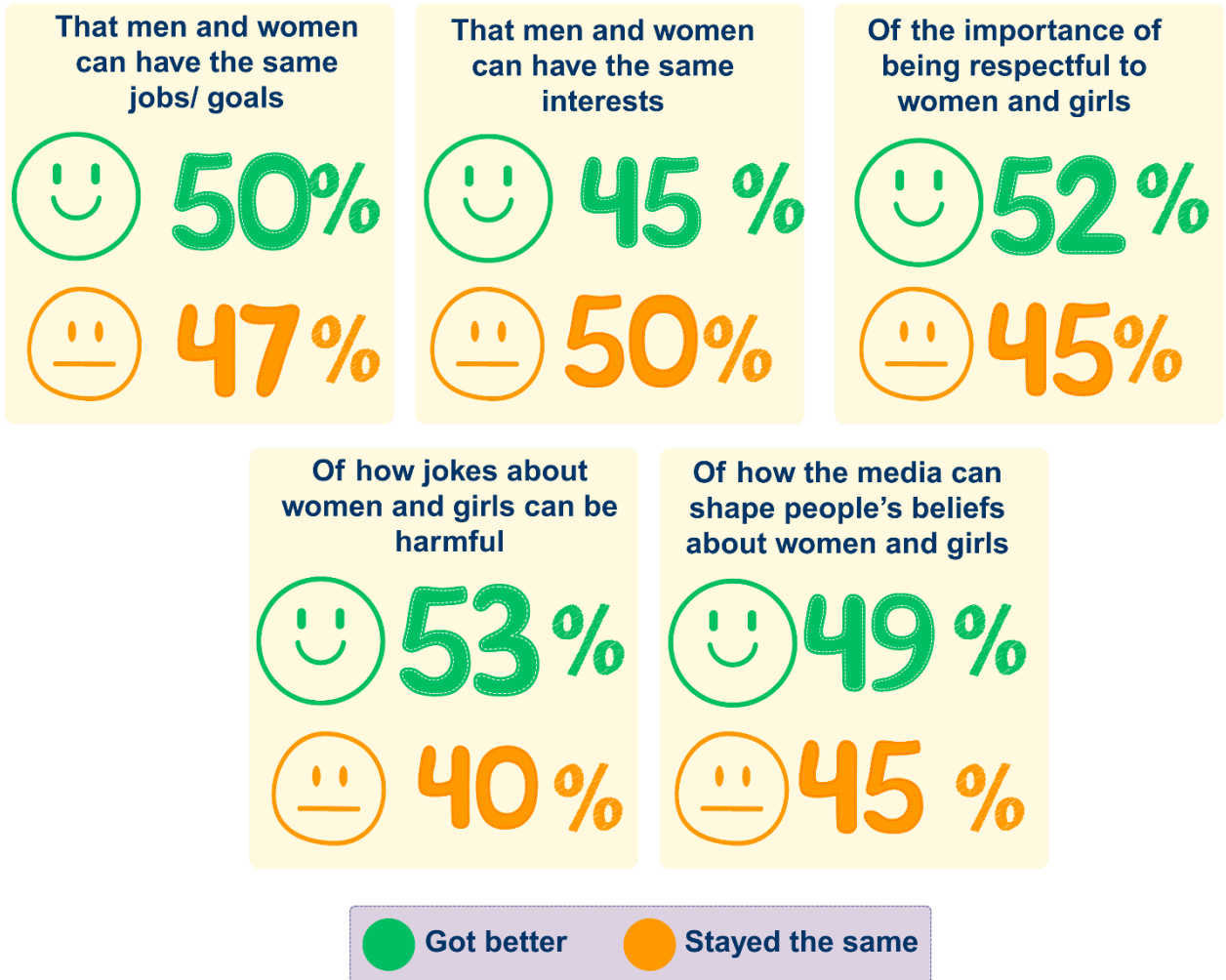
Relevant intended outcomes here stated in the Theory of Change are **appreciating healthy gender-based roles** and **confidently communicating these with peers**, **recognising gender-based stereotypes as harmful**, **identify gender stereotypes in media**, and **increased knowledge about behaviours and attitudes that contribute to GBV**.

Boys reported improved understanding

Many boys felt their understanding of gender roles and their awareness of how their beliefs on this can be shaped improved thanks to Steps. At least 45% in all five areas said their understanding got better, and only 3-6% said their understanding 'got worse' in any area.

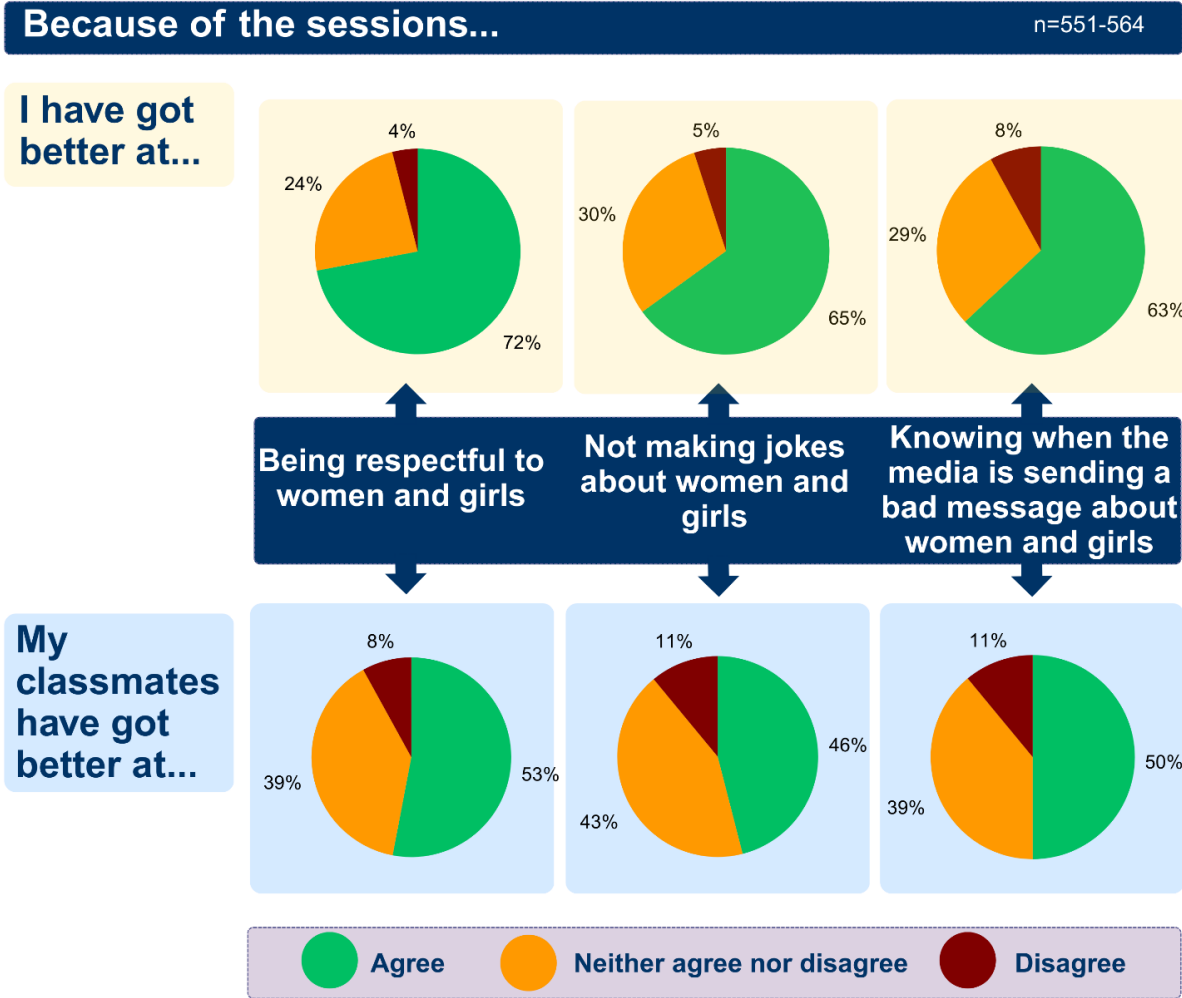
Because of the sessions, my understanding...

n=557-566

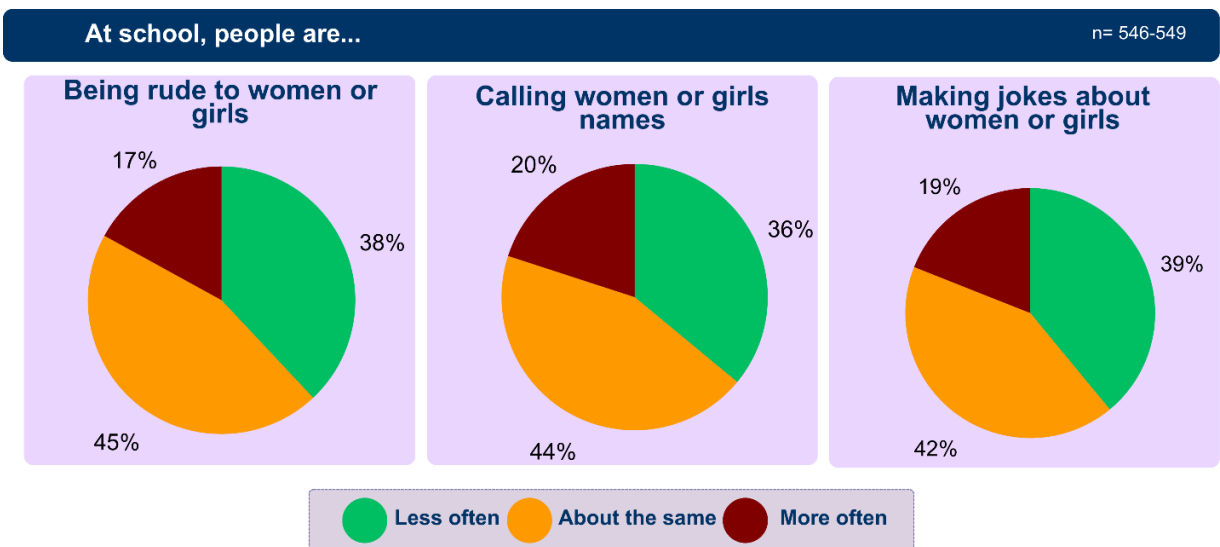


Boys reported improved behaviour

As a result of Steps, more than 63% of boys agreed they had improved at being respectful to women and girls, not making jokes about women and girls and knowing when the media is sending a bad message about women and girls. This proportion reduced when rating their classmates, but was still 46-53% across all the areas.



When asked more generally about people's behaviour at school, about 36% of boys reported that negative gender-based behaviour was happening less often, with 42% saying things were about the same.



4.4 Improvements in the proactive response to misogyny

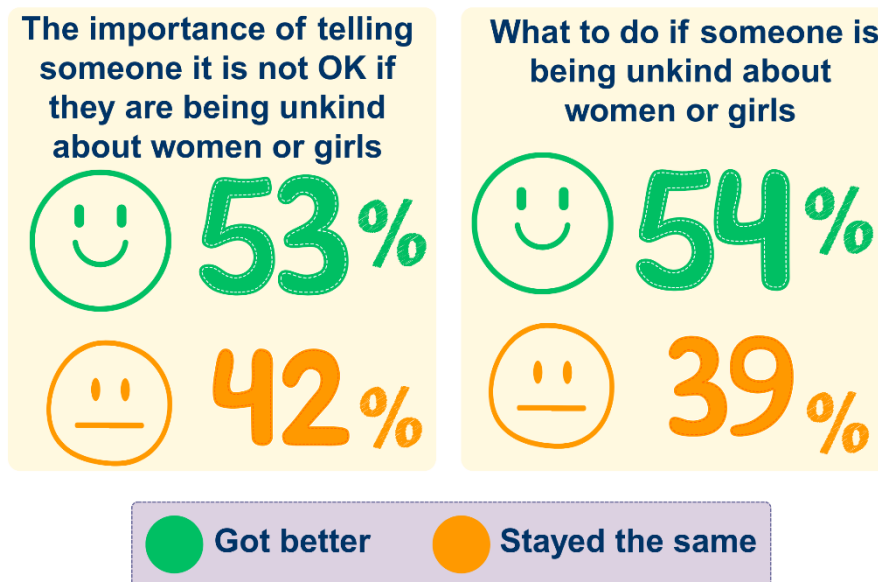
This section discusses the impact of Steps on boys' ability to proactively respond to misogyny.

Relevant intended outcomes here stated in the Theory of Change are **knowing how to speak out, respond as active bystanders** and **say no to GBV**; and **know how to recognise negative and risky behaviour and how these may be avoided**.

Improved understanding

When asked about their understanding of how to respond to misogynistic behaviour, 53–54% of boys said this had improved. Only 5-7% said this had got worse.

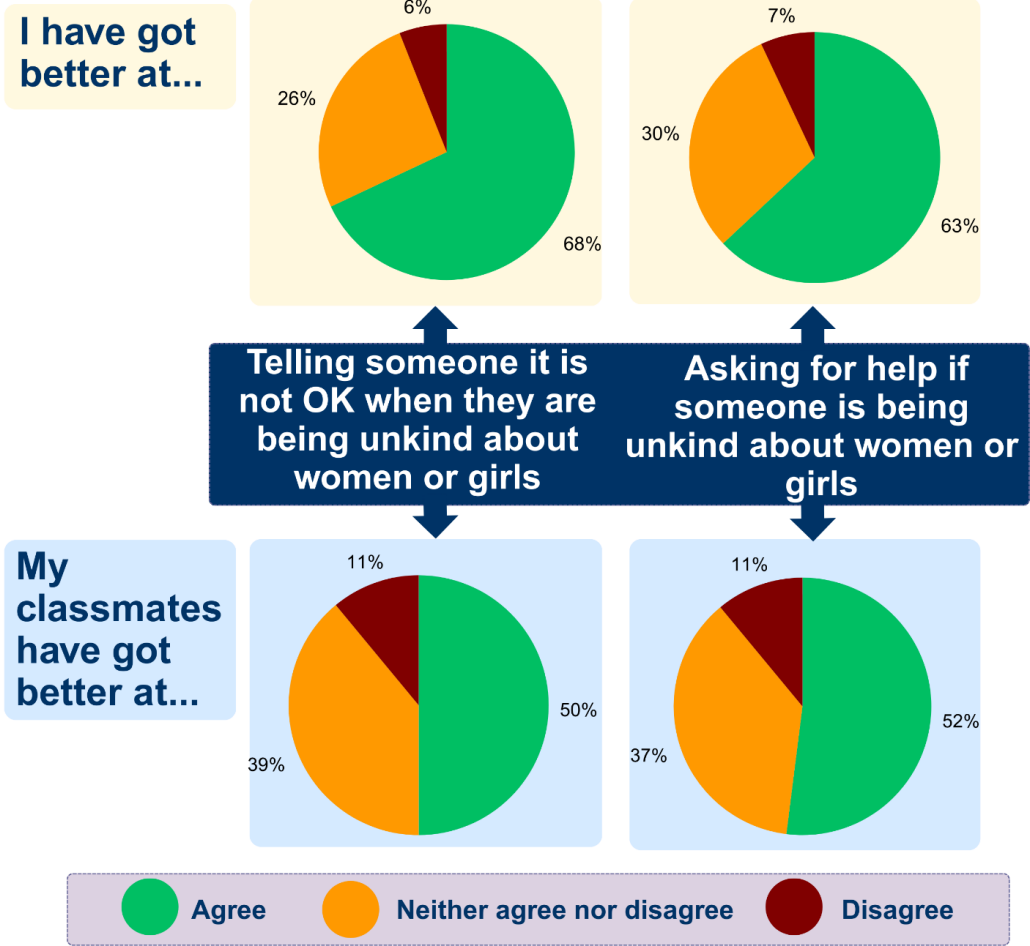
Because of the sessions attended, my understanding of... n=562-564



Improved behaviour

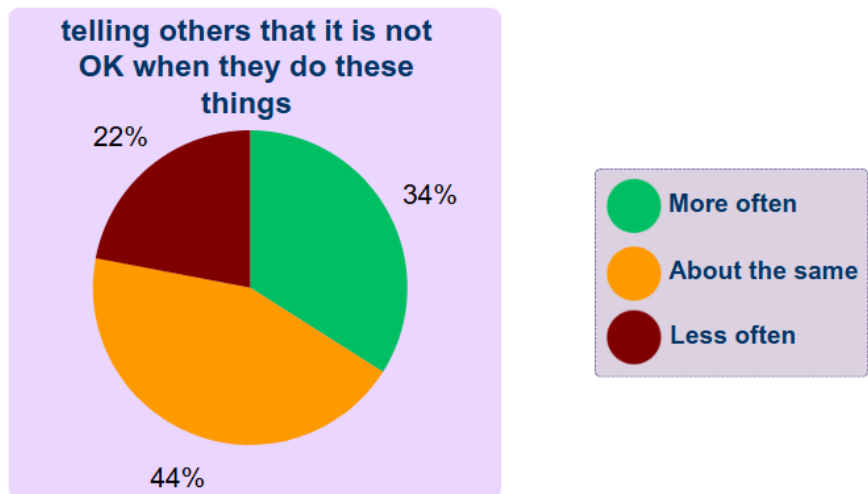
When asked to rate how their behaviour had changed when they witness misogynistic actions towards girls and women, at least 63% of boys said they had got better at this themselves, and at least 50% said their classmates had got better at this.

Because of sessions n=551-560



In addition, 34% of boys said that at their school, it was happening more often that people were telling others this kind of behaviour is not OK.

At school, people are... n=564



5 Conclusion and areas for development

5.1 A well-received, positive programme

Steps was a very well-received programme which gained highly positive feedback from boys and staff, both on experience of Steps and what difference it made to them.

“A lot of them have mentioned [Steps topics] to me in other lessons, and I'm like, ‘I know where you've got that from!’. They're sharing it with other people and with me so hopefully, they took that home as well. And hopefully that message has been spread a little bit further into our community, which is so needed.”

Staff feedback

5.2 Future development

Staff identified that Steps is operating within a wider system where misogyny and GBV are on the rise, which means there is a wider system need to address this.

For future development within the context of Steps, the following could help deepen its impact:

- **Further evaluation to demonstrate impact and contribute to wider ‘what works’ knowledge.** If Steps continues to develop, it would benefit from stronger process and impact evaluation including potentially a randomised-controlled trial (RCT).
- **More joined up work between Steps sessions and teachers.** Staff felt that more awareness of the Steps sessions would help them prepare how to respond if the topics came up later and be aware of anything that came up during the sessions.
- **Providing staff training alongside boys’ sessions.** Staff noted wanting to be better equipped to respond to GBV and avoid introducing their own unconscious biases. They felt training would be valuable to reinforce Steps learning longer-term, by empowering teachers and supporting them to build a curriculum around ability to respond to GBV. Salford Foundation has provided training on this in the past, which had highly positive feedback, so continuing to roll this out may be of benefit:

“[After the training session I feel] a greater understanding around GBV and a passion to incorporate it into our PSHE curriculum and disseminate information to the whole school staff team”

Feedback after Pathfinder session

- **Consider extending Steps sessions.** Staff suggested this could include providing more sessions to reinforce learning and keep pace with children’s online exposure to GBV; and consider developing a parallel programme for girls.

6 Appendix 1 – Theory of Change

Salford Foundation have developed a curriculum for schools across Greater Manchester that encourages prevention of Gender Based Violence through a reduction of misogynistic attitudes and behaviours. This Theory of Change is based on a review of documentation from Salford Foundation and a workshop with key stakeholders from Salford Foundation.

Why	Why	Who: participants	How: intervention	What: short-term outcome 1 to 2 months	What: medium-term outcome 3 months to a year	What: long-term outcome 1-3 years
<p>The GM VRU, Salford Foundation and partners see the following issues as key drivers for</p> <ol style="list-style-type: none"> 1) School leaders have concerns about an increase in misogynistic activities amongst male students in schools across GM. 2) Young people are concerned about gender-driven negative behaviours. 3) There can be some tensions around the delivery of sex 	<p>Risk factors for the perpetration of GBV among boys and young men include:</p> <ul style="list-style-type: none"> • Conflicted understanding of masculinity³ • Gender inequality⁴ • The normalisation of negative and misogynistic attitudes and behaviours towards women and girls⁵ • Exposure to gender stereotypes.⁶ <p>Protective factors against the risk factors listed above include increasing understanding and awareness of:</p> <ul style="list-style-type: none"> • Healthy relationships • Consent • Respectful behaviour towards women and girls • Gender equality 	<p>1000-1100 boys across 12 schools in Greater Manchester. 12 secondary schools to roll-out GBV Education universally to specified year groups.</p> <p>All pupils in year groups 7,8 & 9 from identified schools to receive the universal GBV Education provision delivered by SF. Exceptions for those with 'consent</p>	<p>Universal offer: Interactive lessons on gender-related issues. The offer involves 5-6 50-75 minute weekly sessions for each group (approx. 15).</p> <p>Topics include:</p> <ul style="list-style-type: none"> • Societal gender stereotypes • External/media gender portrayal • Online exposure & algorithms • How boys perceive themselves & interact with others • Healthy interactions/relationships (not romantic) • Consent 	<p>Secondary school pupils:</p> <ul style="list-style-type: none"> • Have increased knowledge about gender-based stereotypes and how these are constructed. • Have increased knowledge about behaviours and attitudes that contribute to gender-based violence. • Recognise healthy gender-based roles • Can identify and understand how gender stereotypes and misogynistic content, language, and behaviours contribute to the normalization of gender-based violence. • Know how to speak out, respond as active bystanders, 	<p>Secondary school pupils:</p> <ul style="list-style-type: none"> • Healthier relationships. • Improved understanding and approaches to consent. • Improved behaviours including increased respect towards women and girls. • Increased empathy towards 	<p>Decrease in overall incidences of GBV and misogyny in schools. Although in the first instance there may be an increase in reporting and recording.</p>

³ Toxic masculinity is a set of attitude and ways of behaving that are stereotypically associated with or expected of men, and are regarded as having a negative impact on men and society as a whole.

⁴ www.equallysaeschools.org.uk/gbv-young

⁵ Morrison,A, Ellsberg, M, and Botts, S. (2007) Addressing Gender Base Violence: A critical review of interventions.

⁶ Horvath, M.A.H., Alys, L., Massey, K., Pina, A., Scally, M. and Adler, J.R. (2013), Basically ... porn is everywhere: a rapid evidence assessment on the effects that access and exposure to pornography has on children and young people; Papadopoulos, L. (2010), Sexualisation of Young People Review

Why	Why	Who: participants	How: intervention	What: short-term outcome 1 to 2 months	What: medium-term outcome 3 months to a year	What: long-term outcome 1-3 years
<p>education in schools which may mean some young people feel they aren't able to get the information they want/need. Whilst relationship education is taught in primary, sex education is taught only in Secondary schools. Parents can withdraw their children from sex education.</p> <p>OR Whilst relationship education is statutory in primary and secondary schools, parents can request to withdraw pupils from sex education in secondary schools. As a result, there can be sensitivities and some reticence in delivering</p>	<ul style="list-style-type: none"> • Boundaries • Peer-moderation • Positive masculinity <p>Equipping boys and young men with the tools to reject violence and misogynistic behaviours can empower them to become positive role models and change attitudes and behaviours associated with GBV among their peers.</p> <p>The University of Durham/University of Bedfordshire Contextual Safeguarding Team outline in their resources and material that whilst we often think about child safety in our Safeguarding Policies, we can often see Safeguarding as separate to our 'behaviour policies' which talk about how unwanted behaviour can be 'managed.' They recommend that when we are looking to support young people when there is peer-on-peer abuse, we need a safeguarding response – not just a behavioural approach such as sanctions. They identify that the social structures of poverty, racism and sexism can impact</p>	<p>withdrawal' and/or risk of inducing historic trauma.</p>	<ul style="list-style-type: none"> • Active Bystander • How attitudes & beliefs affect others <p>An education consultant⁷, GBV Education Strategy Group⁸, and Operational Professional Teachers Group⁹ will support delivery and implementation and provide quality assurance.</p>	<p>and say no to gender-based abuse and violence.</p> <ul style="list-style-type: none"> • Know how to recognise negative and risky gender-based behaviours and how these might be avoided • Recognise the inappropriateness of pornography. 	<p>women and girls.</p> <ul style="list-style-type: none"> • Increased challenge around violent, sexist and homophobic behaviours. • Improved understanding of boundaries. 	

⁷ The education consultant will: convene the GBV Education Strategy Group and the Operation Professional Teachers Group; provide support to Salford Foundation and its delivery partner to ensure proposed schemes of work and lesson plans (1) meet and exceed statutory guidance for schools related to the design and delivery of the curriculum (2) are age-appropriate (3) are appropriate for delivery in different cultural and religious majority school settings (4) are accessible or adaptable for pupils with SEND, and (5) are school and teacher 'friendly'; provide expert advice on issues that are critical to success or emerge during the course of the project; assist with briefings at LA Heads Groups and similar forums to ensure strategic buy-in; assist with recruitment/ selection of 20 pathfinder schools for further roll-out of materials and staff training beyond the pilot period; assist with proofing of training materials and delivery of teacher training with the pathfinder schools

⁸ This group will act as a pathfinder group with operational school leader representation from each of the 10 local authorities. The group will meet bi-monthly for the duration of the 15-month period.

⁹ Teachers to meet on a regular basis to identify good practice and also to inform those designing and delivering the project about tips, techniques and points that might be usefully weaved into the programme.

Why	Why	Who: participants	How: intervention	What: short-term outcome 1 to 2 months	What: medium-term outcome 3 months to a year	What: long-term outcome 1-3 years
<p>this, particularly around gender-based issues. This may mean that some of the concepts are not given the time they deserve in schools which leads young people to think that it is not delivered effectively.</p>	<p>young people's behaviours and recommend that in instances such as changing a misogynistic culture where gender-based peer-on-peer abuse we should be looking at preventative elements by changing the culture for all young people who spend time in the setting. They identify that lessons learnt, and the changes that are made to school policy as a result of this are key for embedding a contextual safeguarding approach.</p> <p>Young people also tell us that when we seek to sanction and not to educate alongside, this can further drive behaviours underground and hidden from view of the adults responsible for their safety. The impact of peer behaviour can be identified as a strong positive and negative influence. Through equipping boys and young men with the tools to communicate it is identified that we can use this as a positive peer lever to addressing GBV.</p>					

7 Appendix 2 – Impact survey questions

YOUR VIEWS ARE IMPORTANT TO US

We would like to hear what you think about the sessions taught to you by Salford Foundation and Talk Listen Change. This questionnaire asks about the difference the sessions may or may not have made to you and your classmates.

We do not ask for your name on the questionnaire, and we will not be able to know who has completed questionnaires. The only people who will see your answers are Cordis Bright (a research organisation). They will use your answers to write a report which will help us make the sessions better in the future. The questionnaire should take no more than 15 minutes to fill in. It would be great if you could answer as many questions as you can. If you need any help, you can ask an adult.

Section 1: About the sessions

1.1 Overall, how would you rate the sessions you attended?

Excellent <input type="checkbox"/>	Good <input type="checkbox"/>	OK <input type="checkbox"/>	Not good <input type="checkbox"/>
---------------------------------------	----------------------------------	--------------------------------	--------------------------------------

1.2 What did you think of the following topics you learned about in the sessions?



	Very interesting	Interesting	Not that interesting	Not at all interesting
Healthy friendships and relationships	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
The media	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
The stereotypes and interests of men and women	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Active bystander	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

1.3 How important do you think it is that children in other schools receive these kinds of sessions?



Very Important <input type="checkbox"/>	Important <input type="checkbox"/>	Not that important <input type="checkbox"/>	Not at all important <input type="checkbox"/>
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Section 2: Your views

2.1 Because of the sessions you attended, has **your understanding** of the following things **got better, stayed the same, or got worse?**

My understanding of	Has got better 	Has stayed the same	Has got worse 
What a good friendship looks like	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
The importance of respecting other people's feelings	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
The importance of respecting other people's privacy	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
That men and women can have the same jobs/goals	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
That men and women can have the same interests	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
The importance of being respectful to women and girls	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
How jokes about women and girls can be harmful	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
How the media (e.g. videos on the internet, songs, or films) can shape people's beliefs about women and girls	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
The importance of telling someone it is not OK if they are being unkind about women or girls	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
What to do if someone is being unkind about women or girls	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>



2.2 Do you agree or disagree that because of the sessions you attended, **you** have got better at the following:

I have got better at	Agree 	Neither agree nor disagree	Disagree 
Being a good friend	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Respecting other peoples' feelings	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Respecting other peoples' privacy	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Being respectful to women and girls	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Not making jokes about women and girls	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Knowing when the media (e.g. videos on the internet) is sending a bad message about women and girls	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Telling someone it is not OK when they are being unkind about women or girls	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Asking for help if someone is being unkind about women or girls	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

2.3 Do you agree or disagree that because of the sessions you attended, **your classmates have got better** at the following:

My classmates have got better at	Agree 	Neither agree nor disagree	Disagree 
Being a good friend	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Respecting other peoples' feelings	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Respecting other peoples' privacy	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Being respectful to women and girls	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Not making jokes about women and girls	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Knowing when the media (e.g. videos on the internet) is sending a bad message about women and girls	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Telling someone it is not OK when they are being unkind about women or girls	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Asking for help if someone is being unkind about women or girls	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

2.4 Following the sessions, **are these things happening at school more often, about the same, or less often?**

At school....	More often 	About the same	Less often 
People are being unkind to others	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
People are being rude to women or girls	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
People are calling women or girls names	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
People are making jokes about women or girls	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
People are telling others that it is not OK when they do these things	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

Section 3: About yourself

3.1 What is your ethnic group?

- White
- Mixed/Multiple ethnic groups
- Asian/ Asian British
- Black/ African/ Caribbean/Black British
- Another ethnic group (please describe)
.....
- I would prefer not to say

3.3 How old are you?

I am..... years old

3.2 What year are you in at school?

- Year 5
- Year 6
- Year 7
- Year 8

3.4 Are you...?

- Female
- Male
- Non-binary
- Other
- I would prefer not to say

**Thank you very much for completing this questionnaire.
Please hand it back to your teacher.**

8 Appendix 3 – Schools that took part in Steps

Summary data provided by the Salford Foundation on the schools that took part in Steps is shown in the table below.

School Name	No. of children with SEND	No. of children receiving pupil premium	Total by gender	No. of children who are looked after	No. with caring responsibilities	No. who speak English as an additional language
All Hallows R.C. High School	3	287	M-381 F-357	0	0	0
Audenshaw School ¹⁰	x	x	x	x	x	x
Briscoe Lane Academy	129	424	M- 345 F- 343	1	0	235
Great Academy Ashton	288	638	M- 575 F- 730	11	52	336
Ladybridge High School	132	394	M- 607 F- 517	9	2	416
Manchester Enterprise Academy	391	848	M- 689 F- 665	18	73	254
Mesne Lea Primary School	111	114	M-238 F-190	7	0	30
Waterloo Primary School	53	171	M- 183 F- 172	3	1	138

¹⁰ Audenshaw School took part but no data were provided.



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