1. Name:

Prof Simon Murphy

2. Email address:

DECIPHer

3. In what capacity you are responding to this consultation?

(Please select one answer only.)

Individual responding in a personal capacity (go straight to question 4)	☐
Individual responding in a professional capacity (go straight to question 4)	☐
Individual responding on behalf of an organisation (answer question 3.1)	☒

3.1 If you are an individual responding on behalf of an organisation, please tell us the name of the organisation you are representing and your job title.

Centre for Development, Evaluation, Complexity and Implementation in Public Health Improvement (DECIPHer), Director

4. Would you like to be added to the Children, Young People and Education Committee's contacts list in order to receive updates about our work?

(Please select one answer only.)

You can unsubscribe at any time by emailing SeneddChildren@senedd.wales

Yes	☒
No	☐

5. Your views

Record your views against the inquiry's terms of reference, which have been grouped into 5 themes:

1. Scale
2. Impact
3. Effectiveness of interventions
4. Wider context
5. Other

Please keep your response to <u>no more than 2000 words in total</u>.

5.1 Scale

- The scale and nature of the issue in education settings and how many learners are affected.
- The extent to which this issue also occurs outside the formal education setting, including online.
- Schools, colleges and local authorities' collection and use of bullying and harassment data.

SCHOOLS
The School Health Research Network is a network of secondary schools in Wales who have joined together with researchers, the Welsh Government and other organisations to support young people's health. The aim of the School Health Research Network is to improve health and wellbeing. The network helps schools in Wales work with researchers to generate and use good quality evidence about health improvement. The network collects a variety of robust health and wellbeing data from students and schools in Wales. In 2019/20 just under 120,000 11 to 16 year olds took part in the survey, from 198 schools, including 93% of maintained secondary schools. We report on these data via a biennial Welsh Government National Indicators Report which allows population monitoring of trends and an assement of policy progress. We also provide tailored benchmarked reports for regional stakeholders in LHBS and LEAs and for secondary schools across Wales to support health needs assesments, health action planning and monitoring and evaluation. More information can be found here: https://www.shrn.org.uk/

We collect a range of data on a variety of peer-on-peer harassment indicators. For example, figures from the 2019/20 survey indicate that the number of students who had sent a sexually explicit image AND had it shared to someone else without their consent rose to 11% as students ages increased (years 7-11). Similarly, the

proportion increased to 13% of students who had never sent a sexually explicit image to someone else, but reported that they had had an image shared without consent.

Findings indicate that up to 50% of students reported having been called sexually offensive names at school in the last year by boys, and over a third were called sexually offensive names at school by girls. These proportions can be broken down by gender to explore gendered peer-on-peer violence; 35% of boys had ever been called sexually offensive names at school by boys, and 42% of girls had been called sexually offensive names at school by boys. This rose to 68% for gender minority youth. Similarly, 27% of boys reported being called sexually offensive names by girls, and 32% of girls reported being called sexually offensive names by girls. This rose to 63% for gender minority youth.

Data is also collected on students' experiences of being unwantedly touched or kissed in school by boys and by girls. Overall, depending on year group, between 9-18% of students report that they have ever been unwantedly touched or kissed at school by boys. This figure is between 9-12% for unwanted touching or kissing by girls. The figures can be broken down by gender to explore gendered peer-on-peer harassment. A total of 13% of boys and 14% of girls reported being unwantedly touched or kissed at school by boys. This number rose to 41% for gender minority youth. A total of 15% of boys and 6% of girls reported being unwantedly touched or kissed in school by girls. This rose to 34% for gender minority youth.

Students are asked the most common reasons people in their year group are bullied. They are able to tick up to three responses. Between 29-36% students in years 7-11 reported that one of the top three reasons is because 'students are gay, lesbian or bisexual'. Between 4-15% reported a top three reason being because of their 'gender identity or expression'.

We also collect data on whether students believe their teachers take action when they hear pupils calling boys/girls sexually offensive names at school. Overall findings indicate that around three quarters of students in younger year groups agreed staff took action if they heard pupils being called sexually offensive names (by boys or girls). However this proportion decreased with age; one half of older students agreed staff took action when pupils were called sexually offensive names by girls, whereas only on third agreed that teachers took action when pupils were called sexually offensive names by boys.

We have data on young people's gender identity, dating experiences (same, both and opposite sex gender dating as well as emotional and physical dating and relationship violence) and sexual behaviour (asked to only students aged 15 years

and older). We could also share data on whether students believe their school teaches them about who to go to if they or someone they know experiences dating violence, and whether they would speak to a staff member of they/a friend experienced dating violence.

FURTHER EDUCATION
As part of a MRC PHIND funded formative mixed methods study to inform the development of a safer sex and healthy relationships intervention for those aged 16–19 years studying in further education (FE) settings, six FE settings in England and Wales completed an e-survey with 2105 students which examined a variety of intervention development topics as well as sexual health and dating violence outcomes, but also looked at experience of peer-on-peer harassment.

A total of 29% of FE students reported being called sexually offensive names at FE by boys. This figure was 27% reporting being called sexually offensive names at FE by girls. A total of 13% of students reported that they had ever been unwantedly touched or kissed at their FE setting. A total of 10% of students reported that their had ever seen unwanted pornographic content while at FE and 6% of students reported that they had had a sexually explicit image shared without their consent. A total of 44% of students believed staff took action when they heard students being called sexually offensive names by other students. It is possible to explore these data in more detail (e.g. looking at experience in relation to gender/sexual minority groups etc.). Please contact us for more information.

We are currently undertaking a pilot randomised control trial of a safer sex and healthy relationships intervention in futher education settings, which aims to impact gender based violence. More information can be found here:
https://www.fundingawards.nihr.ac.uk/award/17/149/12

5.2 Impact

- The impact on pupils' learning, mental health and well-being.
- The impact on education settings and staff, for example in terms of discipline and the extent to which harassment among learners has become 'normalised'.
- The specific impacts on particular groups of learners (e.g., older pupils, girls, LGBTQ+ pupils, etc.).

We have not conducted specific analysis on these topics however there is scope to undertake analyses pertaining to the data detailed above, in relation to a variety of mental health and wellbeing data, and especially among particular sub-groups. We would welcome a discussion with Welsh Government stakeholders to develop a joint programme of analysis in this area.

5.3 Effectiveness of interventions

- The effectiveness of existing policies and guidance, and the identification of potential solutions and improvements.
- The effectiveness of the roles of a wide range of statutory bodies (including the police, social services, local authority education departments, pupil referral units and schools themselves) and the extent to which a multi-agency approach is being taken where appropriate.
- The effectiveness of the Welsh Government's response across all its relevant departments with a focus on education, social services and community safety and its inclusion of non-devolved services such as the police and the criminal justice system.

SCHOOLS

We are in the final stages of a large international systematic review looking at evidence for school-based interventions for dating and relationship violence and gender-based violence. We are looking at how effective these interventions are and what lessons have been learnt from putting them in place, to support schools that want to prevent these kinds of violence. We have conducted a systematic review; meaning that we have looked for published evidence about interventions for dating and relationship violence or gender-based violence, either separately or together, internationally. We have also looked for evidence of how those interventions were carried out, including interviews and focus groups with staff and pupils who were part of the intervention. The research aims were to answer the following questions: 1. What did the interventions do, and why? 2. What helped schools to roll out the interventions and what caused problems? 3. Were the interventions effective? Did they reduce both dating and relationship violence and gender-based violence? And did all students benefit? 4. What parts of the interventions were most effective? How was this different in different schools? 5. Based on the learning from questions 1-4, we have identified what factors in interventions are the most important for reducing both dating and relationship violence and gender-based violence. More information can be found here: https://fundingawards.nihr.ac.uk/award/NIHR130144 . The final report is being finalised and results should be ready for sharing in the next few months. We would be delighted to share this with interested parties.

FURTHER EDUCATION

Although currently unpublished, we have conducted a systematic review of intervention evaluations addressing sexual health and gender-based violence in Further Education (FE) settings or their international counterparts. We searched a variety of databases in November 2017 for outcome evaluations involving randomized trials, controlled before-after studies, matched control studies or interrupted time-series analyses taking place within FE settings or their international analogues. Included studies included peer-reviewed literature which sought to improve sexual health outcomes, reduce gender-based violence, or prevent intimate partner violence. A total of 1,724 deduplicated articles were obtained; 553 were retained for the second and 178 for the third stage of screening. Ten full texts were reviewed and two were eligible for inclusion. Very limited high-quality evidence exists of interventions to addressing sexual health and gender-based violence in FE settings. Evidence is urgently needed as FE provides an optimal setting for health promotion.

5.4 The wider context

- The impact of online content and influences on young people's attitudes, and the wider context of online safety and potential legislation at Westminster.
- The role of families, parents, and carers.
- The role of the new Curriculum for Wales in developing healthier attitudes towards relationships and sexuality issues.

We have supported the ongoing work of the new Curriculum for Wales, by DECIPHer team members sitting on the RSE Expert Panel, and feeding School Health Research Network data into the working groups.

We have not conducted specific analysis on these topics however there is scope to undertake analyses pertaining to the data detailed above, in relation to a variety of mental health and wellbeing data, and especially among particular sub-groups. We would welcome a discussion with Welsh Government stakeholders to develop a joint programme of analysis in this area.

5.5 Other

Please record any views you have below that do not fit into the themes above.

SHRN collects a wide variety of data on health and wellbeing topics, especially those related to sexual harassment, dating violence, bullying and other forms of peer-on-peer violence. We report on these data via a biennual Welsh Government National Indicators Report which allows population monitoring of trends and an assement of policy progress. We also provide tailored benchmarked reports for regional stakeholders in LHBS and LEAs and for secondary schools across Wales to support health needs assessments, health action planning and monitoring and evaluation. We also welcome the opportunity to share this data in other forms by request, where possible. Please do contact us for more information: SHRN@cardiff.ac.uk or decipher@cardiff.ac.uk

USE OF YOUR INFORMATION

In order to enable us to handle your information in accordance with our privacy notice, please complete the questions below. We will be unable to process your response if these questions are not completed.

6. We will be engaging with children and young people in a separate consultation exercise. However, if you are responding using this proforma and are under 13 years old, we will only be able to accept your response if your parent or guardian has confirmed that you can participate. They can do this by sending us an email to SeneddChildren@senedd.wales.

Are you under 13 years old?

I am under 13 years old	☐
I am 13 or over	☒

7. Please choose one of the following options to confirm whether you would prefer that your name is not published alongside your evidence.

We will not publish the names of people under the age of 18.

I am aged 18 or over and I am content for you to publish my name alongside my evidence	☒
I am aged 18 or over and I would prefer that you did not publish my name alongside my evidence.	☐
I am under the age of 18	☐

8. Please choose one of the following options to confirm whether you have agreement from any third parties referred to in your evidence that you can share information that may be used to identify them and that they understand that it may be published.

I confirm that any third party I have referred to in my evidence has agreed that I can share information that may be used to identify them, and that they understand that it may be published.	☒
I do not have the agreement of one or more of the third parties I have referred to in my evidence.	☐
I have not referred to any third parties in my evidence.	☐