

Equally Safe in Higher Education Toolkit

Guidance and Checklist for Implementing
a Strategic Approach to Gender-based
Violence Prevention in Scottish Higher
Education Institutions

Anni Donaldson
Melanie McCarry
Roisin McGoldrick



Equally Safe in Higher Education Project Team

Kelly Claffey

Anni Donaldson

Michele Goldie

Melanie McCarry

Aimee McCullough

Roisin McGoldrick

Kenneth Stevenson

Reference:

Donaldson A., McCarry M. and McGoldrick R. (2018) *Equally Safe in Higher Education Toolkit: Guidance and Checklist for Implementing a Strategic Approach to Gender-based Violence Prevention in Scottish Higher Education Institutions*. Glasgow: University of Strathclyde.

Page	Contents
5.	FOREWORD
6.	Acknowledgements
10.	List of Figures
13.	INTRODUCTION
15.	Purpose of this guidance
15.	How to use this guidance
17.	PART ONE
18.	Introduction
18.	Gender-based violence in context
20.	Gender-based violence in the higher education context
21.	Our Theoretical framework
27.	PART TWO
28.	Introduction
28.	1. Key principles
28.	2. Key features
34.	3. Key workstreams
	■ 3.1 Developing a whole campus response to GBV
	■ 3.2 GBV Prevention – Guidance
	■ 3.3 GBV Intervention – Principles of a trauma-informed approach
	■ 3.4 GBV – Curriculum and Knowledge Exchange
46.	Implementing a strategic approach to gender-based violence in Scottish higher education institutions
47.	Checklist
52.	REFERENCES
56.	APPENDIX A GBV prevention in higher education – implementation plan (sample template)
58.	APPENDIX B Relevant Scottish bills and legislation
59.	APPENDIX C List of ESHE toolkit resources

FOREWORD

Violence against women and girls, in any form, has no place in our vision for a safe, strong, successful Scotland. The launch of our Equally Safe Strategy in 2014, co-authored with COSLA and the publication of the Equally Safe delivery plan in November 2017 has provided Scotland with a platform to promote real and lasting change throughout all sectors of society.

Universities are well placed to play a pivotal role in supporting efforts to tackle violence against women in Scotland. Universities represent the coming together of many people from all different backgrounds and beliefs. They are places where our young people go to experience life and often, for the first time, are away from trusted friends and family. Universities are not immune from the same pressures and problems that are prevalent within wider society. It is therefore important that they take an active interest to embed policies and practices which can identify issues early, promote a culture to speak out against unacceptable behaviour, abuse and violence and support those who do, to report it, whilst ensuring they have access to the services they need to move forward with their lives. And they must be supportive places to learn where everyone, students and staff, are treated equally and with respect.

The Scottish Government has been proud to support the work of the University of Strathclyde to produce the **Equally Safe in Higher Education Toolkit**. This valuable and practical collection of University specific materials provides a free resource for all Universities to utilise and apply to their own institutions. It encourages and embeds a strategic approach, reflecting the spirit, aims and outcomes of Scottish Government policy as set out in Equally Safe for the prevention and eradication of all forms of violence against women and girls.

The collaborative approach by the University of Strathclyde and its partners is to be commended, and we look forward to Scottish Universities building on this important piece of work and working together to tackle gender based violence on and off campus.

Every University has a responsibility to become part of the solution to prevent and eradicate violence against women and girls and becoming an Equally Safe Higher Education Institution is a practical way to fulfil that responsibility.



Michael Matheson
Cabinet Secretary for Justice



Shirley-Anne Somerville
Minister for Further Education,
Higher Education and Science

ACKNOWLEDGEMENTS

The *Equally Safe* in Higher Education (ESHE) Toolkit was developed over a period of two years by the ESHE Project Team based in the School of Social Work and Social Policy at the University of Strathclyde and was funded by the Scottish Government. The University of Strathclyde was a pilot site for implementing a whole campus approach to preventing gender-based violence based on the priorities outlined in *Equally Safe*. A key principle of *Equally Safe* is partnership working. The ESHE Toolkit reflects the ethos of partnership working so central to the implementation of *Equally Safe* and best practice in coordinating community responses to GBV.

The development of the ESHE Toolkit involved close collaboration between the Project Team and a range of internal and external partners. In the true spirit of praxis the two year project involved colleagues from across the University of Strathclyde working with people in Scottish HEIs, local government, NHS, student and trades unions, the GBV/Violence Against Women sectors as well as individual students and their families. The ESHE Project Team wish to warmly thank the following individuals and their departments, projects and organisations who contributed their time, expertise and enthusiasm to the production of this Toolkit.

NAME		ORGANISATION
Shuwanna	Aaron	NUS Scotland
Rachel	Adamson	Zero Tolerance Scotland/Scottish Funding Council
Angela	Alexander	NUS Scotland
Naseem	Anwar	University of Strathclyde
Vicky	Baker	Dartington Research Unit
Christine	Barter	University of Central Lancashire
Deborah	Barton	Police Scotland
Katharine	Blanks	Strathclyde Student Association
Karen	Boyle	University of Strathclyde
Douglas	Brodie	University of Strathclyde
Keith	Burns	Strathclyde Student Association
Zoe	Chick	University of Strathclyde
Rebecca	Dobash	University of Manchester
Russell	Dobash	University of Manchester
Fiona	Drouet	#EmilyTest
Germaine	Drouet	#EmilyTest
Fiona	Drummond	University of Strathclyde
Ann	Duncan	Disability Services, University of Strathclyde

Paula	Dunn	Glasgow and Clyde Rape Crisis Centre – Rosey Project
Mark	Ellis	University of Strathclyde
Ann	Fehilly	Glasgow Community Safety Services
Heather	Fraser	University of Strathclyde
Halena	Gauntlett	University of Strathclyde
Christine	Goodall	Glasgow Dental School/Medics Against Violence
Lily	Greenan	University of Edinburgh
Kat	Hannah	University of Strathclyde
Bernard	Harris	University of Strathclyde
Kirsti	Hay	Glasgow Violence Against Women Partnership
Ann	Haynes	NHS Lanarkshire
Marie	Henderson	University of Strathclyde
Robyn	Hesketh	University of Strathclyde
Anne-Marie	Hicks	Scottish Crown Office Procurator Fiscal Service
Richard	Hill	University of Strathclyde
Claire	Houghton	University of Edinburgh
Aidan	Johnson	University of Strathclyde
Saira	Kapasi	Scottish Government
Simran	Kaur	Strathclyde Student Union
Isabelle	Kerr	Glasgow & Clyde Rape Crisis Centre
Matson	Lawrence	Scottish Funding Council
Jan	Lee	University of Strathclyde
Jenny	Lees	NUS Scotland
Alison	Locke	University of Strathclyde
Scott	MacGregor	University of Strathclyde
Gordon	MacKenzie	University of Strathclyde
Ian	MacLellan	University of Strathclyde
Jan	MacLeod	Women's Support Project
Billy	MacLeod	University of Strathclyde
Kallia	Manoussaki	University of the West of Scotland
Amy	Marshall	Zero Tolerance Scotland
Julie	Marshall	Police Scotland
Katy	Mathieson	Scottish Women's Rights Centre / Rape Crisis Scotland
Stella	Matko	University of Strathclyde
Gordon	McCreadie	Police Scotland
Lucy	McDonald	Safe Lives
Mhairi	McGowan	ASSIST, Community Safety Glasgow
Stephanie	McKendry	University of Strathclyde

Jenny	McLaren	Glasgow & Clyde Rape Crisis
Doreen	Maclaren	University of Strathclyde
Annie	McLaughlin	University of Strathclyde
Jo	Mclaughlin	National Violence Against Women Network, Improvement Service
Sarah	McMillan	Scottish Association of Social Workers
Miriam	Middlehurst	University of Strathclyde Student Union
Shona	Millar	University of Strathclyde
Anna	Mitchell	Edinburgh City Council
Jo	Morrish	Safe Lives
Helen	Mott	Helen Mott Consultancy
Veena	O'Halloran	University of Strathclyde
Lauren	O'Rourke	Glasgow and Clyde Rape Crisis Centre
Lesley	Orr	University of Edinburgh
Jane	Osmond	University of Coventry
Ria	Phillips	Scottish Government
Kevin	Pilkington	University of Strathclyde
Howard	Ramsay	University of Strathclyde
Ian	Rivers	University of Strathclyde
Jacqueline	Ryan	University of Strathclyde
David	Sams	University of Strathclyde
Holly	Shaw	Strathclyde Students Union
Silja	Slepnjov	Strathclyde Students Union
Paul	Smith	University of Strathclyde
Helen	Sneddon	South Lanarkshire Council
Evan	Stark	Rutgers State University, USA
Cheryl	Stewart	Scottish Women's Aid
Tracy	Stewart	University of Edinburgh
Davy	Thompson	White Ribbon Scotland
Linda	Thompson	Women's Support Project
Claire	Timmins	University of Strathclyde
Gill	Watt	University of Strathclyde
Nel	Whiting	Scottish Women's Aid
Taylor	Wong	Strathclyde Students Union

ESHE – A partnership approach



List of figures

Figure 1 – The Continuum of Sexual Violence

Figure 2 – GBV An Integrated Ecological Framework

Figure 3 – HEI Data Sources linked to *Equally Safe* National Outcomes

Figure 4 – *Equally Safe* in Higher Education Logic Model

Figure 5 – Organisational Chart (Example)

Figure 6 – 3-Stage Trauma Recovery Model



INTRODUCTION



Introduction

The Scottish Government is committed to eradicating gender-based violence (GBV).¹ The Government has outlined its aims and how they will be achieved in *Equally Safe* (Scottish Government 2016a) and in *The Equally Safe Delivery Plan 2017-2021* (Scottish Government 2017). The Government's national approach, places a strong emphasis on institutionalising GBV prevention through collaboration with key partners in the public, private and third sectors. Thus *Equally Safe* underlines the need for all sectors of Scottish society to align their work to achieve:

“...one shared, clear goal to help create a strong, flourishing Scotland where women and girls live free from violence and the attitudes that help perpetuate it”
(Scottish Government 2016:3)

GBV on UK campuses, particularly sexual violence and harassment, have recently gained the attention of researchers, the media, student unions and Higher Education Institutions (HEIs). There is a growing acknowledgement that HEIs have a responsibility and duty of care to prevent and respond to such violence and to maintain the safety and wellbeing of their campus communities. The university setting can provide an opportunity to challenge the attitudes that underpin

GBV and to prepare young adults for a future where such attitudes and the behaviours which they support are not longer socially acceptable. Statistics show that a broad continuum of many forms of gender-based violence can affect children, young people and adults in private and public spaces across Scotland. Given the widespread incidence and prevalence of all forms of GBV across communities in Scotland, our campus communities are not immune to the problem.

This Guidance is predicated on the vision and aim of *Equally Safe* which provides a framework and reference point for preventing GBV in Scottish Higher Education Institutions. *Equally Safe* is endorsed by a wide range of statutory, public and third sector agencies all of whom play key roles in the oversight and delivery of the strategy at a national level through the *Equally Safe* National Delivery Plan (Scottish Government 2017).

This Guidance reflects *Equally Safe's* four priorities:

1. Scottish society embraces equality and mutual respect, and rejects all forms of violence against women and girls.
2. Women and girls thrive as equal citizens: socially, culturally, economically and politically.

3. Interventions are early and effective, preventing violence and maximising the safety and wellbeing of women and girls.
4. Men desist from all forms of violence against women and girls and perpetrators of such violence receive a robust and effective response.
(Scottish Government 2016a: 3)

An opportunity now exists for Scotland's Higher Education Institutions to contribute to the implementation of *Equally Safe*. The *Equally Safe* in Higher Education (ESHE) Toolkit was developed to provide Scottish HEIs with an approach to preventing GBV that will create a step change in how universities approach issues of inclusivity and equality. By acknowledging the need to address GBV at an institutional level, the ESHE Toolkit aligns itself with the Scottish Government and the United Nations in their recognition that GBV is both a cause and consequence of gender inequality.

¹ Also known as Violence against Women and Girls in the Scottish policy context.

Purpose of this Guidance

The ESHE Toolkit and this Guidance provide a framework informed by *Equally Safe* which can be used as a reference point for those Scottish HEIs currently developing their GBV prevention strategies and for those whose strategies are more advanced.

This Guidance aims to:

- Introduce the ESHE Toolkit.
- Provide a framework for developing an effective, strategic and collaborative approach to preventing GBV on Scottish campuses based on the twin priorities of Prevention and Intervention.
- Support Scottish HEIs and their partners to integrate prevention activities into their strategic plans.
- Help build a consistent national approach across the Scottish sector based on a strategic evidence-based approach which incorporates four key workstreams:
 - GBV Response
 - GBV Prevention
 - GBV Intervention
 - Curriculum and Knowledge Exchange.
- Enable Scottish HEIs to contribute to local and national coordinated approaches to GBV prevention.

How to use this Guidance

Part One provides

- A context for addressing GBV on Scottish Higher Education campuses
- Our Theoretical Framework

Part Two provides

- An opportunity for Scottish HEIs to reflect on current practice and procedures using the following framework:
 - Key Principles of a Strategic, Evidence-based Approach to GBV Prevention in Scottish HEIs
 - Key Features of a Strategic Approach to GBV Prevention in Scottish HEIs
 - Key Work-streams for implementing a Strategic Approach to GBV prevention in Scottish HEIs
 - A Checklist to help identify gaps or areas for further/future development in GBV Prevention in Scottish HEIs
 - Direction to relevant areas of the Toolkit containing further information, resources, templates and samples which can be adapted to individual campus settings.

PART ONE



Part One

Gender-based Violence in Context

The Scottish Government has articulated its long-term aspiration to achieve gender equality and to address the deep-rooted structural inequalities which prevent women and girls thriving as equal citizens. Scotland's approach is rooted in the UN's understanding of GBV as a human rights violation which recognises that nation states have both a moral and legal duty to uphold the rights of women, children and young people. These duties are set out in several international treaties and human rights obligations including:

- The United Nations Declaration for the Elimination of Violence Against Women 1994;
- The Council of Europe Convention on Preventing and Combating Violence against Women and Domestic Violence (sometimes known as the Istanbul Convention) ratified by the UK Government in 2017;
- The Global Platform for Action calling on Governments to take integrated measures to prevent and eliminate violence against women and girls;
- The Human Rights Act 1998, which incorporates the protections set out in the European Convention on Human Rights into Scots law;
- The United Nations Convention on the Elimination of Discrimination Against Women (CEDAW), an agenda for action to end all forms of discrimination against women;
- The United Nations Convention on the Rights of the Child (UNCRC), an international human rights treaty that grants all children and young people aged 17 and under a comprehensive set of rights.

As a modern democratic country, Scotland aspires to the creation of an inclusive society which protects, respects and realises the human rights of all. Scotland is committed to meeting the benchmark set by each of these international treaties and obligations. The human rights implications of tackling violence against women are an important element in the national policy context. Scotland's National Action Plan 2013 (SNAP) for Human Rights (Scottish Equality and Human Rights Commission 2013) aims to create a Scotland where everyone is able to live with human dignity by focusing and coordinating action by public, private, voluntary bodies and individuals in the realisation of internationally recognised human rights. SNAP priority 6 aims to "enhance respect, protection and fulfilment of human rights to achieve justice and safety for all" (Scottish Equality and Human Rights Commission 2013).

The Scottish Government's statutory obligations in relation to gender equality derive from the UK Human Rights Act 1998², The Equality Act 2010³, the Public Sector Equality Duty (PSED) and the more specific requirements of The Gender Equality Duty.⁴ The PSED places a legal requirement on all public authorities, when carrying out all of their functions, to have due regard to the need in relation to gender⁵:

- To eliminate unlawful discrimination and harassment on the grounds of sex.
- To promote equality of opportunity between women and men.
- The need to foster good relations between different groups, in this case between women and men (Engender 2014).

² UK Human Rights Act 1998: <https://www.legislation.gov.uk/ukpga/1998/42/contents>

³ See Equality Act 2010 Guidance: <https://www.gov.uk/guidance/equality-act-2010-guidance>

⁴ The Public Sector Equality Duty: <https://www.gov.uk/guidance/equality-act-2010-guidance#public-sector-equality-duty>

⁵ Functions include policy-making, service provision, employment matters, and statutory discretion, as well as decision-making. 'Due regard' means that authorities should give due weight to the need to promote gender equality in proportion to its relevance.

Preventing and eradicating violence against women and girls is central to the strong emphasis Nicola Sturgeon, Scotland's First Minister, has placed upon achieving full gender equality. Inequality and VAW are addressed in the National Outcome Framework (Scottish Government 2016b) using the national strategic approach to VAW outlined in *Equally Safe*. *Equally Safe* also provides a strategic framework for the delivery of the Scottish Government's Equality Outcome on tackling violence against women. The Scottish Government and the Scottish Convention of Local Authorities (COSLA) acknowledge the high individual and social costs of Violence against Women and Girls (VAW&G) and the extensive benefits to wider society of effective prevention strategies (Scottish Government 2016a).

Equally Safe sets out a shared understanding of the causes, risk factors and scale of violence against women and girls. It commits a wide range of partners to working collaboratively and achieving change by making best use of available resources. It provides a strategic framework to help organisations and partners – individually and within partnerships – align their work with the Scottish Government's and the Convention of Scottish Local Authorities' (COSLA) vision of eradicating and tackling violence against women and girls. *Equally Safe* acknowledges that women and girls are at an increased risk of violence and abuse precisely because they are female and the explicit inclusion of girls⁶ aligns with the UN definition of violence against women that includes the girl child, reflecting that this risk is present throughout her life. It is underpinned by a gendered analysis that firmly places the different forms of violence against women within the gendered reality of women's and men's lives and the status and privileges which are afforded to us depending on our gender identity. This gendered analysis of violence and abuse is the subject of a considerable body of research, analysis and writing

and is supported by the Scottish Government and COSLA (Orr 2006; McFeely et al 2013).

National policy for addressing GBV is a devolved issue and Scotland's legal system is distinct from that of the rest of the UK. Scotland's policy framework has continued to evolve since the publication of the first national strategy on domestic abuse in 1999 and subsequent revisions which extended the national approach to include all forms of GBV (Donaldson et al 2018 Forthcoming). A key focus in the national approach was a review of the law in relation to the various forms of GBV and this has led to the introduction of new legislation. The new legislative landscape reflects Scottish priorities linked to the strong emphasis placed on addressing gender inequality and GBV through legal means (See Appendix B for a List of Scottish Bills and Legislation).

The Scottish Government acknowledges that 'Women continue to experience violence in the workplace, and employers have a key role in supporting victims and tackling perpetrators' (Scottish Government 2017:31). All employers have legal responsibilities in relation to addressing sexual harassment⁷ and discrimination⁸ in the workplace. Recent research by Zero Tolerance Scotland found that GBV was a common occurrence in many Scottish workplaces, that GBV prevention was not a common feature of organisational policies and that everyday sexism was closely associated with women's inequality more broadly (Zero Tolerance Scotland 2017). Research by the University and College Union (UCU) found that over half of the women who took part had experienced some form of sexual harassment in the workplace, two thirds had been sexually harassed by a colleague and just over a quarter by a student. All but three of the participants in the study were women (University and College Union 2016). There is a need therefore to ensure that HEIs' GBV Prevention policies,

⁶ The UNCRC, recognises that the girl child is aged under 18, and in Scotland boys and girls aged 11-26 years are regarded as 'young people'. Evidence indicates this encompasses an age of significant risk of victimisation related to forms of GBV including sexual abuse, sexual harassment including online, commercial sexual exploitation, domestic abuse, FGM and forced marriage. See Children and Young Person's Commissioner for Scotland: <https://www.cypcs.org.uk/>

⁷ Sexual harassment in the workplace – a briefing: <http://www.acas.org.uk/index.aspx?articleid=6078>

⁸ UK Sex Discrimination Act 1975: <https://www.legislation.gov.uk/ukpga/1975/65>

responses and support pathways recognise the legal and policy framework for preventing and responding to GBV in the Scottish context and how these might interact in individual cases. There must also be recognition of the complex web of personal and professional relationships which exist within campus communities and ensure their policies are able to respond to GBV taking place between students, between staff and between staff and students.

GBV in the Higher Education Context

The occurrence of GBV in higher education contexts has gained attention among researchers, the government, the media and HEIs in recent years with universities highlighted as ‘sites of violence’ against women, with particular emphasis on sexual violence and harassment (NUS 2011; NUS 2012; Jackson & Sundaram 2015; Fenton et al 2016). National statistics also evidence that gender and age are two key determinants increasing the risk of such violence, with young women aged 16-25 more likely to be affected.⁹ The demographic profile of university student populations is therefore significant. 2014-2015 figures indicate that of the 2.3 million university students in the UK, 45% were 21 years and under, and 56% were female (Universities UK 2016:18).¹⁰ In the UK, one in seven female students have experienced serious physical or sexual assault; 84% knew their attacker; and 25% have experienced unwanted sexual behaviour (Phipps & Smith 2012). According to Police Scotland, 16 to 27 year old men are responsible for more than one third of reported rapes in Scotland.¹¹ In light of these trends, there has been increased scrutiny of the ways in which universities are responding to, and preventing GBV, and in particular, sexual violence within student populations.

In 2016, Universities UK established a Task Force to examine violence against women, harassment and hate crime on UK campuses affecting women students. Their Report, *Changing The Culture* has been influential in identifying best practice and providing recommendations to respond to this complex issue in UK higher education contexts (Universities UK 2016a). The Task Force also commissioned a review of the Final Report of the Task Force on Student Disciplinary Procedures published in 1994, commonly referred to as the Zellick Report. The review was undertaken in response to concerns that the guidance in the Zellick Report no longer reflected universities’ obligations and responsibilities under human rights and equality legislation. New Guidance for HEIs on ‘Handling allegations of student misconduct which may also constitute a criminal offence’ was published in 2016 (Universities UK 2016b).

This developing field of research has also highlighted, however, the often poor and inconsistent responses of HEIs, particularly surrounding reporting pathways (or lack thereof); inconsistencies in institutional approaches when dealing with victim/survivors of GBV; and gaps in students’ knowledge either of services available locally or on campus. A growing number of UK universities now have specific GBV and/or sexual violence misconduct policies or procedures in place. There is therefore growing acknowledgement that HEIs have a responsibility and duty of care to address GBV effectively, and to maintain the safety and wellbeing of all members of the university staff and student community. Institutions also have a role to play in challenging the attitudes that underpin GBV. HEIs exist within and encapsulate both public and private spaces, and the harassment, abuse and violence on University campuses and education contexts is reflective of what is happening across society.

⁹ Rape Crisis Scotland (2015) Facts about Sexual Violence, www.rapecrisisscotland.org.uk/help-information/facts/

¹⁰ Data for HEIs in Scotland from 2007 indicate a student population of 223,000 of whom 57% were women. See www.universities-scotland.ac.uk/uploads/briefings/student%20facts_fig.pdf

¹¹ ‘Rape Prevention Campaign Targets Young Scottish Men and Bar Staff’, The Guardian, 8th July 2015, <https://www.theguardian.com/society/2015/jul/08/rape-prevention-campaign-young-men-police-scotland-advert> Police Scotland’s ‘We Can Stop It’ rape prevention campaign is purposely aimed at 16-to 27-year-old men.

The role of HEIs in changing attitudes to violence against women is crucial to the Scottish Government's strategic vision. The *Equally Safe* Delivery Plan 2017-2021 outlines a detailed range of activities and outcomes for achieving *Equally Safe's* aims and four key priorities (Scottish Government 2017). The Plan acknowledges the important role of the Scottish higher and further education sectors in GBV prevention, to ensure the provision of a safe environment for students and staff through on-campus action, utilising learning from existing practice, relevant recommendations for improvement, and learning from the '*Equally Safe* in Higher Education' project. (Scottish Government 2017:31).

Universities in Scotland are committed to achieving and promoting equality of opportunity in their learning, teaching, research and working environments, and to ensuring these environments support positive relations between people, and a culture of respect. The General Equality Duty applies to all Scottish public bodies and public authorities including governing bodies of higher and further education institutions.¹² They exercise a function when they for example decide on a policy as to how to investigate allegations of sexual harassment by students or staff, or they decide on what resources to make available for victims of GBV. A ruling under the Equality Act 2010 confirmed that exercise of the duty includes HEI decisions about their responses to GBV. Thus when a University or College is making decisions about their policies and practices on GBV, governance of student societies and sports teams, campus security, housing, bars and social spaces, they must have due regard to the need to eliminate discrimination and harassment and the need to advance equality of opportunity for women. The duty applies to decisions on individual cases, as well as policy decisions (End Violence Against Women Coalition 2015).

As providers of employment and education, Scottish universities value the diversity of their staff and students and are fully committed to ensuring equal access to

employment and learning for students and staff. Higher education's commitment to promoting the values of Equality and Diversity are articulated through the Scottish Funding Council's Gender Action Plan and the Equality Challenge Unit's Athena Swan Charter Schemes. In their Equality Outcome Agreements and Annual Reports, Scottish universities acknowledge their corporate obligations under the Equality Act 2010 in relation to the protected characteristics: age, disability, sex, religion and belief, race, sexual orientation, pregnancy and maternity and gender reassignment, marriage and civil partnership.

There is a now a recognition that preventing GBV on campuses is a key element in the sector's overall commitment to gender equality and to ensuring their campuses are safe and inclusive for all. Tackling GBV can facilitate a strategic repositioning of Scottish higher education's longstanding commitment to advancing gender equality, inclusion and diversity and contribute to the Scottish Government's vision for the eventual elimination of GBV.

Our Theoretical Framework

The theoretical framework used in this Toolkit considers GBV within its wider social, political and historical context. Since the 1970s, and strongly influenced by the principles of feminist research, a substantial evidence base has demonstrated that the issue of GBV is not related solely to individual pathology, criminality or family dysfunction but has deeper historical and structural roots in women's social inequality. This contextualisation has become more widely accepted in national and international policy addressing GBV. In 1994, The United Nations' Declaration on the Elimination of Violence against Women acknowledged that violence against women is primarily perpetrated by men against women and girls and is contextualised in women's historically subordinate status in the laws and customs of many countries around the world.¹³

¹² Schedule 19 of the Equality Act 2010 lists the public authorities that must comply with the duty: <https://www.gov.uk/government/publications/equality-act-2010-schedule-19-consolidated-april-2011>

¹³ UN Declaration on the Elimination of Violence Against Women 1994: <http://www.un.org/documents/ga/res/48/a48r104.htm>

Research on GBV policy development worldwide has shown that the most effective strategies are those which adopt an ecological perspective to implement action across society at macro and micro levels and which interact with levels of power in society both vertically and horizontally and across public and private space (Heise, 1998; Samarasekera & Horton, 2015; Stockdale & Nadler, 2012). Hearn and McKie suggest a three-point gender framework for examining VAW policy development which includes: a gendered definition and analysis of violence and abuse in all its forms; a recognition of the social norms and material conditions which facilitate the exercise of male power and privilege; acknowledgement of the varied locations and context where such violence occurs (Hearn & McKie, 2008).

The ESHE Toolkit uses the definition of GBV outlined in *Equally Safe* which recognises that it is broadly a function of gender inequality.

Gender-based violence is a function of gender inequality, and an abuse of male power and privilege. It takes the form of actions that result in physical, sexual and psychological harm or suffering to women and children, or affront to their human dignity, including threats of such acts, coercion or arbitrary deprivation of liberty, whether occurring in public or private life. (Scottish Government 2016a:13)

While it is acknowledged that GBV mostly affects women and that predominantly men are the main perpetrators, it may impact individuals of any age, gender, sexual orientation, faith or ethnicity. GBV cuts across race, class, caste, region and religion and includes:

- Domestic abuse;
- Rape & sexual assault;
- Child and childhood sexual abuse;
- Stalking, sexual harassment and intimidation at work and in the public sphere;
- Commercial sexual exploitation, including prostitution, pornography and trafficking;
- Dowry-related violence;
- Female genital mutilation (FGM) and other culturally harmful practices;
- Forced and child marriages.

GBV should be understood in the context of the norms, social structures and gender roles within a community which can greatly influence women’s vulnerability to violence. The many forms of GBV can cause profound physical and emotional harm and prevention necessarily cuts across a range of legislation, policy and service areas in Scotland, UK and globally. Kelly’s 1987 definition of the continuum of sexual violence remains relevant today:

‘The concept of a continuum highlights that sexual violence exists in most women’s lives, whilst the form it takes, how women define events and its impact on them at the time and over time varies. The continuum recognises that VAW affects women in private life, across social space and public life and can be perpetrated by men they know as well as strangers’. (Kelly 1987: 48)

While statistically the main risk factor for experiencing GBV is being a woman there are other factors at play across society. The concept of intersectionality identifies additional factors which interact with gender along other axes of power and discrimination to exacerbate the risk of experiencing GBV: including race, gender identity, sexual



Figure 1. The Continuum of Sexual Violence

orientation, disability, age, poverty and areas of cultural diversity including religion, belief or ethnicity (Crenshaw 1989). Intersectionality in some settings can create conducive contexts where the risk of GBV is increased. For example, both in the home and in professional care or medical settings, disabled women are twice as likely to experience GBV as non-disabled women, yet are less likely to seek help. Domestic and sexual violence are often experienced by lesbian, gay, bisexual and transgender people in much the same way as heterosexual women due to the intersections between gender, gender identity, sexuality and power. Women and girls in some cultures may be subjected to forced marriage, domestic abuse, so-called ‘honour-based’ violence and female genital mutilation from in-laws and members of their extended family. Women in conflict zones, asylum-seeking, refugee and migrant women may face intersecting forms of discrimination in situations where their gender and status make them more vulnerable to physical and sexual violence.

The use of an integrated ecological framework provides a means of ensuring prevention and intervention strategies and plans identify and address a range of GBV risk factors across different levels of society. By illustrating the interactions between the individual, psychological (ontogenetic) level within family (microsystem), community (exosystem), cultural and political (macrosystem) contexts the framework provides a useful template for identifying the potential risk factors for GBV within each context (See Figure 2). This can inform prevention and intervention activities (Bronfenbrenner 1992; Dutton 1995; Edleson 1992; Heise 1998).

GBV is a major social issue which has become a key focus for criminal justice, public health, social work and specialist service interventions. Research suggests that effective short-, medium- and long-term prevention strategies use a variety of approaches targeting different groups across different social or community settings. A Public Health Model of GBV Prevention (see Wolfe & Jaffe 1999) can provide an ecological approach based on a gendered analysis of abuse to address the links between GBV and gender inequality, highlight the

potential risks and offer support and safety solutions. A spectrum of prevention activities can be classified according to when they occur in relation to the violence:

- *Primary prevention* activities taking place before the GBV has occurred;
- *Secondary prevention* (sometimes described as *Intervention*) activities happen after the violence has taken place to address the short-term consequences for survivor and perpetrator;
- *Tertiary prevention* also takes place after GBV has occurred, addresses the longer-term consequences for survivors and includes interventions with known or convicted perpetrators.

GBV – An Integrated Ecological Framework

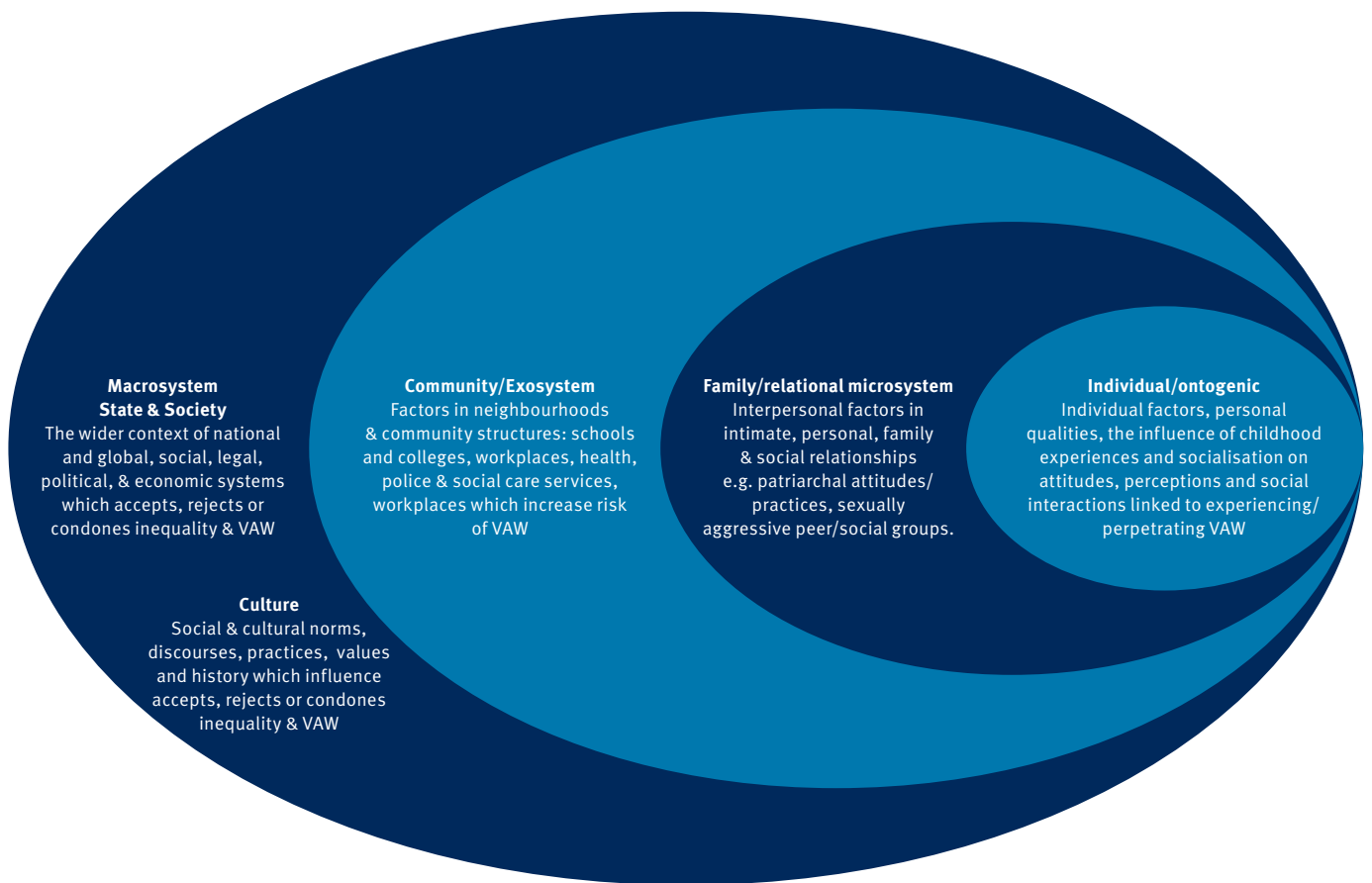


Figure 2. GBV An Integrated Ecological Framework (Heise 1998)

PART TWO



Part Two

Introduction

Overall, this Guidance is designed to help Scottish HEIs identify their vision, priorities and objectives for preventing GBV on campus and to support the development of their overall GBV Prevention Strategy and Implementation Plans. What follows outlines our rationale and recommendations for the Key Principles, Features and Work-streams of an approach based on *Equally Safe* and provides a Checklist which summarises the components of each. The Checklist can be used to review current approaches and to identify any gaps or areas for further development.

Aims of Part Two:

- To provide a framework for developing an effective, strategic, evidence-based and collaborative approach to preventing GBV on Scottish campuses
- To focus this approach on the twin priorities of GBV Prevention and Intervention based on four Key Workstreams
 - GBV Response
 - GBV Prevention
 - GBV Intervention
 - Curriculum and Knowledge Exchange
- To enable Scottish HEIs to contribute to local and national coordinated approaches to GBV prevention.

Part Two has four sections:

1. Key Principles of a Strategic Approach to GBV Prevention in Scottish HEIs
2. Key Features of a Strategic Approach to GBV Prevention in Scottish HEIs
3. Key Work-streams
4. A checklist for quick reference summarising Sections 1-3

1. Key Principles of a Strategic Approach to GBV Prevention for Scottish HEIs

These are articulated throughout the Guidance and can be summarised thus:

- The priorities outlined in *Equally Safe* – Prevention and Intervention
- A theoretical framework incorporating
 - A feminist analysis
 - A gendered definition of abuse
 - An ecological approach
 - The continuum of sexual violence
 - Intersectionality and the links between GBV and gender inequality
- A trauma-informed support and wellbeing approach to survivors of GBV
- The views and/or participation of GBV survivors or their advocates
- A whole campus approach aimed at students and staff
- Partnership working with internal and external partners in public and third sectors.

2. Key Features of a Strategic Approach to GBV Prevention for Scottish HEIs

Governance

1.1. GBV Strategy Group Leadership and Members

Taking a whole campus approach requires a strong strategic commitment by the University, student and trades unions to preventing GBV. This commitment will be reflected in the identification of a strategic lead or champion for this area of work, cross-campus and cross-faculty commitment to supporting its implementation, the incorporation of GBV Prevention into the university's overall vision, values and forward planning, clear lines of reporting and accountability and Court and Senate approval of the strategy and implementation plan.

Strategic development and implementation will require a number of University departments, staff and student representatives to work together in establishing a core Strategy Group comprising representatives at a senior level who have decision-making capacity. These should be drawn from key academic, service and representative functions across the institution, and should also include local stakeholders and partner organisations. Membership may vary across HEIs and localities and can include:

Internal Members

- University Senior Management;
- Student Unions;
- Trades Unions;
- Student Support Services and/or Wellbeing Teams;
- Human Resources;
- Academic Staff – Research and Teaching;
- Security, Estates and Accommodation Services;
- Library Services;
- Legal Services;
- Press and Communication Team;

External Members

- The GBV/Violence Against Women (VAW) Service Sector for example local Rape Crisis Centres, Domestic Abuse Advocacy and/or Women's Aid services;
- Police Scotland;
- NHS for example Sexual Health and Forensic Examination Services;
- Local Violence Against Women Partnership;
- Local Authority Community Safety Services, Partnerships or other key local public sector agencies;
- Local Further Education College or other local HEI;

Departments or partner organisations need not attend each meeting or be a full member. A core Strategy Group may be formed which nominates other partners to engage and participate in working groups or provide updates on progress. Strategy Groups may also collaborate in joint regional approaches with other local HEIs and Further Education Colleges.

1.2. Terms of Reference

The GBV Strategy Group should agree its Terms of Reference. This should summarise the Group's vision in relation to preventing and eradicating GBV and the definition of GBV it will use. It is recommended that this reflects the gendered definition outlined in *Equally Safe*; outlines the Group's membership and each partner's role and responsibilities within the Group; the meeting and chairing arrangements and when the Group is quorate, the governance, reporting, decision-making and accountability arrangements and an organisational chart. (See Figure 6)

1.3. A GBV Prevention Strategy and Implementation Plan

This Guidance has been designed to support HEIs in creating their GBV Strategy by helping to identify the outcomes they are working to achieve, the activities to be prioritised in order to achieve these outcomes, who will have lead responsibility for each area of work, a timescale for completion and a mechanism for monitoring and reporting progress. The University may wish to consult the national outcomes detailed in *Equally Safe* and consider identifying and aligning their own using a logic model (See Figure 5). Four Key Work-streams are described in the next section. These can provide a useful template for developing a GBV Implementation Plan.

1.4. Research and Evidence Base

Universities should employ skilled researchers to gather and make use of all relevant information, learning and evidence on the incidence and prevalence of GBV on campus, on the experiences and support needs of those affected and how effectively these are currently being addressed. Universities should, wherever possible, gather data on:

- a. the extent and nature of GBV within the campus community;
- b. the level of formal and informal reporting/disclosure;
- c. who is affected and who is responsible for GBV;
- d. barriers to disclosure/reporting;
- e. support and service needs of those affected;
- f. the effectiveness of responses to victims/survivors;
- g. the effectiveness of responses to perpetrators;
- h. links to wider issues of gender inequality and campus culture.

Effective use can be made of qualitative and quantitative research data to reveal trends and to track the impact of the university's prevention and intervention activities. HEIs may designate GBV Research activities as a Key Work-stream in their GBV Strategy and Implementation Plan. The ESHE Research Toolkit provides guidance and research tools for HEIs seeking to generate comprehensive data on staff/staff, student/student and staff/student GBV on their campuses. (See ESHE Research Guidance and Toolkit).

National data on the reported incidence of many forms of GBV is published by the Scottish Government in their Crime Bulletins and Scottish Crime Surveys. Police crime statistics can provide valuable local and national data on reports of domestic abuse, rape, sexual offences and homicides. These can show trends related to the gender, age, relationship between victim and perpetrator, locus and geographical area where victimisation/perpetration occurs. National trend data on the different forms of GBV reported to the police involving young people in local communities may be of particular relevance for universities. Police Scotland, Violence Against Women Partnerships and the annual reports of specialist service providers such as Rape Crisis Centres, Women's Aid Groups, Victim Support and Domestic Abuse Advocacy Services are valuable sources of more localised data on the extent of GBV in their area, of crime 'hot spots', referral numbers, survivors' service needs and uptake.

The Equally Safe Delivery Plan includes a national VAW&G performance framework containing a suite of national and local indicators (Scottish Government 2017b). These will be used to measure and demonstrate the achievement of national and local VAW&G outcomes. The implementation of a Strategic Approach to GBV Prevention in Scottish HEIs can facilitate the development of an internal performance framework for each campus. The uptake of the ESHE Research Toolkit across the Scottish sector would facilitate comparison across HEIs and the identification of national sector trends. In addition to providing data on the nature and extent of GBV on campus, more focussed data collection can help identify needs which are not being met as well as gaps and barriers in the university's overall response to GBV. Data collection and analysis will support GBV Strategy development in the longer term by informing corporate decision-making and helping to target resources. Examples of HEI data sources linked to *Equally Safe* outcomes can be found in Figure 3. A sample logic model illustrating the contribution HEIs can make to the achievement of the national outcomes highlighted in *Equally Safe* can be found in Figure 4.

ESHE HEI Performance Framework HEI GBV Data Sources

NATIONAL OUTCOMES	GBV HEI SOURCE
Fewer people adhere to gender stereotypes	Campus qualitative research/survey data, for example: evaluation of Bystander and GBV Prevention Programmes
Power, decision-making and material resources are distributed more equally between men and women	Athena Swan Gender Equality Charter SFC Gender Action Plan University Outcome Agreements
People have increased understanding of all forms of GBV (causes, consequences and appropriate responses)	University campus research/survey data
Tolerance of GBV is reduced and people are more likely to recognise and challenge it	University campus research/survey data
LOCAL OUTCOMES	GBV HEI SOURCE
GBV Perpetrators are identified (early)	HEI survivor/victims reporting/disclosure data on GBV including partner abuse, rape, sexual assault, unwanted sexual touching, exposure or threats, face-to-face or online sexual harassment in the last 12 months.
Perpetrators are sanctioned/held to account	University data on GBV perpetrator disciplinary case outcomes
GBV is reduced/eradicated	Anonymised campus trend data on reported cases of GBV including partner abuse, rape, sexual assault, unwanted sexual touching, exposure or threats, face-to-face or online sexual harassment in the last 12 months.
Perpetrators are supported to change their behaviour	University GBV data on outcome/effectiveness of tertiary interventions/sanctions on perpetrators
GBV survivors' needs are identified (early)	Number of referrals to specialist or campus support services
GBV survivors' safety needs are met	Average waiting times for GBV specialist/campus safety and/or support services.
GBV survivors' wider wellbeing needs are met	Evaluation of GBV Service outcomes (safety and/or support services) incorporating service user feedback.

Figure 3. HEI Data Sources linked to *Equally Safe* National Outcomes.

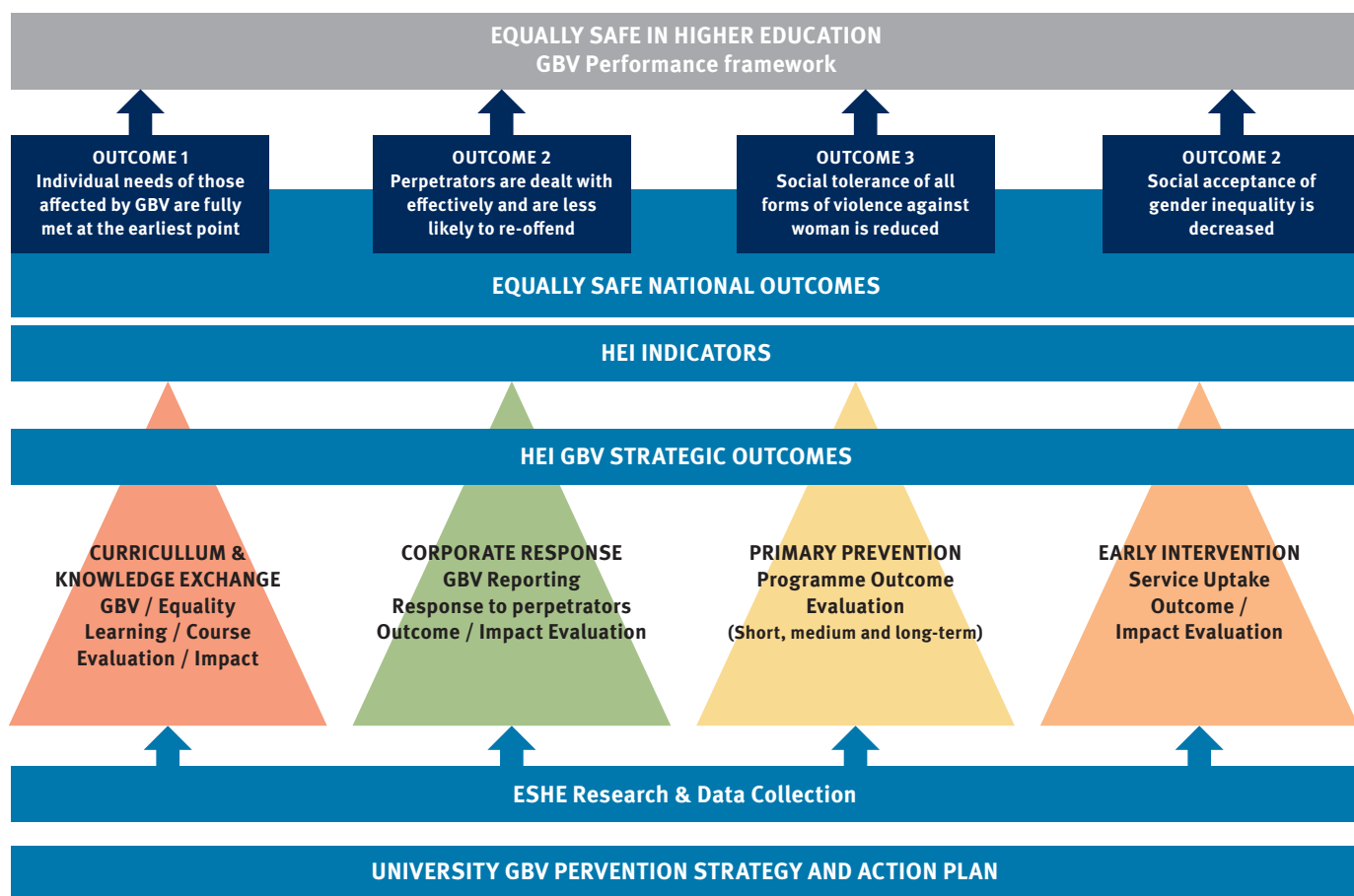


Figure 4. Equally Safe in Higher Education Logic Model

1.5 Coordination

The development and implementation of a campus GBV Strategy involves a number of internal and external partners across a range of disciplines, functions and services. Multi-agency partnerships are now a common feature of the Scottish public sector landscape where integrated approaches are required for the purposes of community planning and integrating health and social care services, implementing measures aimed at public protection and preventing violence against women. It has long been recognised that coordinated action by a range of different agencies and organisations is crucial to the development of effective local response to GBV/VAW. Partnership approaches require the oversight of someone in a coordinating role. Currently in Scottish university settings the responsibilities for coordinating cross-campus GBV prevention activities lie mainly with managers in student services (Donaldson 2018

Forthcoming). This reflects the prominence in research and press reports of GBV affecting students. However, the implementation of whole campus GBV prevention strategies will cross a number of academic and service areas as reflected in the recommended membership of GBV Strategy Groups. The demands of coordinating cross-campus activity can be significant. Whole-campus implementation will require commitments of time and resources from across the university. However, it is recommended that a coordinator is identified with adequate administrative support to oversee the implementation of the Strategy, report on progress, build the university's knowledge and practice in this area and act as a point of contact for the overall work programme. This may be someone in a dedicated post or, the responsibilities may be allocated to someone in addition to their main post. In addition to having experience in a strategic role in HE or equivalent, the Coordinator should be able to demonstrate:

- A strong grasp of the Key Principles of a Strategic Approach to GBV Prevention in Scottish HEIs outlined above.
- An understanding of the nature and impact of GBV.
- Experience of university systems and procedures.
- Experience of budgeting and financial management.
- A commitment to and experience of partnership working.
- Experience of stakeholder engagement.

- Experience of working with or on behalf of vulnerable groups.
- Project management experience.
- Excellent communication and IT skills.
- Knowledge of current community responses to GBV.

By making a visible commitment and identifying someone in a key role, the university and its partners convey a strong message that the issue of GBV is important to them, that they are prepared to invest in prevention and to ensure progress is made.

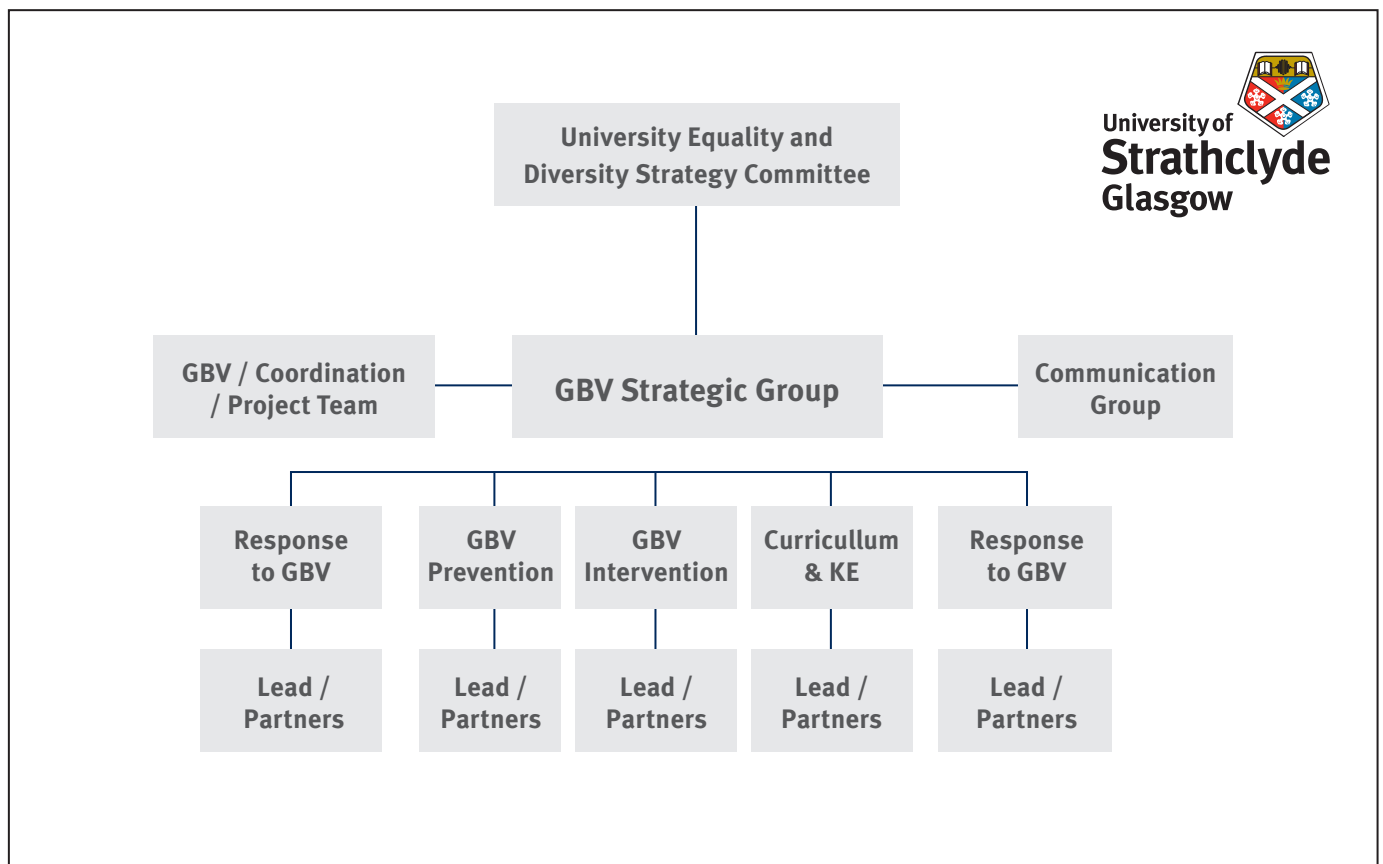


Figure 5. Organisational Chart – University of Strathclyde Example

2.6 Resources

The ESHE Toolkit has been designed to support Scottish HEIs who are developing their GBV Prevention strategies. The resources in this Toolkit were developed over a two-year period using the University of Strathclyde as a pilot site and in collaboration with a number of partners. This is reflected in the range and variety of resources in the Toolkit and in the materials freely contributed by partners from other HEIs and sectors. The ESHE Guidance and Toolkit offers a number of recommendations, interventions, practice examples, templates, case studies and other resources developed during that two year period. While the ESHE Toolkit offers a range of ready-made and adaptable resources, there are likely to be additional cost implications for HEIs planning to implement a campus GBV Prevention Strategy.

The key costs involved in implementing a Campus GBV Prevention Strategy arise from staff and non-staff costs. A dedicated operational budget is essential to support the coordination and implementation of a Campus GBV Prevention Strategy. Strategies should be costed in full and will vary across institutions. Cost may be incurred in the following areas:

- Staff costs
- Non-staff costs
 - IT costs including for example hardware, web design and management
 - Consumables (catering, venue hire, external expenses including subscriptions, fees and services)
 - Marketing, publicity, printing and stationery
 - Events
 - Travel and Subsistence
- External services costs
 - Specialist GBV campus services (For example, local Rape Crisis Drop-in Service)
 - Marketing and publicity
 - Staff training, Organisational Development consultancy
 - External clinical support and supervision for First Responders

In addition to the commitment of staff time required for coordination outlined above, implementation will also demand the time and resources of those departments and services represented on the Strategy Group who may also, along with colleagues, be involved in the work-streams outlined below. It is recommended that,

- University, student and trades union leaders articulate their shared commitment to GBV Prevention
- those involved in the implementation have the support of internal service departments in the development of the necessary organisational infrastructure
- Individual departments assess the time commitment required to undertake the additional responsibilities which this new strategic area will demand
- Clear provision is made for this when workloads are being agreed with individual members of staff
- Those with key roles and responsibilities in relation to the university's response to GBV are given access to relevant training and development opportunities to support them in this role
- All front-line staff responding to GBV disclosures have access to emotional support and opportunities for self-care when dealing with those who are traumatised or distressed.

3. Key Work-streams

The ESHE Toolkit has identified four Key Work-streams which reflect the themes of *Equally Safe* adapted for the HEI setting. These provide a framework informed by *Equally Safe* which can guide the activities of HEI GBV Prevention plans.

3.1

Developing a Whole Campus Response to GBV



3.1 Developing a Whole Campus Response to GBV

It is important that universities create a strong infrastructure from which to build a coordinated campus-wide approach to the prevention of GBV. This will involve policy development and include implementing procedures to ensure sensitive responses to disclosures, support pathways for those affected and interventions with perpetrators. This work will involve collaboration with specialists from statutory agencies and the GBV/VAW sectors to incorporate good practice into the higher education setting. This reflects Scotland's successful coordinated multi-agency approaches to GBV.

A whole campus approach to GBV prevention rests firmly on a recognition that GBV can affect staff and student members of the campus community as victims/survivors and perpetrators. It is also recognised that individuals may have experienced GBV prior to their time on campus, while they are studying or employed by the university, can involve other staff or students, strangers, family and friends and can take place on or off campus. Universities have a responsibility to ensure the safety and wellbeing of members of their campus communities. In communicating their commitment to preventing GBV on their campuses, there must be a recognition that the process of developing a policy framework goes hand in hand with the development of clear response pathways for those reporting or disclosing incidents or experiences of GBV which may or may not involve criminal behaviour. Key elements of a corporate response should include the following:

i. GBV Policies for Staff and Students experiencing or perpetrating GBV

Undertaking a consultative process for developing staff and student GBV policies is recommended as a key stage in the development of the university's overall response. A consultative process provides an opportunity to involve a range of key departments, services, external partners and stakeholders, improves participants' knowledge and awareness of GBV and ensures policy development incorporates a number of perspectives. It is important to ensure policies are inclusive and sensitive to the needs of all students and staff, that due regard is given to issues of intersectionality, the needs of those with protected characteristics and that Equality Impact Assessments are undertaken.

ii. GBV Sector Partnership

Involvement by GBV specialists from the third sector in this process is recommended in the development and implementation of a whole campus response to GBV. The involvement of the sector brings specialist knowledge and expertise into the university setting and builds collaborative links between the university and local third sector specialists. Scotland's network of Rape Crisis Centres for example can provide expertise in policy development, staff training and development, service provision, sexual violence prevention programmes and evidence of local service needs and uptake.

iii. Well publicised points of contact for reporting/ disclosing GBV

iv. Clear response pathways for those disclosing or reporting their experiences of one or more forms of GBV

v. Guidance on handling alleged misconduct which may also constitute a criminal offence

vi. Student GBV Code of Conduct, Disciplinary Procedure and Sanctions with clearly defined examples of sexual misconduct and related sanctions¹⁴

vii. Staff GBV Code of Conduct, Disciplinary Procedure and Sanctions

viii. GBV training programmes for those receiving disclosures of GBV and/or providing information and support to victim/survivors.

ix. Staff Guidance for responding to reports or disclosures of GBV

x. A secure IT system for recording and sharing disclosures

xi. A data collection and case management system for GBV reports/disclosures and responses to perpetrators

xii. A communication plan for informing the campus community how/where they can report/disclose GBV

xiii. The provision of clear and accessible information on internal and external sources of support for those experiencing GBV

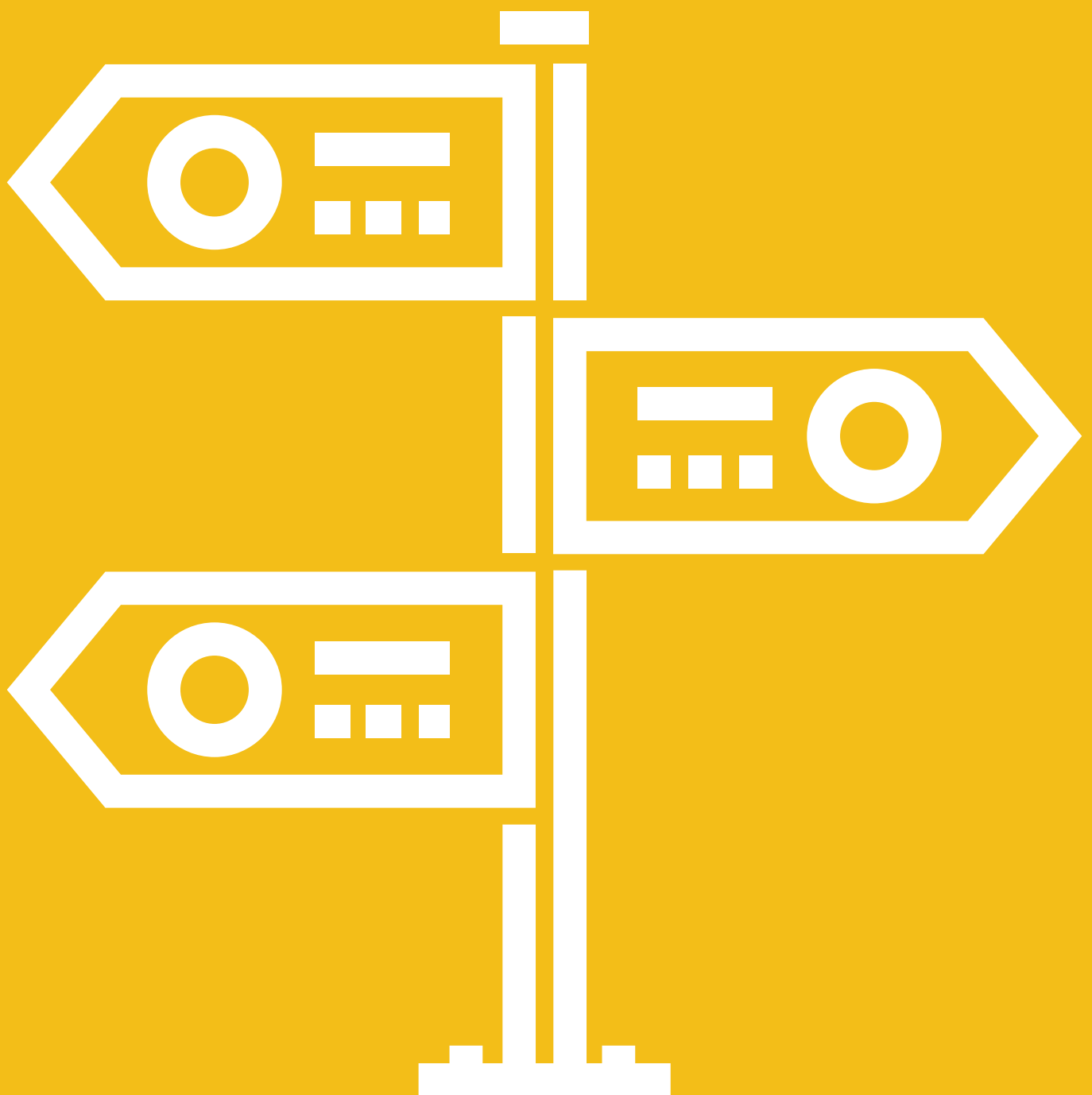
xiv. Training for those investigating reports of GBV on campus

xv. Support for recipients of reports/ disclosures and those investigating GBV complaints

See Appendix C for a list of ESHE Toolkit Resources: GBV Response

¹⁴ For an illustrative example of a Student Code of Conduct which includes sexual misconduct see Pinsent Masons Guidance Appendix 1 p13 <http://www.universitiesuk.ac.uk/policy-and-analysis/reports/Documents/2016/guidance-for-higher-education-institutions.pdf>

3.2 GBV Prevention Guidance



3.2 GBV Prevention Guidance

Primary Prevention aims to increase public understanding, change perceptions and norms and to encourage all members of campus communities to be proactive in preventing GBV. GBV prevention campaigns are interventions which send out a strong message that the university takes GBV seriously, stimulate public discussion and debate and provide information on where and how to report incidents or receive support. Given the high incidence and prevalence of GBV, public prevention campaigns will also reach victims/survivors who may be reluctant to disclose or who are feeling isolated and send out the positive message that support is available. Prevention activity can be timed to coincide with other key points in the university calendar, other local or national events, commemorations and anniversaries. Primary Prevention can also play an important role in carrying clear secondary and tertiary prevention messages.

Opportunities for communicating *Primary Prevention* messages can include:

- Launch of the University's GBV Prevention Strategy
- University Websites and Staff bulletins
- Student Union Websites, blogs and publications
- Student Union Executive Officer Induction and Training
- University Trades Union Websites and Member bulletins
- University Open Days
- Community Engagement/ Knowledge Exchange events
- Freshers' Week/Freshers' Fairs
- All student or staff emails
- Student newspapers/magazines
- New student and staff induction sessions
- 16 Days of International Activism for the Elimination of Violence Against Women Campaigns (annually 25 November – 10 December)
- International Women's Day – 8 March
- Collaboration in local or national events with public/ third sector partners
- Collaboration with other local universities/ student unions

Examples of Prevention activities include:

- i. **The Intervention Initiative (Bystander Intervention Programme)**
- ii. **Rosey Project/Glasgow & Clyde Rape Crisis Sexual Violence Prevention Programme**
- iii. **NUS Scotland GBV Prevention Toolkit**
- iv. **Medics Against Violence/Violence Reduction Unit – ASC Programme**
- v. **White Ribbon Scotland Campus Toolkit**
- vi. **#IsThisOK? – University of Stirling whole campus prevention/publicity campaign**
- vii. **Standing Safe – University of the West of Scotland Student GBV Campaign**
- viii. **Film screenings**
- ix. **Plays and multi-media performances**
- x. **Exhibitions of art, photography, history**
- xi. **Knowledge Exchange and Partnership events including conferences, seminars and workshop events**
- xii. **GBV Research conferences and seminars**

The evaluation of these activities can provide data which can contribute to the HEI's GBV research and data collection activities and performance framework.

See Appendix C for a list of ESHE Toolkit Resources: GBV Prevention

3.3

Intervention

– Principles of a trauma-informed approach



3.3 Intervention – Principles of a trauma-informed approach

It is estimated that although reported incidents of GBV crimes such as domestic abuse, rape and sexual assault are increasing in Scotland, overall these remain under-reported crimes and undisclosed experiences. National and international evidence identifies the key reasons for non-disclosure or non-reporting. These include fear of reprisals or repercussions from the perpetrator or others; shame about what has happened; fear of not being believed; lack of confidence that reporting will be effective in stopping the abuse, preventing repeat incidents or bringing the perpetrator to justice. The impact of all forms of GBV is multi-faceted and moves through different domains of life, throughout the life-course and across social space. Experiencing any form of GBV can harm survivors' physical and mental health, negatively impact their wellbeing, behaviour, their ability to undertake daily tasks, to work or study. Exposure to all forms of GBV, whether one off or prolonged, can induce a traumatic response. Herman conceptualised trauma in the context of GBV as the result of women's social and physical disempowerment. Herman contextualised the traumatic impact of GBV on survivors within a social dialectic of trauma, gender inequality, male abuse of power and discourses of family privacy, victim culpability and sexual shame (Herman 2015).

The essential starting point for recovery from trauma is safety from the source of actual or threatened danger, harm or abuse. The ongoing experience of GBV disrupts the mutually supportive dynamic of a healthy relationship and replaces it with one characterised by the abuse of power by one person, usually expressed as coercion and threats or actual physical or sexual violence, over the other. Herman identifies disempowerment, disconnection and isolation as key features of traumatic experiences. Recovery depends on creating a context for the survivor which is safe, where trusting and positive relationships can begin to grow again and reconnection with their friends and wider community can be re-established. Herman developed a 3-stage framework of therapeutic interventions to support recovery from trauma. This can provide a basis for effective interventions as follows:

Stage 1: Crisis intervention, safety planning and symptom management

Stage 2: Intermediate and/or therapeutic solutions, working with traumatic memory, processing and healing

Stage 3: Long-term outcomes, moving on, reconnecting with community and reducing isolation, finding a survivor mission (Herman 2015:156).

The key priorities of *Equally Safe* are: ensuring interventions are early and effective, preventing violence and maximising the safety and wellbeing of survivors. It takes courage to disclose experiences of GBV and victims/survivors may be fearful of making that first disclosure. It is important also to recognise the additional and intersecting barriers to disclosure which may be faced by those who are disabled, who are LGBT+¹⁵ or from Black, non-binary people, Asian or Minority Ethnic communities and to ensure these are removed. It is vital therefore that whoever is approached by a victim/survivor wishing to make a report or a disclosure ensures that the focus of their response is on the person's immediate safety, health and wellbeing. Except in situations of immediate danger to the person or to others it is important to listen to what they have to say without rushing to judgement, solutions or taking control away from them. It is recommended that universities create a three-stage GBV response and service framework based on Herman's Three Stage recovery model which removes barriers to disclosure or reporting and which prioritises:

- Clear and accessible online, telephone, email and face to face reporting and/or disclosure pathways
- Safety
- Privacy
- Confidentiality
- Non-judgemental approach

¹⁵ Trans.Edu provide a national Toolkit of Resources for supporting Trans students and staff in further and higher education <https://www.trans.ac.uk/>



Figure 6. 3-Stage Trauma Recovery Model

©Albi Taylor: www.albitaylor.com

- Prioritises health and wellbeing
- A supportive and strengths-based approach
- Survivor-led approach to decision-making
- Informed consent about next steps, recording and information sharing.

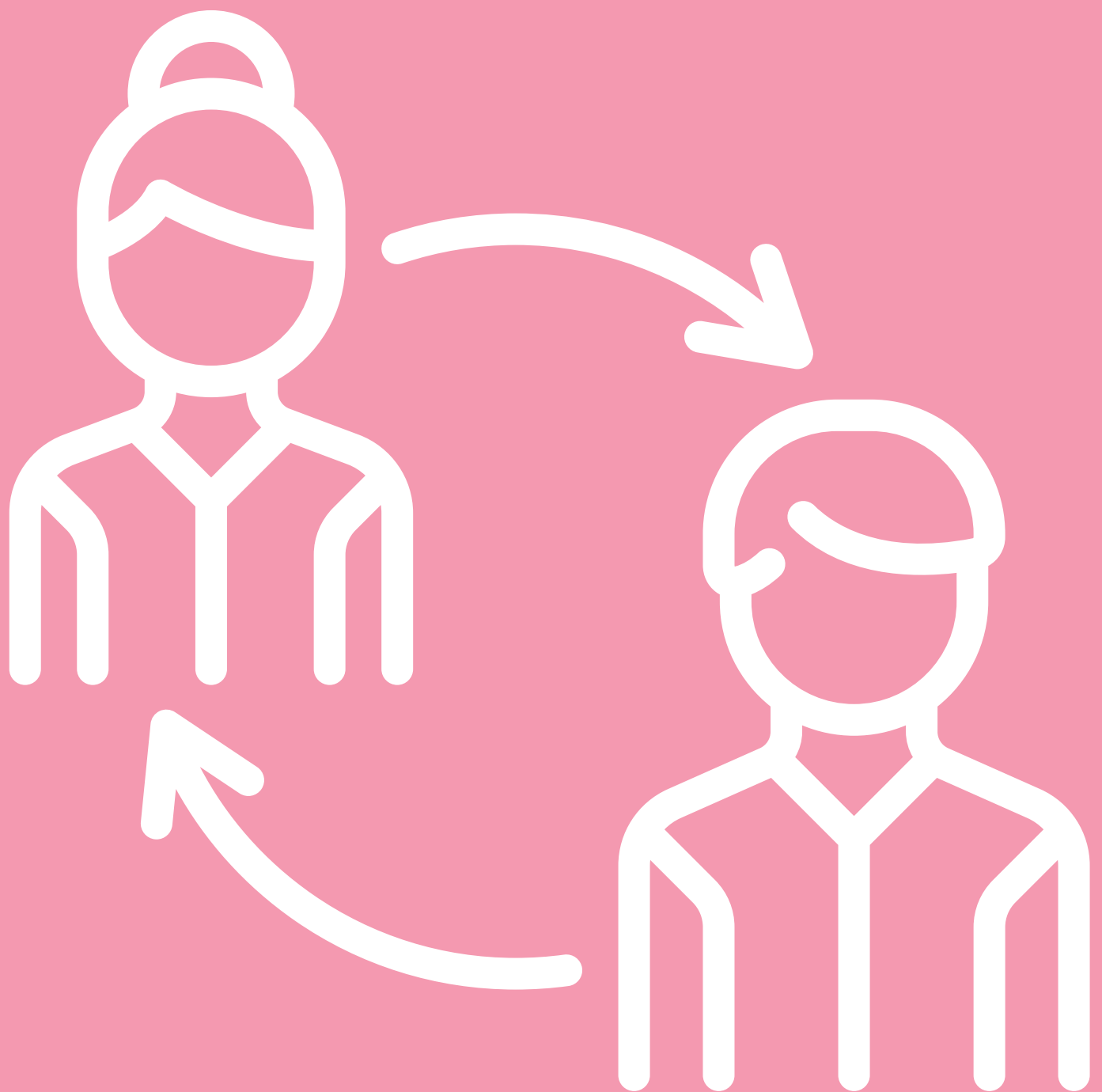
Effective interventions for victims/survivors may also include making links with key local external agencies and organisations including for example Police Scotland, NHS Accident and Emergency, GP or GP Out of Hours services, local Rape Crisis Centres or Women’s Aid Refuge, NHS Sexual Health and Forensic Examination Services (for example the Archway in Glasgow) and local Health and Social Care Partnerships. A Partnership Agreement with a local Rape Crisis Centre for example can include a Service Level Agreement to provide a campus Rape Crisis drop-in service. A trauma-informed service model is now accepted as best practice in criminal justice, health, social care and

specialist GBV service settings. Scotland’s National Trauma Training Framework provides a valuable resource for ensuring staff working in service areas providing a range of interventions from reception to specialist services have the necessary knowledge and skills to work with people in this vulnerable group.

See Appendix C for a list of ESHE Toolkit Resources: GBV Intervention.

3.4

Curriculum and Knowledge Exchange



3.4 Curriculum and Knowledge Exchange

As providers of employment and education, Scottish universities value the diversity of their staff and students and are fully committed to ensuring equal access to employment and learning for students and staff. Higher education's commitment to promoting the values of equality and diversity are articulated through the Scottish Funding Council's Gender Action Plan and the Equality Challenge Unit's Athena Swan Charter Schemes. In their Equality Outcome Agreements and Annual Reports Scottish universities acknowledge their corporate obligations under the Equality Act 2010. Scottish higher education plays a vital role in educating future generations. *Equally Safe* stresses the importance of the whole education sector in contributing to The Scottish Government's vision for gender equality and the elimination of GBV:

Scottish society embraces equality and mutual respect, and rejects all forms of violence against women and girls

Women and girls thrive as equal citizens: socially, culturally, economically and politically (Scottish Government 2016a:3).

From early years provision through to tertiary education, opportunities exist for educators to incorporate strong messages and learning which promote gender equality and address GBV in their courses and curricula. While GBV has in the past been dismissed as a 'women's issue' it is one which has negative consequences for individuals, communities and wider society. HEIs who specialise in disciplines including art and design, music and drama, journalism and the media, film studies, digital technology and design, marketing and promotion, business and enterprise may create opportunities for students' coursework to involve creating and implementing prevention activities on campus or in the local area. Students on qualifying and post-experience courses involving front-line responses to GBV victims/survivors and perpetrators would, where appropriate, particularly benefit from exposure to current research, policy, practice and legal developments in this field. Professional education in medicine and health-related professions, nursing, social

work and social care, teaching, law, criminal justice and policing have particular relevance here and can provide opportunities to introduce a gender lens to existing programmes and involve critical engagement with themes including for example:

- The social and historical roots of gender inequality and GBV
- Gender inequality in the contemporary context
- The research and evidence base on the national and international extent of GBV
- Measuring GBV
- The impact of all forms of GBV
- Feminist research and practice
- Gender studies
- The history of feminism, the feminist movement and women's activism
- Social norms theory and its relation to social and professional attitudes and responses to GBV
- The impact of all forms of GBV on individuals, families and society including children and young people
- Representations of gender and GBV and in art, culture and the media
- The social and economic costs of GBV
- Criminal and civil law responses to GBV
- Legal, policy, professional and practice responses to GBV
- GBV Service provision

-
- GBV Training and Development
 - The development and dissemination of good practice in professional responses to victims/survivors and perpetrators of GBV
 - GBV in teacher education
 - GBV in social work education
 - GBV in medical and health education

For example, the ESHE Team, colleagues at University of Strathclyde and partners are building a portfolio of related courses and resources linked to GBV including:

- Massive Open Online Course (MOOC): Understanding Violence against Women: Myths and Realities¹⁶
- First year Social Work Elective in Understanding and Responding to Domestic Abuse
- Domestic abuse: Practice Learning days for Post-graduate Social Work students
- B.A. Social Policy – Honours module in GBV.
- Safe and Together – developing the social work response to domestic abuse: implications for the social work curriculum
- M.SC in applied Gender Studies¹⁷

See Appendix C for a list of ESHE Toolkit Resources: Curriculum and Knowledge Exchange

¹⁶ <https://www.futurelearn.com/courses/understanding-violence-against-women/2/register>

¹⁷ <https://www.strath.ac.uk/courses/postgraduatetaught/appliedgenderstudies/>

4. Implementing a strategic approach to GBV prevention in Scottish HEIs

ESHE CHECKLIST

This Checklist:

- summarises the key elements of EHSE's Strategic Approach to GBV Prevention in Scottish HEIs outlined in this Guidance
- provides a reference point for HEIs seeking to develop their strategic response to GBV Prevention linked to *Equally Safe*
- links to relevant sections of this Guidance and the ESHE Toolkit for more information and resources

Please use this checklist to:

- Review your current strategic approach/response GBV Prevention
- Check which elements on the list you currently have in place – answer Yes/No
- Identify any gaps and/or areas for future development
- Identify your strategic priorities and key work-streams for preventing GBV on campus

ESHE Checklist

Please tick as applicable:

KEY PRINCIPLES OF A STRATEGIC APPROACH TO GBV PREVENTION IN SCOTTISH HEIs	YES	NO	NOTES/COMMENTS
A framework based on the priorities of Prevention and Intervention outlined in <i>Equally Safe</i>			
A theoretical framework (See Part One of this Guidance)			
A whole campus approach to GBV Prevention strategy – students and staff			
A trauma-informed support and wellbeing approach to supporting victims/survivors			
Incorporates the views and/or participation of GBV survivors.			
Partnership working – (including internal and external public and third sectors partners)			
See above Part Two Section 1 of this Guidance			
KEY FEATURES OF A STRATEGIC APPROACH TO GBV PREVENTION FOR SCOTTISH HEIs			
Governance:			
GBV Strategy Group			
GBV Strategic Lead/s			
Internal Strategy Group Members			
External Strategy Group Members			
GBV Strategy Group Terms of Reference			
Research and Evidence Base:			
(See ESHE Research Guidance and Toolkit)			
Priorities, aims and objectives			
Outcomes			
Resources			
Coordination			
Timeline/ Schedule			
Performance Framework			
Key work-streams			
See above Part Two Section 2 of this Guidance			

Implementation Plan – Key Work-streams:

Whole Campus Response: Policy and Response Pathways	YES	NO	NOTES/COMMENTS
Work-stream Lead/s			
GBV Student Policy - the university's overall response to students experiencing or perpetrating GBV			
GBV Employee Policy - the university's overall response to staff experiencing or perpetrating GBV			
GBV Sector Partnership/Service Level Agreement			
Clearly publicised and accessible points of contact for reporting/disclosing GBV.			
Clearly publicised response pathways/procedures for those disclosing or reporting their experiences of one or more forms of GBV			
Response pathways incorporate best practice in GBV risk assessment and safety planning.			
Clear guidance for key staff on handling allegations of student misconduct which may also constitute a criminal offence			
Clear guidance for key staff on handling allegations of staff misconduct which may also constitute a criminal offence			
Student GBV Code of Conduct, Disciplinary Procedure and Sanctions with clearly defined examples of GBV and related sanctions			
Staff GBV Code of Conduct, Disciplinary Procedure and Sanctions with clearly defined examples of GBV and related sanctions			
GBV training programmes for those receiving disclosures of GBV and/or providing information and support to victim/survivors			
Clearly and accessible guidance for staff and others responding to reports or disclosures of GBV			
Training and Guidance for those involved in investigating reports or complaints of GBV on campus			
A secure IT system for recording and sharing information on GBV disclosures			
A data collection and case management system for GBV reports/disclosures and responses to perpetrators			
A communication plan for informing the campus community how/where they can report/disclose GBV			
Clear and accessible information on internal and external sources of support for those experiencing GBV			
Arrangements for supporting recipients of reports/disclosures and those investigating GBV complaints			
See above Part Two Section 3.1 of this Guidance			
See Appendix C for a list of ESHE Toolkit Resources: Response			

GBV Primary Prevention: Opportunities	YES	NO	NOTES/COMMENTS
Launch of the University's GBV Prevention Strategy			
University Website			
Staff bulletins and all Staff emails			
Student Union Websites and publications			
Student Union Executives/Officials' Induction and Training Programmes			
University Trades Union Websites and Member bulletins			
University Open Days			
Public/Community Engagement and Knowledge Exchange events			
New Student Induction			
Freshers' Week/Freshers' Fairs			
International Student Welcome Programmes			
All student or staff emails			
Student newspapers/magazines and websites			
Post-graduate induction sessions			
New staff induction sessions			
Annual 16 Days of International Activism for the Elimination of Violence Against Women Campaigns (25 November – 10 December)			
International Women's Day – 8 March			
LGBT History Month			
Black History Month			
Collaboration in local or national events with other HEIs/FEIs/public/third sector partners			
GBV Primary Prevention: Activities			
The Intervention Initiative (Bystander Intervention Programme)			
Rape Crisis Sexual Violence Prevention Programme			
NUS Scotland GBV Prevention Toolkit			
Medics Against Violence/Violence Reduction Unit – ASC Programme			
White Ribbon Scotland Status Toolkit			
Film screenings			
Plays and multi-media performances			
Hosting exhibitions of art, photography, history			

See above Part Two Section 3.2 of this Guidance	YES	NO	NOTES/COMMENTS
See Appendix C for a list of ESHE Toolkit Resources: Primary Prevention			
GBV Intervention (Information, Support and Safety services)			
A gendered analysis of abuse			
A three stage trauma-informed GBV support and service framework			
Support and service interventions are integral to the university's GBV policies and response pathways			
Clear and accessible online, telephone, email and face to face reporting and/or disclosure pathways			
Staff training linked to National Trauma Training Framework			
Staff in key roles familiar with the principles of GBV risk assessment and safety planning when working with GBV victims/survivors.			
A non-judgemental, support and wellbeing approach to work with GBV survivors			
Survivor-led, strengths-based approach to next steps/ decision-making			
Clear confidentiality and information sharing statement.			
Campus services linked to local safeguarding and public protection arrangements.			
Information on local statutory and specialist GBV Services is easily accessible.			
GBV Specialist on-campus drop-in/support services			
External support is available for staff responding to GBV disclosures			
See above Part Two Section 3.3 of this Guidance			
See Appendix C for a list of ESHE Toolkit Resources: GBV Intervention			

Curriculum and Knowledge Exchange – GBV in its contemporary and historical context. Some suggested themes:	YES	NO	NOTES/COMMENTS
The social and historical roots of gender inequality and GBV			
Gender inequality in the contemporary context			
The research and evidence base on the national and international extent of GBV.			
Measuring GBV			
The impact of all forms of GBV			
Feminist Research and practice			
Gender studies			
The history of feminism, the feminist movement and women’s activism			
Social norms theory and it relation to social and professional attitudes and responses to GBV			
The impact of all forms of GBV on individuals, families and society including children and young people			
Representations of gender and GBV and in art, culture and the media			
The social and economic costs of GBV			
Criminal and civil law responses to GBV			
Legal, policy, professional and practice responses to GBV			
GBV Service provision			
GBV Training and Development			
The development and dissemination of good practice in professional responses to victims/survivors and perpetrators of GBV			
GBV in teacher training			
GBV in social work education			
GBV in medical and health professional training			
GBV in law and policing education			
See above Part Two Section 3.4 of this Guidance			
See Appendix C for a list of ESHE Toolkit Resources: Curriculum and Knowledge Exchange			

References

- Bronfenbrenner, U. (1992). *Ecological Systems Theory*: Jessica Kingsley Publishers
- Crenshaw, K. (1989). *Demarginalizing the intersection of race and sex: A black feminist critique of anti-discrimination doctrine, feminist theory and antiracist politics*. University of Chicago Legal Forum. P. 139.
- Donaldson A., (2018 Forthcoming), *Report on a Review of Scottish HEI Responses to Gender-based Violence*; Glasgow, University of Strathclyde.
- Donaldson, McCarry and McCullough (2018 Forthcoming), *Preventing gender-based violence in UK universities: the policy context* in Sundari, Lewis & Jones (eds) (2018 Forthcoming) **Gender-based violence in university communities - Policy, prevention and educational interventions in Britain**; London, Policy Press.
- Dutton, D.G. (1995). *The Domestic Assault of Women: Psychological and Criminal Justice Perspectives*: UBC Press.
- Edleson, J., & Tolman, I., (1992). *Interventions for Men who Batter: An Ecological Approach* (Vol. London: Sage Publications).
- End Violence Against Women Coalition (2015). *Spotted: Obligations to Protect Women Students' Safety & Equality Using the Public Sector Equality Duty & the Human Rights Act in Higher and Further Education Institutions to Improve Policies and Practices on Violence Against Women and Girls - Legal Briefing*: London, EVAWC. <http://www.endviolenceagainstwomen.org.uk/wp-content/uploads/Spotted-Obligations-to-Protect-Women-StudentsEy-Safety-Equality.pdf>
- Engender (2014), *Gender Equality and Scotland's Constitutional Futures*; Edinburgh, Engender. <https://www.engender.org.uk/content/publications/Gender-equality-and--Scotlands-constitutional-futures.pdf>
- Fenton, R.A., Mott, H.L., McCartan, K. & Rumney, P.N.S., (2016) *A Review of the Evidence for Bystander Intervention to Prevent Sexual Assault and Domestic Violence in Universities* (London, Public Health England), p.5.
- Hearn, J., & McKie, L. (2008). *Gendered policy and policy on gender: The case of 'domestic violence'*. *Policy and Politics*, 36 (1), 75-91. doi:10.132/030557308783431634
- Heise, L.L. (1998). *Violence Against Women: An Integrated, Ecological Framework*. *Violence against women*, 4 (3), 262-290. doi:10.117/1077801298004003002
- Herman, J. L. (2015). *Trauma and recovery: The aftermath of violence--from domestic abuse to political terror*. Hachette UK.
- Jackson, C. and Sundaram, V. (2015) *'Is Lad Culture a problem in higher education: exploring the perspectives of staff working in UK universities'*, Final report, Society for Research into Higher Education. www.srhe.ac.uk/downloads/JacksonSundaramLadCulture.pdf
- Kelly, L. (1987). *The continuum of sexual violence*. In Maynard, M., & Hanmer, J. (Eds.). (1987). *Women, violence and social control*. (pp 46-60). Palgrave Macmillan, London.
- McFeely, C., (2013), *Domestic Abuse and Gender Inequality: An overview of the current debate*: Briefing 69: Edinburgh, Centre for Research on Families and Relationships. <http://www.crfr.ac.uk/assets/briefing-69.pdf>
- NUS (2011) *Hidden Marks*: London: NUS.
- NUS (2012) *That's What She Said: Women Students' Experiences of 'lad culture' in Higher Education*: London: NUS.
- Orr, L. (2007). *'The Case for a Gendered Analysis of Violence Against Women'*: Edinburgh, Scottish Government <http://www.gov.scot/resource/doc/925/0063070.pdf>

Phipps, A. & Smith, G. (2012), *Violence against Women Students in the UK: Time to take action*. Gender and Education, 24(4), p. 363.

Samarasekera, U., & Horton, R. (2015). *Prevention of violence against women and girls: a new chapter*. Lancet, 385(9977), 1489-1482. Doi:10.1016/S0140-6736(14)61775-X

Scottish Equality and Human Rights Commission (2013), *Scotland's National Action Plan for Human Rights* <https://www.legislation.gov.uk/ukpga/1998/42/contents>

Scottish Government (2016a), *Equally Safe: Scotland's strategy for preventing and eradicating violence against women and girls*: Edinburgh, Scottish Government. <http://www.gov.scot/Resource/0045/00454152.pdf>

Scottish Government (2016b), *National Performance Framework*: Edinburgh, Scottish Government <http://www.gov.scot/Resource/0049/00497339.pdf>

Scottish Government (2017), *Equally Safe – A Delivery Plan for Scotland's Strategy to Prevent Violence Against Women and Girls 2017-2020*: Edinburgh, Scottish Government, <http://www.gov.scot/Publications/2017/11/5647>

Stockdale, M.S., & Nadler, J.T. (2012). *Situating Sexual Harassment in the Broader Context of Interpersonal Violence: Research, Theory and Policy Implications*. Social Issues and Policy Review, 6(1), 148-176. Doi:10.1111/j.1751-2409.2001.01038.x

University and College Union (2016). *Dealing with Sexual Harassment in the Workplace – Guidance for Branches and Members*: London, UCU https://www.ucu.org.uk/media/8373/Dealing-with-sexual-harassment-in-the-workplace/pdf/Dealing_with_sexual_harassment_in_the_workplace_guidance_Nov_2016.pdf

Universities UK (2016a). *Changing the Culture; Report of the Universities UK Taskforce examining violence against women, harassment and hate crime affecting university students*: London UUK

<http://www.universitiesuk.ac.uk/policy-and-analysis/reports/Pages/changing-the-culture-final-report.aspx>

Universities UK (2016b). *Guidance for Higher Education Institutions: How to Handle Alleged Student Misconduct Which May Also Constitute a Criminal Offence*: London, Universities UK/Pinsent Masons.

<http://www.universitiesuk.ac.uk/policy-and-analysis/reports/Documents/2016/guidance-for-higher-education-institutions.pdf>

Wolfe D.A & Jaffe P.G (1999), *Emerging Strategies in the Prevention of Domestic Violence in The Future of Children in Domestic Violence and Children Vol. 9 No.3 – Winter 1999*.

Zero Tolerance Scotland (2017). *Sexism is a Waste – The need to tackle violence and misogyny in Scottish workplaces*: Edinburgh, Zero Tolerance Scotland. <http://www.zerotolerance.org.uk/resources/sexism-waste-need-tackle-violence-and-misogyny-scotlands-workplaces>

APPENDICES



Appendix A

GBV Prevention – Implementation Plan (Sample Template)

Background

Equally Safe outlines the Scottish Government’s strategic vision for a strong and flourishing Scotland where all individuals are *Equally Safe* and respected, and where women and girls live free from all forms of violence and the attitudes that help perpetuate these. The [insert name of University] aims to prevent gender-based violence (GBV) by implementing the approach outlined in *Equally Safe* across its campus community. The priorities outlined in this Implementation Plan reflect those of *Equally Safe: Strategic Development, Prevention and Early Intervention*.

Our Vision and Aim

[insert vision and aims for your GBV Implementation plan]

Strategic Outcomes:

1. A University-wide GBV Prevention Strategy, Implementation Plan and Performance Framework
2. Effective partnership working with internal and external stakeholders
3. A GBV Policy which outlines the University’s approach and response to disclosures of GBV and the related expectations of staff and students
4. A learning environment and campus culture which embraces equality and mutual respect and rejects all forms of gender-based violence and the attitudes and behaviours which support them.
5. GBV Interventions which are early and effective, preventing gender-based violence and maximising the safety, health and wellbeing of those affected.
6. Perpetrators of gender-based violence receive a robust and effective response
7. GBV Research and data collection

Key Features:

- Strategic Leadership
- Strategy Group of Internal & External Partners
- Gendered Definition & Terms of Reference
- GBV Prevention Strategy and Implementation Plan
- Research & Evidence Base
- Coordination, Accountability and Review
- Resources

Key work-streams:

- Responding to GBV
- GBV Prevention
- GBV Intervention
- GBV Curriculum Development and Knowledge Exchange

ACTION	STRATEGIC LEAD	ACTION LEAD/ PARTNERS	INDICATORS	OUTCOME/S	WHEN/ MILESTONES
ESHE Strategic Development					
GBV Research					
See ESHE Research Toolkit Guidance					
Responding to GBV on Campus					
GBV Prevention					
GBV Intervention					
GBV Curriculum and Knowledge Exchange					

Appendix B

RELEVANT BILLS AND LEGISLATION

- Human Rights Act 1988
- Vulnerable Witnesses (Scotland) Act 2004
- Protection of Children and Prevention of Sexual Offences (Scotland) Act 2005
- Prohibition of Female Genital Mutilation (Scotland) Act 2005
- Protection of Vulnerable Groups (Scotland) Act 2007
- Sexual Offences (Scotland) Act 2009
- Domestic Abuse (Scotland) Act 2011
- Children's Hearings (Scotland) Act 2011
- Forced Marriage etc. (Protection and Jurisdiction) (Scotland) Act 2011
- Children and Young People Scotland Act 2014
- Victims and Witnesses (Scotland) Act 2014
- Anti-social Behaviour, Crime and Policing Act 2014
- Human Trafficking and Exploitation (Scotland) Act 2015
- Abusive Behaviour and Sexual Harm (Scotland) Bill 2015
- Gender Representation on Public Boards Bill 2018
- The Domestic Abuse (Scotland) Bill 2018

Appendix C

Responding to GBV in a Higher Education Setting	GBV – Primary Prevention Activities
Table of contents	Table of contents
GBV Policy Development Process – (Example)	National Union of Students Scotland (NUS S) – Guidance for Student Unions on Preventing GBV on Campus
Pinsent Masons Guidance on Handling Alleged Student Misconduct which may also constitute a criminal offence	University West of Scotland – Standing Safe Campaign information and materials
GBV Policy (Staff) – Including Response Pathways (Example)	University of Stirling - #IsThisOK? Campaign Information and Resources
GBV Policy (Student) – Including Response Pathways (Example)	Intervention Initiative – Programme materials
University & College Union Guidance on Responding to Sexual Harassment	Rosey Project Sexual Violence Prevention Programme Materials
3-Tier GBV Staff Development and Training Programme:	Medics Against Violence Programme – Briefing
· Level 1: Half day GBV Awareness Course	Inside Outside Exhibition Pack
· Level 2: Responding to GBV Disclosures: A one day introductory course	White Ribbon Scotland Status Toolkit
· Level 3: Responding to GBV Disclosures – Two Day Champions Course	List of GBV Support Organisations – (Example)
Guidance for Responding to Student Disclosures of Gender-Based Violence on Campus	GBV Intervention
Guidance on sharing Data on GBV (Example)	Briefing on a 3 Stage Trauma – Informed HEI Support Service / Intervention Framework for GBV Survivors
GBV Data Operation Procedures (Example)	Glasgow and Clyde Rape Crisis/University of Strathclyde Resource Pack
Co-ordinated Community Responses to GBV in Scotland	Single Sex Service – Trans Guidance
· Whole Lives Report – Responding to Domestic Abuse in Scotland (Safe Lives)	Edinburgh Rape Crisis Centre Resource Pack
· What is ASSIST (Advocacy, Support, Safety, Information, Services Together)? – Briefing	List of GBV Support Organisations (Example)
· Local Multi-Agency VAW Partnerships – Improvement Service Briefing	Curriculum and Knowledge Exchange
· Police Scotland – Third Party Reporting for Domestic Abuse – Information	BA Social Policy – Gender Based Violence: Issues and Concepts – Module Descriptor
· Police Scotland – Disclosure Scheme for Domestic Abuse in Scotland – Information	MOOC Understanding Violence Against Women: Myths and Realities: Massive Open Online Course (MOOC) Information
	BA Social Work: Understanding and Responding to Domestic Abuse – First Year Elective Module Descriptor
	Safe and Together in the Social Work Curriculum



Equally Safe in Higher Education

University of Strathclyde, 16 Richmond Street, Glasgow G1 1QX

equallysafe@strath.ac.uk