



TACKLE IT SWITCHING FORMATIONS

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RAMS TV

FEATURE



PROJECT SUMMARY

To date, the programme has been delivered to seven cohorts across six schools. Through a structured 12-session programme, consisting of eight classroom workshops and four team-building sessions, participants have explored harmful gender stereotypes, emotional intelligence, respectful relationships and personal responsibility. The programme has encouraged greater self-awareness, strengthened peer support and promoted healthier attitudes and behaviours among young males.

In addition to school-based delivery, we successfully expanded the programme into community settings through our Premier League Kicks and Football and Education programmes. Working closely with the Premier League Kicks Coordinator and Education Manager, we identified boys who would benefit from targeted intervention and delivered sessions during Friday evening Premier League Kicks activities. This has enabled us to engage young people who may not otherwise have accessed the programme and extend its reach beyond the classroom.

Partnership working has remained a key element of delivery. Alongside engagement with Derbyshire Police, Derby City Council and other strategic partners, we introduced an additional workforce development strand to increase awareness and build capacity across the city. Drawing on learning from school-based delivery, we developed dedicated workshops for agencies, practitioners, businesses and youth organisations. Delivered both online and face-to-face, these sessions have increased understanding of misogyny and equipped professionals with practical tools and confidence to promote positive masculinity and challenge harmful attitudes within their own settings. As a result, the programme's impact has extended far beyond the young people directly involved.

As this was the first time the programme had been delivered, quality assurance has been a major priority. We developed a Microsoft Forms feedback process for teachers across all participating schools, enabling us to gather regular feedback, identify areas for improvement and inform future delivery.

We have also benefited from the expertise of the Assistant Headteacher at Noel-Baker Academy. Through our strong partnership, she has supported an in-depth review of programme delivery within her school, including impact analysis, qualitative feedback and wider quality assurance across several participating schools. The findings from this work have strengthened our understanding of programme effectiveness and contributed significantly to the positive school-specific impact.



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IMPACT

Through our school-specific data reports, created from pre- and post-programme questionnaires, pupil and teacher feedback, and participant quotes, we have been able to clearly demonstrate the impact of the programme. Full school data is included within the supporting evidence document.

Across all schools, pupils reported improved attitudes towards women and girls, a better understanding of respectful behaviour, and greater confidence in challenging misogyny, discrimination, and other harmful behaviours. There was also a positive shift in attitudes towards masculinity, with more young men recognising that emotional openness and vulnerability are strengths rather than weaknesses.

Participants showed stronger agreement with statements relating to equality and respect, including the importance of men and women having an equal voice in relationships. Confidence in challenging disrespectful language and behaviour also increased, with young people reporting that they felt more equipped to speak up and challenged harmful attitudes amongst their peers. Feedback and discussions highlighted increased self-reflection, greater awareness of healthy masculinity, and a stronger understanding of respectful relationships and gender equality.

The success of the programme also led to increased demand from schools, partner organisations and other agencies for programme delivery, resources and advice. In response, we established a Switching Formations Networking Event through the Youth Alliance Children and Young People's Network. The event brought together professionals, organisations and project partners to share learning, practical resources and effective approaches to tackling misogyny and promoting positive masculinity across Derby and Derbyshire. The success and impact of the programme is further evidenced through feedback from schools, pupils and professionals involved.

MARK HATTON, HEADTEACHER AT DERBY PRIDE ACADEMY, SAID:

"I first met Zack when he came on site at Derby Pride Academy to deliver a 12-week course around a sensitive but current topic to our Year 11 male students. Zack delivered the sessions with professionalism, care, and understanding. The students were highly engaged throughout and genuinely enjoyed attending the sessions. Zack was friendly, approachable, and encouraging towards the students he worked with, helping to create a comfortable and positive learning environment. He was also very accommodating to changes we needed to make and remained flexible throughout the process. His ability to adapt while maintaining the quality of delivery was greatly appreciated by both staff and students alike."



LEARNING

SUCCESSSES:

Attendance has remained strong, with participation levels staying consistent each week. As attendance is voluntary, this suggests that young males feel their views are valued and listened to, encouraging them to continue attending. Cross-departmental delivery has also increased accessibility, ensuring young people who would benefit most can access the programme. For example, sessions delivered to Football and Education students at the Racecourse addressed concerns raised by staff regarding misogynistic attitudes and comments in both classrooms and changing rooms. These sessions helped challenge negative behaviours and reinforce positive attitudes. Engagement has been further supported through interactive resources and training provided by Progressive Masculinity, equipping facilitators with the knowledge and tools needed to deliver meaningful and engaging sessions.

CHALLENGES:

Some schools were unable to provide suitable spaces for delivery. Experience has shown that environments outside the traditional classroom setting help students feel more comfortable and willing to engage in discussions. Timetabling also presented challenges, with planned 90-minute sessions often reduced to 60 minutes. This occasionally resulted in content not being fully covered and important discussions ending prematurely. Limited weekly contact time has also made it difficult to monitor impact within the wider school environment. To address this, Microsoft Forms have been introduced to gather teacher feedback during and after programme delivery, with this process being incorporated into future Service Level Agreements (SLAs).

LEARNING:

A key learning has been the value of pre-delivery meetings with schools to ensure staff understand the programme and are fully prepared before sessions begin. Reviewing what has worked well and what could be improved has helped create a clearer framework for future delivery. Resources must also be regularly updated to remain relevant to young males and emerging trends. Engagement has been strongest when videos, clips and reels are incorporated into sessions, and these will be expanded moving forward. Finally, 90-minute sessions have proven more effective, allowing greater trust to develop, deeper discussions to take place, and key content to be delivered without being rushed.



PRE-PROGRAMME SNAPSHOT DATA

The pre-programme snapshot data has been collated from students across our 2025/26 school delivery.

WITHIN YOUR FRIENDSHIP GROUP, HOW APPROPRIATE ARE THE GENERAL ATTITUDES TOWARDS WOMEN/GIRLS?



HOW CONFIDENT WOULD YOU BE AT CALLING OUT MISOGYNY/DISCRIMINATION?



QUESTION 1: ATTITUDES TOWARD MASCULINITY

“IT’S IMPORTANT FOR MEN TO BE EMOTIONALLY STRONG AND NOT SHOW WEAKNESS.”



QUESTION 2: RESPECT AND EQUALITY

“I BELIEVE MEN AND WOMEN SHOULD HAVE EQUAL SAY IN RELATIONSHIPS.”



QUESTION 3: CONFIDENCE IN CHALLENGING HARMFUL BEHAVIOUR

“I FEEL CONFIDENT CHALLENGING DISRESPECTFUL BEHAVIOUR AMONG MY PEERS.”



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POST-PROGRAMME SNAPSHOT DATA

The post-programme snapshot data has been collated from students across our 2025/26 school delivery.

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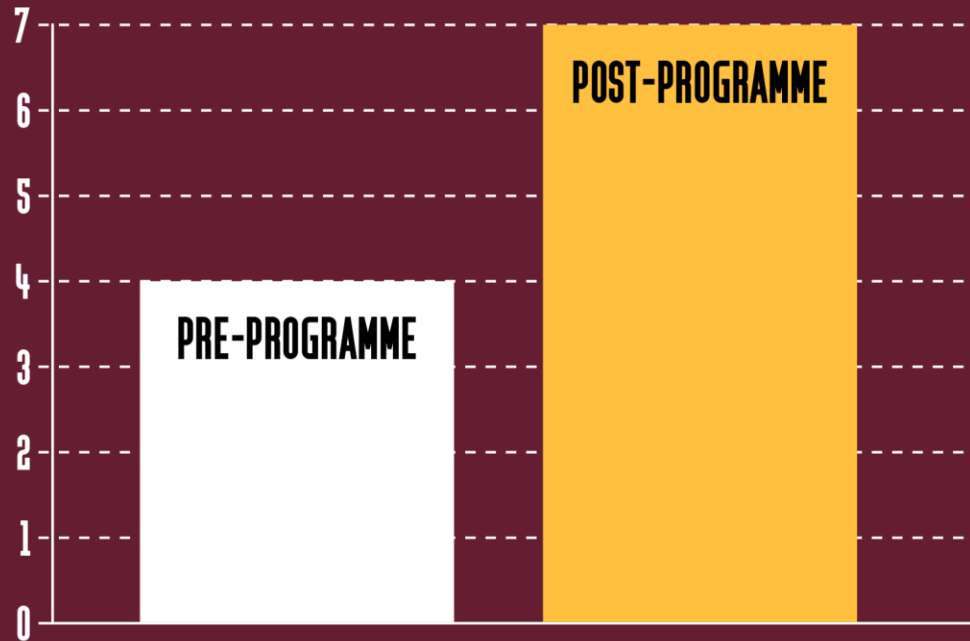


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PRE VS POST: TWO KEY MEASURES

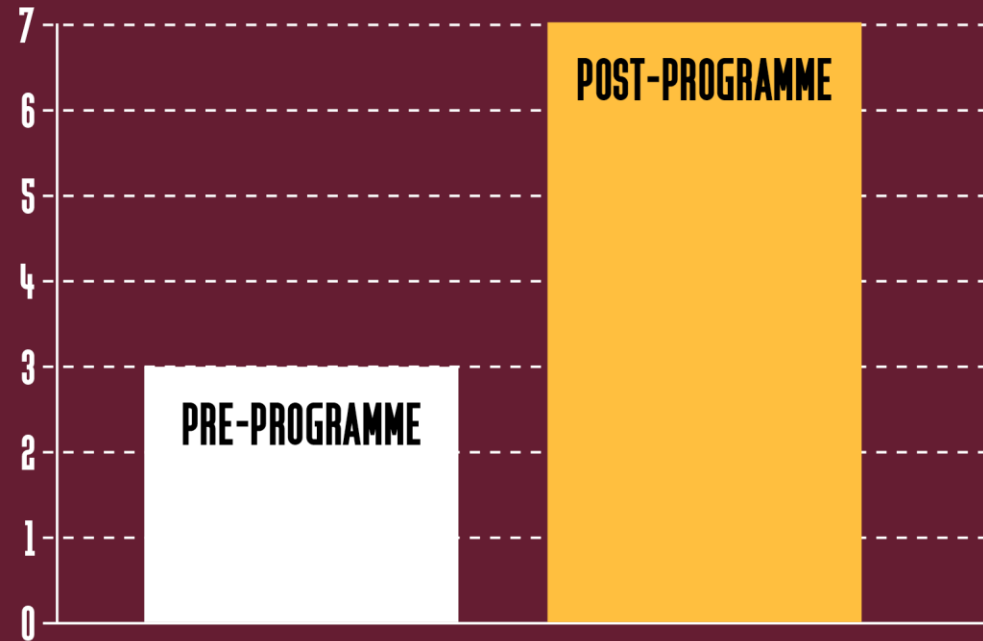


ATTITUDES TO WOMEN/GIRLS

Pre: 4 - Post: 7

(1=Extremely Inappropriate / 10=Completely Appropriate)

This is a +3 improvement (+30% of the 10-point scale), indicating a modest but positive shift toward more appropriate attitudes within friendship groups.



CONFIDENCE TO CALL OUT MISOGYNY

Pre: 3 - Post: 7

(1=Not Confident / 10=Completely Confident)

This is a +4 jump (+40% of the 10-point scale), showing a substantial increase in students' confidence to challenge misogynistic or discriminatory behaviour.

PUPIL FEEDBACK

Pupil feedback from our pilot delivery at Noel-Baker L.E.A.D. Academy. The following quotes were collated during a feedback session, where pupils had the opportunity to share their thoughts on the programme. This was conducted on the last week of delivery.

PUPIL A

"I have enjoyed learning how to be more confident and take responsibility for my actions. Moving forward, I will begin to listen to people more and be more polite. My favourite part of the programme has definitely been the activities we have done; it has helped with my communication skills and listening to others."

PUPIL B

"Since working with Zack, we have been taught how to treat women and how to tackle toxic masculinity. I knew the basics of these topics, but I didn't know as much as I do now. It has definitely changed my outlook, moving forward the lessons I will take with me would be to listen more to people when they are speaking and to work better in a team."

PUPIL C

"I have enjoyed the practical side of the programme, using positive communication and listening when somebody expresses their opinion, to remain open-minded and not to get frustrated when I am not being agreed with. I will take forward with me how to correctly speak to women and have the confidence to call out derogatory behaviour."

PUPIL D

"When I first joined the programme, I immediately felt safe. I felt like I could speak openly to someone, that person being Zack. I didn't feel this way in school before. It was refreshing not to feel judged or told off; he will offer his opinion instead. My perspective on gender abuse, both female and male, has changed. It has also taught me not to stereotype. Moving into the next stage of my life, I will take with me the lessons regarding women, which have had a positive impact."

PUPIL E

"The work we have been doing focuses on how to respect both men and women, and how to open up about our mental health and how to communicate. Personally, it has helped me a lot. I struggle with speaking about my own mental health, but this has helped me to share my feelings with my teachers. I have really enjoyed having Zack here. It has helped me get a lot off my chest, which was needed. We did a lot of core work, which I think was needed for most people, and he has helped us all. I have seen a positive change within the majority of the group."



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SWITCHING FORMATIONS DELIVERY PLAN 2026/27

KEY PERFORMANCE INDICATORS (KPIs)

For the 2026/27 delivery period, Switching Formations will work towards the following targets:

- Engaged participants: 128
- Engaged participants (headcount): 320
- Participants from diverse ethnic communities: 60

SCHOOL-BASED DELIVERY

The following schools have confirmed their participation in the Switching Formations programme for the 2026/27 academic year:

- | | |
|---------------------------------|---------------------------|
| 1. Derby Pride Academy | - 2 cohorts (24 sessions) |
| 2. Derby Cathedral School | - 2 cohorts (24 sessions) |
| 3. Noel-Baker L.E.A.D. Academy | - 1 cohort (12 sessions) |
| 4. Aldercar High School | - 2 cohorts (24 sessions) |
| 5. Chellaston Academy | - 2 cohorts (24 sessions) |
| 6. Landau Forte College Derby | - 1 cohort (12 sessions) |
| 7. UTC Derby Pride Park | - 2 cohorts (24 sessions) |
| 8. Murray Park Community School | - 2 cohorts (24 sessions) |

Total School Delivery: 14 cohorts delivering 168 sessions across the academic year.

COMMUNITY-BASED DELIVERY

Alongside the school programme, Switching Formations will be delivered within established Premier League Kicks sessions:

1. Premier League Kicks (Racecourse Hub) - 1 cohort (12 sessions)
2. Premier League Kicks (Arboretum Park) - 1 cohort (12 sessions)

Total Community Delivery: 2 cohorts delivering 24 sessions.

WORKFORCE DEVELOPMENT AND NETWORKING

To support high-quality programme delivery and sustainability, a programme of workforce development and networking opportunities will be delivered throughout the academic year. These activities will focus on:

- Enhancing staff knowledge, skills, and confidence.
- Sharing best practice across partner organisations.
- Strengthening referral pathways and partnership working.
- Increasing awareness of issues affecting young people and effective intervention approaches.
- Supporting the long-term development of the Switching Formations programme.



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**CLICK HERE FOR FURTHER
INFORMATION ON THE
SWITCHING FORMATIONS PROGRAMME**

