A) RATIONALE FOR THE PROJECT
An increasing number of UK governmental and charity-led initiatives focus on violence and bullying prevention in school. Very few of these have explicitly recognised the importance of family background and context in perpetuating or challenging particular messages that might foster an acceptance or normalisation of certain gender expectations, including in relation to violence. The World Health Organisation (among others) has noted that engaging parents is a key aspect of effective school-based violence prevention. This project would seek to explore ways to create sustainable relationships between school-child-family in terms of violence prevention work, for example, in relation to engaging parents with key messages about gender stereotyping and aggressive behaviour.

B) REFERENCES THAT SHOULD BE READ (if you do not have access to these, please email me)

C) RESEARCH AIMS / QUESTIONS
This project would explore the relationship between school-child-family in violence prevention, with a particular focus on barriers and enablers for engaging families and parents/care-givers in a sustainable way with violence prevention initiatives taught in school. In particular this project would draw on existing work (e.g. Barter et al, 2009; McCary, 2010; Sundaram, 2013) that shows the fundamental ways in which gender expectations shape young people’s views on violence. The project would explore how learning about gender stereotypes, norms and expectations might be extended to families and care-givers in order to develop a sustainable shift in perceptions and practices that includes school, child and family.

D) METHODS
This project would employ qualitative methods and a possible ethnographic approach to work with a specific sample of schools/families. Interviews (possible repeated interviewing) would be conducted with a focused sample of parents (or in a focused sample of schools). Interviews would additionally be conducted with head teachers and relevant school staff, including home-school liaison or welfare/pastoral counsellor. Arts-based and creative methods with pupils to explore the barriers to talking about gender, sexism, harassment within different contexts, including in families.