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Good Practice Guide:

# A Whole Education Approach to Violence against Women, Domestic Abuse & Sexual Violence in Wales

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# Executive summary

This Good Practice Guide has been developed in conjunction with Welsh Women's Aid and is intended to be a practical and useful toolkit for embedding principles of a Whole Education Approach to violence against women, domestic abuse and sexual violence within schools and Further Education Institutions (FEIs). It recognises the importance of education settings being environments where positive attitudes towards gender equality and healthy, respectful relationships can be fostered.

The guide is based around the nine key elements of the Whole Education Approach, with each section exploring the types of activity which could be taken under each element. The guide suggests a range of practical ideas and is illustrated with case studies throughout.

The appendices provide definitions and also further links to contacts and resources should you need further information.

We hope you find it useful.

**Violence against Women  
and Domestic Abuse Team,  
Welsh Government**

**Welsh Women's Aid**

# Audience

- Local Authorities
- head teachers and governing bodies of maintained schools
- head teachers and governing bodies of voluntary aided and foundation schools
- teachers in charge of pupil referral units
- proprietors of independent schools
- principals of Further Education Institutions (FEIs)
- staff within those organisations that have a lead responsibility for safeguarding children
- staff with responsibility for equalities
- church diocesan authorities
- school staff unions
- Governors Wales
- Careers Wales
- Safeguarding Children Board Chairs
- specialist services working on violence against women, domestic abuse and sexual violence.

Guidance for Higher Education Institutions will be issued separately

# Overview

This Good Practice Guide, which has been developed in conjunction with Welsh Women's Aid, aims to:

- outline the key elements of a whole education approach to violence against women, domestic abuse and sexual violence;
- provide a guide for schools and FEIs on how to develop, embed and successfully deliver a whole education approach to promoting gender equality and respect and to challenging violence against women, domestic abuse and sexual violence; and
- identify examples of effective practice being delivered in Wales and the UK.

## Recommended actions for individuals<sup>1</sup>

- undertake training (available through the Welsh Government's National Training Framework on Violence against Women, Domestic Abuse and Sexual Violence);
- know and work to your child protection policy;
- create and maintain a safe environment for children and young people, learners/students and staff;
- identify where there are child welfare concerns and take action to address them, where appropriate in partnership with other agencies;
- build local partnerships, for example with your local specialist domestic abuse or sexual violence organisations;
- sign up to a school/FEI Violence against Women, Domestic Abuse and Sexual Violence policy (including linked Young Persons' strategy where appropriate) and workplace policy;
- build messages into your teaching (which are safe, relevant and interesting for your audience) to ensure understanding, awareness and resilience of learners/students; and
- record and submit data as required.

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<sup>1</sup> Adapted from WAGGGS 'Voices for Violence: A non-formal education programme for children and youth to help stop violence against girls and young women' by Hannah Wharf [www.waggs.org/en/grab/24548/1/eng-voices-against-violence-handbook.pdf](http://www.waggs.org/en/grab/24548/1/eng-voices-against-violence-handbook.pdf)

# Introduction

Violence against women, domestic abuse and sexual violence touches the lives of many people in Wales, and has particularly serious implications for our children and young people. This may impact on their own safety, health, mental health and general well-being, their family and peer relationships, their potential to enjoy healthy, happy, respectful relationships in the future and their current and future educational attainment.

There will be young people and staff within your school or FEI who are currently experiencing or perpetrating violence against women, domestic abuse or sexual violence, or have done so in the past. These may also be issues experienced within their families. Every school and FEI should be responsible for making sure its learners and staff are safe and healthy.

With the introduction of the Violence against Women, Domestic Abuse and Sexual Violence (Wales) Act 2015, we have the opportunity to lead the way on prevention work here in Wales.

This work will sit alongside the curriculum review and teacher training review work currently underway.

## **Prevalence of violence against women, domestic abuse and sexual violence**

This guide focuses on particular forms of violence and abuse which are disproportionately experienced by women and girls, because they are women. Evidence shows that women disproportionately experience repeat incidents of domestic abuse, all forms of sexual violence and other forms of violence and abuse such as forced marriage and female genital mutilation<sup>2</sup>.

This is an internationally recognised phenomenon rooted in the gender inequality suffered by women and girls around the world, and is a leading cause of death for women in many countries, including the UK and Wales.

Whilst it is important that this disproportionate experience is acknowledged and communicated throughout this guide, its purpose is to ensure that professionals can work together to provide an effective response to anyone affected by any form of gender-based violence, including violence against women, domestic abuse and sexual violence.

References in this guidance to 'violence against women, domestic abuse and sexual violence' or 'violence and abuse' should therefore be read to capture all forms of gender-based violence, domestic abuse and sexual violence as defined in section 24 of the Violence against Women, Domestic Abuse and Sexual Violence (Wales) Act 2015. This also includes people of all ages not just those aged over 16 as in the UK Home Office definition of domestic abuse<sup>3</sup>.

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<sup>2</sup> This also includes transgender young people. Please refer to Welsh Government's Respecting Others: Anti-Bullying Guidance [www.gov.wales/topics/educationandskills/publications/circulars/antibullying/?lang=en](http://www.gov.wales/topics/educationandskills/publications/circulars/antibullying/?lang=en)

<sup>3</sup> See Appendix A

These types of behaviour include (but are not limited to) domestic abuse, rape and sexual abuse, sexual exploitation, female genital mutilation (FGM), so called 'honour' based violence and forced marriage.

These issues affect both men and women but are mainly experienced by women and girls. Research bears this out:

- 1.4 million women and 700,000 men aged 16-59 report experiencing incidents of domestic abuse in the past year, in England and Wales; younger women aged 16-24 are most at risk and a woman is killed every 2.4 days in the UK, with 148 UK women killed by men in 2014<sup>4</sup>.
- Approximately 124,000 women, men, boys and girls over the age of 16 in Wales, have been the victim of a sexual offence<sup>5</sup>.
- 137,000 girls and women are living with consequences of FGM in the UK<sup>6</sup> and 60,000 girls under the age of 15 are at risk of FGM in the UK<sup>7</sup>. It is estimated there are 140 victims of FGM a year in Wales. 82% of cases dealt with by the Forced Marriage Unit involved female victims; 18% involved male victims. It is estimated there are up to 100 victims of forced marriage a year in Wales<sup>8</sup>.
- 750,000 children and young people, across the UK witness or experience domestic abuse every year and a significant proportion experience abuse in their own relationships<sup>9</sup>.
- In a study of young people in intimate relationships by the NSPCC, 25 per cent of the girls and 18 per cent of the boys experienced physical abuse; 75 per cent of the girls and 14 per cent of the boys experienced emotional abuse, and 33 per cent of the girls and 16 per cent of the boys experienced sexual abuse<sup>10</sup>. It found that not only do girls experience more abuse, but they also experience more severe abuse more frequently, and suffer more negative impacts on their welfare, compared with boys.

As you can see from these numbers, violence against women, domestic abuse and sexual violence is not rare. We know these issues are common and happening to lots of people, including within young people's own relationships, in Wales right now. They affect hundreds of thousands of people in Wales every year. In fact, you probably know someone who has experienced these issues. For example, the figures suggest:

- in a workplace with 4,000 employees, between 800 and 1,000 of the staff will have directly experienced domestic abuse at some point in their lives
- in a school of 1,000 children, made up equally of both genders, 250 of the girls and 180 of the boys will have experienced some form of violence from their boyfriend or girlfriend<sup>11</sup>; and

4 Office for National Statistics (2015), citing the Homicide index from the Home Office.

5 Based on data from the Overview of Sexual Offending Report 2013.

6 Genital Mutilation in England and Wales: Updated statistical estimates of the numbers of affected women living in England and Wales and girls at risk - Interim report on provisional estimates.

7 [www.forwarduk.org.uk/key-issues/fgm/](http://www.forwarduk.org.uk/key-issues/fgm/)

8 Home Office and Foreign and Commonwealth Office – Forced Marriage Units stats Jan-Dec 2013.

9 Department of Health, 2002.

10 NSPCC - Radford, L. et al (2011) Child abuse and neglect in the UK today.

11 Based on NSPCC figures - Partner exploitation and violence in teenage intimate relationships - Christine Barter et al.

- in a street made up of 100 houses, 20 of the women on that street will have been the victim of a sexual offence<sup>12</sup>.

We also know violence against women, domestic abuse and sexual violence:

- will often include lots of different types of abusive and controlling behaviour which are used together, intentionally to control another person or to have power over them
- is rarely a one-off incident and usually gets worse over time. Where a person does experience a one-off incident the abuser is likely to do it again, and to others
- can happen to people of all ages, sexualities, cultural, social and ethnic backgrounds; and
- perpetrators are most likely to be known to the person experiencing it; a partner, family member or an ex-partner.

The experience of violence and abuse is often made up of a combination of different types of abuse. It isn't always physical. It often includes emotional, psychological and financial abuse and other controlling and manipulative behaviours. In many cases physical and sexual violence, or threats of physical and sexual violence, are used alongside these other types of abuse to control someone. It is a confusing, frightening and isolating experience.

## How you can make a difference

Educational settings have been acknowledged by research as an important environment where positive attitudes towards gender equality and healthy, respectful relationships can be fostered through a rights based approach.

Adopting a whole education approach that includes preventative education within and through all parts of school and college life, and which also involves the wider community has also been identified as significant. Research has shown the significance of this approach in relation to teaching bullying prevention messages and in relation to child sexual abuse prevention<sup>13</sup>.

This guide is intended to be used as a helpful tool to assist with the integration of these issues and provide suggested approaches that can be considered within your existing teaching and management practices, rather than to place an extra burden on teachers and institutions. As you will see from this guide, this is already taking place in many schools and FEIs across Wales. There is also a wealth of existing support in the public and third sector which is available to help support this vital work.

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<sup>12</sup> Based on ONS Violent Crime/Sexual Offences 2011/2012.

<sup>13</sup> Cross et al (2011), Farrington and Ttofi (2009) and Vreeman and Carroll (2007).



# Principles and practice: the 9 key elements of a whole education approach

In order to help schools and FEIs tackle violence against women, domestic abuse and sexual violence, there are nine key elements that should be in place<sup>14</sup>:

1. Children and young people learn about violence against women, domestic abuse and sexual violence.
2. Staff learn about violence against women, domestic abuse and sexual violence.
3. Parents, care-givers and family learn about violence against women, domestic abuse and sexual violence.
4. Monitoring and evaluation systems are in place to measure impact of this work.
5. Measures are in place to support people who experience forms of violence against women, domestic abuse and sexual violence.
6. Active participation of children and young people, staff and parents/care-givers to prevent violence against women, domestic abuse and sexual violence.
7. Taking action to prevent violence against women, domestic abuse and sexual violence in the wider community.
8. Working in partnership with relevant local experts.
9. Embedding a comprehensive prevention programme

Each of these elements is important to ensure a comprehensive 'whole education' approach and are explored in turn over the following pages.

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14 | Adapted from the UK Violence Against Women Digital Prevention Platform. AVA Digital Prevention Platform  
[www.preventionplatform.co.uk](http://www.preventionplatform.co.uk)

## 1. Children and young people learn about violence against women, domestic abuse and sexual violence

### This includes:

- **working with different ages from the foundation phase right through to Further Education**
- **working with different groups of children and young people and responding to the needs of the group**
- **delivering safe and carefully designed sessions that meet the needs of children and young people**
- **developing a programme of activities that use interactive, experiential methods**
- **learning activities which have clearly stated values – such as challenging gender stereotypes.**

### How this can be achieved:

- **Through focused learning outcomes** e.g. knowledge of abuse, attitudes to gender equality and healthy, respectful relationship skills.
- **By undertaking a curriculum mapping exercise** where key opportunities to embed learning opportunities are identified and delivered across the whole curriculum. Human rights and equality issues can be embedded in the content of, and within, curricular and extracurricular opportunities to reinforce key messages across a range of subjects and recognition of differences across age ranges/key stages/life experiences for example in English, Welsh, Religious Education and Personal and Social Education (PSE) within the school environment. PE can be used to discuss gender equality in sport and personal boundaries; History to discuss the suffragette movement; Maths to do a statistical analysis of the prevalence of sexual violence in Wales; Art to explore sexualisation within the media. Learners should also be engaged through feedback and peer-based work, taking into account existing structures and building on related work such as bullying and hate crime.
- **Healthy, respectful relationship lessons and group programmes** are delivered to all ages within the learning environment in a safe and sensitive way, working to deliver these with external experts such as the All Wales Schools Liaison Core Programme, Hafan Cymru's Spectrum programme (including young people up to 25 years, see page 28) and Welsh Women's Aid Children Matter Project (see page 27). These programmes can be used to train staff, help assist in the development of a curriculum of relevant lessons, co-facilitate some lessons, help monitor and evaluate the lessons, build relationships to aid referral pathways or offer support services drop-ins.
- **Accessing best practice resources.** The Welsh Government has commissioned Welsh Women's Aid to undertake a review of education resources covering violence against women, domestic abuse and sexual violence, which will aid identification for schools and FEIs – once complete this will be accessible through [www.gov.wales/livefearfree](http://www.gov.wales/livefearfree) Resources are also available on the UK Violence against Women Digital Prevention Platform, providing a comprehensive online educational resource searchable by issue, age group, key stage and region<sup>15</sup>.

<sup>15</sup> [www.preventionplatform.org.uk](http://www.preventionplatform.org.uk)

## Good practice:

Pen Y Dre High School, North Merthyr

### Relationships Matter Lunch Club: using creative methods to address sexism and sexual violence in schools, online and in communities

Over 4 months, 6 Year 10 students joined a well-being lunch club facilitated by Professor Emma Renold (Cardiff University, [www.productivemargins.ac.uk](http://www.productivemargins.ac.uk)) that focused on gender and sexual well-being and a broader campaign to make Healthy Relationships Education compulsory in all schools across Wales. This case study will focus upon some of the methods used effectively to talk about sensitive issues such as gender-based and sexual violence as well as how children and young people can, with the support of their school, pro-actively engage students to think about, and raise awareness of the normalisation of sexism and verbal and physical and cyber sexual harassment. The case study was co-produced by Emma Renold and the six young participants (Chloe, Courtney, Georgia, Libby, Olivia and Rhiannon).

#### Talk and create

We talked about what makes a safe relationship, what kinds of problems girls and boys face in school, online and in our communities. Emma recorded our conversations, she typed up our words and we used them to make a lot of different things, from tagged hearts and poems, to ruler skirts.

#### Mind maps and raps

We made raps and poems. The first one we wrote was called "Scream, Shout, Speak out" and the second, "Words won't pin me down".

Some feelings are difficult to talk about. To help us express these feelings in different ways, Emma read out some of the words and phrases (from our group talks and interviews) that we had found hurtful. We ended up scrunching and ripping the paper to express how we felt. In 10 minutes we had created a big pile of torn pieces. These pieces were not just "like our feelings" – they "were our feelings". We didn't want to throw our feelings away. Instead we collected them all up and decided to make a heart. We drew clocks to on the hearts to show that time can heal. But the clocks also have cracks on them, to show that time can't heal everything. We put the hurtful words on the outside of the heart. This is our 'tagged heart'.



We also used a long roll of paper and wrote down all the hateful words and comments that we hear every day in school and out of school. We used this in our school assembly, asking students to "stamp out the hurtful words". We called this piece the "runway of disrespect".

### The ruler skirt

Some boys use rulers to lift up girls' skirts. The idea for the ruler skirt came from wanting to raise awareness and change the things that are used to shame girls. The skirt was a way of making visible the hurtful and often hidden experiences that can happen to girls and turn them into something positive – something that could create change. We wrote on the rulers both the negative things we wanted to stop hearing and some positive things that we wanted to hear and change.



### Sharing with the wider school

We delivered two school assemblies to students and staff in Years 7, 8 and 9 to raise awareness of gender-based and sexual violence in relationships and peer cultures.

We shared all our art-works, from the tagged heart to the ruler skirt. We passed our tagged heart around so young people got the chance to feel our feelings and the kinds of hurtful words that go around the school and online. We read out our poems and students stamped out the hurtful words on our "Runway of Disrespect".

At the end of each assembly we invited students to tell us what they thought about our assembly by writing down their own thoughts on the backs of the paper rulers. We collected hundreds of comments.

### Changing heARTS and minds

Recently we have been working more with the materiality of our objects and the messages they carry - moving them into places and spaces which are meaningful for us (e.g. our local park).

We have also developed our tagged heart. We have been working with clay and have used the rulers, as tools, to cut out and sculpt the hearts. We have twisted and fixed the rulers and words (from our original conversations about being safe and unsafe) in each heart. This is our "ruler heART".

Some of our artwork has been showcased for others to interact with in local and regional exhibitions. We hope our story can be used to inspire other young people to use arts-based activities to promote awareness and create change to end gender and sexual violence.

[www.productivemargins.ac.uk/ruler-heart/](http://www.productivemargins.ac.uk/ruler-heart/)

## 2. Staff learn about violence against women, domestic abuse and sexual violence

### This includes:

- **teachers, lecturers, tutors, youth workers; and**
- **non-teaching and support staff.**

How this can be achieved:

- **Staff training** will be offered in all schools and FEIs in line with the National Training Framework under the Violence against Women, Domestic Abuse and Sexual Violence (Wales) Act 2015. The National Training Framework will facilitate the following<sup>16</sup>:
  - Every member of school based personnel and school governors will be able to access training to increase their understanding of what violence against women, domestic abuse and sexual violence is, improve their ability to recognise some common signs of such violence and abuse and understand how to get help for themselves, friends, family or colleagues experiencing these issues (Group 1).
  - A proportion of school based staff will be able to receive role focused training to assist them to further recognise and consider the signs and symptoms of violence against women, domestic abuse and sexual violence, take appropriate action where these signs are observed and facilitate efficient access to specialist support services for those experiencing these issues (Group 2).
  - At least one member of staff within each school and FEI – probably the designated senior person – who has a lead co-ordinating role within the school and FEI for all safeguarding matters, will have access to training which will offer them enhanced knowledge to support their colleagues when challenging cases arise, consider the situation from a whole family perspective and have access to multi-agency support (Group 3).
  - Schools and FEIs should also consider the ongoing Continuous Professional Development needs of staff in relation to violence against women, domestic abuse and sexual violence. Training on violence against women, domestic abuse and sexual violence should be an ongoing priority and regular updates and refresher sessions will be important.
- **Areas of additional training** to consider are listed below:
  - **Gender and tackling stereotypes:** It is necessary to understand the role that gender stereotypes and inequalities play in order to understand the context in which violence against women, domestic abuse and sexual violence can be tackled. It is also necessary for staff to understand the role of gender norms in order to understand how all forms of gender-based violence are linked, as both a cause and a consequence of gender inequality. The effect upon learners witnessing bullying and harassment, including gender based bullying must not be underestimated. Staff should also be given the space to explore their own attitudes of gender stereotypes and their own perceptions or experiences and be given access to appropriate support themselves.

<sup>16</sup> [www.livefearfree.gov.wales/guidance-for-professionals/national-training-framework/?lang=en](http://www.livefearfree.gov.wales/guidance-for-professionals/national-training-framework/?lang=en)

- **Young peoples' experience of interpersonal violence and abuse:** Young peoples' experience of violence and abuse within their own relationships can be very different from adult relationships and require specific knowledge and support from professionals. Young peoples' experiences can range from abusive personal relationships, to harassment, being shown inappropriate pictures on mobile phones, sexual name-calling or unwanted touching. It is therefore vital that staff are equipped and confident enough to recognise and intervene if they see violence or abuse, or suspect that pupils are experiencing or at risk of such abuse from their families, communities, within their own relationships or peer groups online and offline.
- **Recognising if a learner is perpetrating bullying, harassment or abuse and know how to tackle it:** Given the prevalence of unhealthy relationships, it is imperative that staff are equipped to recognise when pupils are perpetrating this form of bullying or harassment and have clear procedures for tackling it. There is increasing awareness regarding the support and actions that are needed for perpetrators of bullying.
- **A specific workplace policy is in place for the institution to safeguard staff** experiencing violence or abuse, as well those who may be perpetrating this. The intention of a policy is to: ensure safe and sympathetic handling of situations arising from violence against women, domestic abuse and sexual violence; raise awareness of these forms of violence and abuse as a serious health and social issue that can have a significant impact on the workplace; support any employees who request help in addressing any problems arising from these types of violence and abuse; and assist managers and governors to interpret and apply provisions within policies when responding to violence against women, domestic abuse and sexual violence<sup>17</sup>.

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17 An example of a workplace policy on this area can be found at [www.gov.wales/topics/people-and-communities/communities/safety/domesticabuse/publications/da-vaw-policy/?lang=en](http://www.gov.wales/topics/people-and-communities/communities/safety/domesticabuse/publications/da-vaw-policy/?lang=en) Welsh Women's Aid also offers support and training to organisations looking to develop and implement a violence against women, domestic abuse and sexual violence policy in the workplace.

## Good practice:

### Bawso's school engagement work on female genital mutilation (FGM)

Bawso is an all Wales accredited support provider, delivering specialist services to people from Black and Ethnic Minority (BME) backgrounds who are affected by domestic abuse and other forms of abuse, including female genital mutilation, forced marriage, human trafficking and prostitution.

Bawso also engages with education settings around preventative work, including both secular and religious primary schools and high schools. Below is an example of some of the partnership work with Fitzalan High School in Cardiff:

#### 1. Workshop for teachers

The aim of the workshop was to raise awareness of FGM and discuss how teachers could provide support to students. The workshop aimed to enable teachers to identify the risk of FGM amongst pupils in a safe way. Content of the workshop included in-depth knowledge about FGM including the background of the practice, types of FGM and the health impact, how to spot the signs of students at risk and how to deal with the situation. The workshop also discussed ideas about how teachers and pupils can work together to promote FGM awareness in their school.

#### 2. Awareness session with pupils at Fitzalan

Bawso delivered 5 sessions to 130 pupils in year 9. The sessions consisted of a presentation, workshop and ideas generator of how young people can raise awareness about FGM and help to end the practice. The presentation content included information of FGM and the background of the practice, where it is practiced, the types of FGM, FGM and the law, FGM and human rights and how young people can get involved in awareness raising to end the practice. The workshops explored how to identify signs of a friend who might be at risk, how to deal with the situation and who to speak to or to whom they could go to for access to support and advice. At the end of the session, Bawso played a video about a young people's group working on a drama project to raise awareness of FGM and asked the pupils to sing a song together about fighting against FGM.



The PSHE Association have produced resources for addressing FGM in schools:

[www.pshe-association.org.uk/content.aspx?CategoryID=1193](http://www.pshe-association.org.uk/content.aspx?CategoryID=1193)

**Good practice:****NSPCC's 'Keeping Safe' Project - Developing 'Keeping Safe Education in Primary Schools in Northern Ireland**

NSPCC research carried out in 2011 found significant gaps in children's knowledge and understanding in relation to sensitive issues such as sexual abuse and domestic abuse and also that teachers are willing to teach sensitive messages but many lacked the confidence. The 2011 research made the case for developing a preventative education approach identifying 9 key 'sub-themes for what needs to happen to facilitate and support the development of preventative education for children in primary schools across Northern Ireland (whole school approach):

1. Get the Foundation Right
2. Gain the Support of the School Principal
3. Maximise parental support and involvement
4. Develop good resources and models of delivery
5. Develop a training strategy
6. Provide teachers with "proper training"
7. Ensure ongoing inspection
8. Adopt a multi-agency approach
9. Use public education to prepare the way.

Following this research the NSPCC was commissioned by the Northern Ireland Executive to take forward the six year preventative education project. The project is based on the premise that preventative education (including education on violence against women, domestic abuse and sexual violence and healthy relationships) teaches children to recognise and challenge abusive behaviour. It also equips them with the skills to access appropriate help. However, the 'Keeping Safe' project recognises that educating children is just one element of what is required to effectively prevent abuse – it needs to be part of a wider public health approach with all sectors, agencies and members of the community working together to prevent abuse. The Project will build primary schools' capacity to embed effective preventative 'keeping safe' education in all aspects of school life. This will be achieved through a whole school approach. The delivery of the project will be built around comprehensive programmes involving school staff, parents and community with keeping safe messages integrated across the curriculum and built around three key themes: healthy relationships, my body and keeping safe. The key goals of the project and the elements of the public health/whole school approach that the project will aim to embed include:

- the development, roll-out and evaluation of a comprehensive package of training
- development and on-going support for school leaders
- teaching and non-teaching staff, and parents across primary and special schools
- a supporting suite of learning and teaching resources will be provided as well as resources for and engagement with parents.

Another key strength of the project is that it is built around a Randomised Control Trial design to investigate the impact of the project in developing children's knowledge and skills to keep safe in situations of abuse. A process evaluation will also track the implementation of the whole school approaches central to the project design.



### 3. Parents, care-givers and family members of young people learn about violence against women, domestic abuse and sexual violence

#### How this can be achieved:

- **Communication between the school/FEI and parents/care-givers/families and the wider community** is necessary, to ensure they are engaged in a whole education approach to ending violence against women, domestic abuse and sexual violence, to ensure maximum impact and positive change. This can be achieved through newsletter updates, direct letters, open forums, poster campaigns, parent information sessions or open workshops on violence against women, domestic abuse and sexual violence.
- **Some parents, care-givers and wider community members may have concerns about some of the topics being covered**, so information and reassurances around culture and age appropriateness and safeguarding should be given and maintained. An example of a template letter to parents, care-givers or community members can be found on page 75 of the World Association of Girl Guides and Girl Scouts (WAGGGS) and UN Women 'Voices Against Violence' curriculum<sup>18</sup>.

#### Good practice:

##### AVA's Top Tips for delivering parent/carer's workshops

1. **Group agreements:** Ask the parents to each give one group agreement for the workshop, this is to build a safe and supportive space for discussions. Focus on the limits of confidentiality, explaining that if you feel that a child is at risk you are under duty to report this to the child protection lead, and building respect within the group.
2. **Support:** Make clear how parents/care-givers can access support. It is also important to give parents a warning that some of the material could bring up personal things for them. If they wish they can miss any activity or leave at any point. Should they wish to speak to a facilitator at the end or in the break they can. Facilitators should have information available that details local and national organisations that can offer support and advice about any issues that could potentially arise.
3. **Confidentiality:** This should be a core component of the group agreements to ensure everyone is kept safe. Facilitators should emphasis they have a legal duty to safeguard families. Using a media example of when this has not happened i.e. Victoria Climbe/ Baby P can give parents more of an insight of why confidentiality is vital.
4. **Resources:** Provide parents with tips and hints on how to talk to their children about Violence against women and Girls. You could give them some of the resources for talking.
5. **Survivors:** Using survivor's stories is a great way to educate parents/care-givers as they can often relate more to parents than other professionals. Just check that the parent is confident in addressing other parents and young people before they agree and has recovered from the violence they have experienced.

[www.preventionplatform.co.uk/?page\\_id=2545](http://www.preventionplatform.co.uk/?page_id=2545)

<sup>18</sup> WAGGGS ac UN Women, Voices Against Violence, t.75 [www.wagggs.org/en/grab/24548/1/eng-voices-against-violence-handbook.pdf](http://www.wagggs.org/en/grab/24548/1/eng-voices-against-violence-handbook.pdf)

#### 4. Monitoring and evaluation systems are in place to measure impact of this work

This element of a school or FEI's whole education approach will necessarily be built up over time:

- **Under the Violence against Women, Domestic Abuse and Sexual Violence (Wales) Act 2015, Local Authorities and Local Health Boards will be required to publish local strategies** to tackle violence against women, domestic abuse and sexual violence. The Welsh Government will be required to publish a national strategy.
- **Further statutory guidance to be published by the Welsh Government will set out expectations** on schools, FEIs and Local Authorities as to monitoring and reporting against violence against women, domestic abuse and sexual violence policies.
- **In the meantime schools and FEIs are encouraged to have a violence against women, domestic abuse and sexual violence strategy** in place setting out how they will take a whole education approach as outlined in this guide. These may need updating once local and national strategies are in place. Section 9, page 29, gives more detail on what this policy might include.
- **Schools and FEIs should also consider regularly collecting and recording data** on all forms of violence against women, including sexual harassment, domestic abuse, sexual violence and gender-based bullying to identify the experiences of children and young people. This is already a requirement of some data recording in schools around racial bullying for example.

## Good practice:

### A culture of prevention at Bryntirion Comprehensive School

Bryntirion Comprehensive School employs a designated Head of Personal and Social Education, a full-time school nurse and two part-time counsellors. This core team of well-being professionals carries out classroom-based research into current youth contexts, particularly with regards to sexual health, social media use and emotional well-being, as well as pupil profiling, to identify behavioural trends in relation to general well-being themes, as well as sexual health and behaviours. The evidence that is collected through this research and profiling is drawn on to create bespoke lessons and resources according to needs of individual teaching groups, and, where necessary, specific vulnerable groups. Information is disseminated to relevant staff and developed into whole-staff training and guidelines. Parents are able to access information regarding specific PSE lessons and health interventions as well as downloading resources for follow-up work in the home via a PSE and Health Twitter Feed.

The PSE schemes of work at Bryntirion Comprehensive School follow the thematic and skills guidance of the Welsh Assembly Government 2008 Framework, but use pupil voice to ensure that relevant contemporary issues and concerns are addressed through the framework objectives. Specific work relating to sexual health and behaviour has focused on constructions of gender through media, where students have examined perceptions of hyper-masculinity and 'laddism,' as well as violence and sexual violence against women, as portrayed in pornography, gaming and popular culture, to include corresponding health-related topics such as 'bigorexia,' eating disorders and mental health issues. Discussion regarding new norms and values has also created opportunity to address initiatives such as breast-feeding and self-examination for male and female cancers. The theme of sexual consent runs throughout SRE schemes of work from Years 7 to 11, underpins all work and is revisited during all PSE lessons. Students are given opportunities to analyse a range of media representations of relationships, and consider sexuality as only one of many ways of showing love and affection. Students discuss power balance within relationships and the notion of enthusiasm with regards to consent.

**5. Measures to support people who experience forms of violence against women, domestic abuse and sexual violence, including ensuring policies and procedures are in place to support:**

- **children and young people and students**
- **staff**
- **parents/care-givers and the wider community.**

**How this can be achieved:**

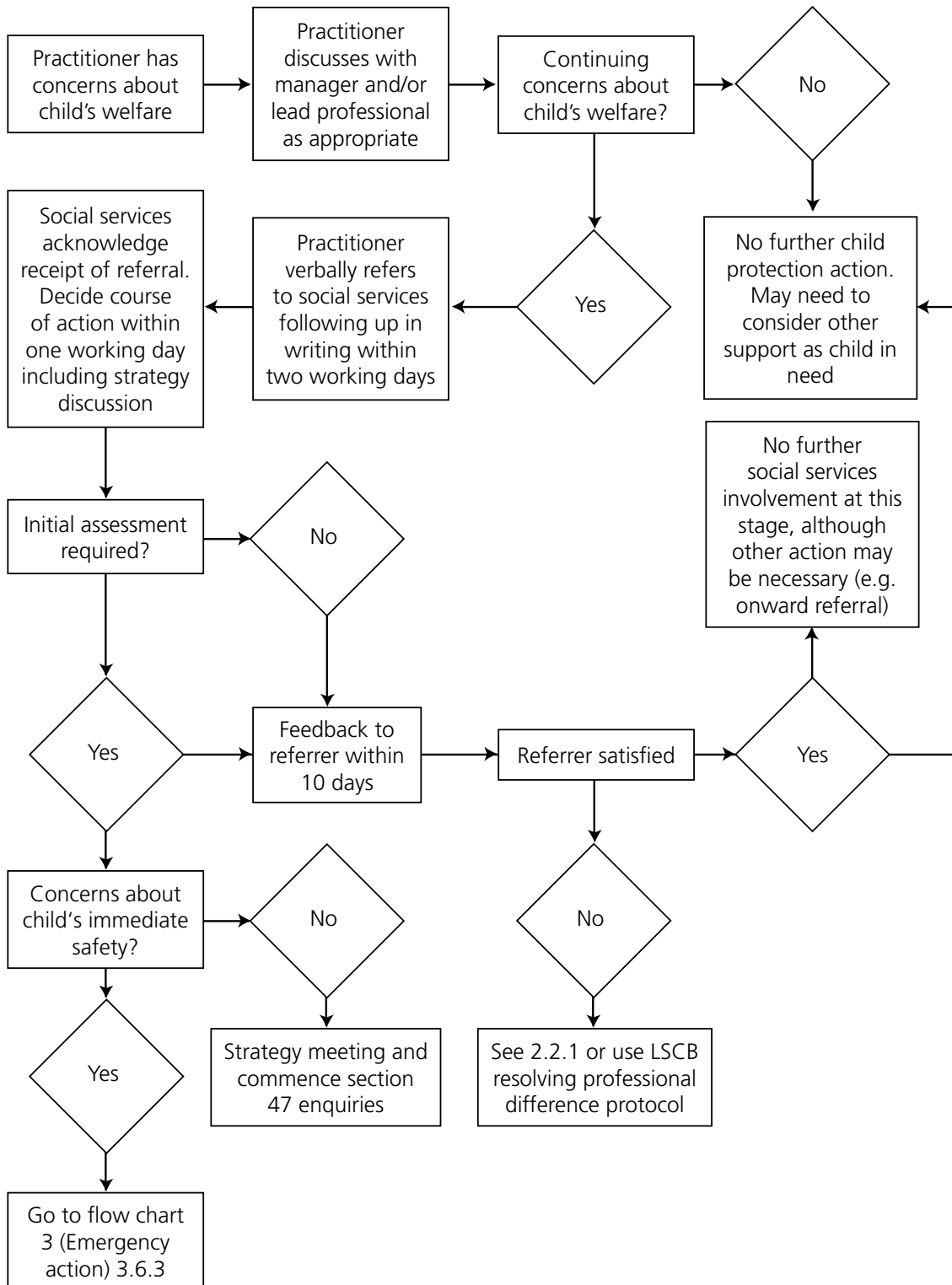
- **It is essential to set violence against women, domestic abuse and sexual violence within the existing school/FEI safeguarding framework** to ensure practice is aligned to the *Keeping learners safe* guidance. This includes use of the role of the designated senior person (DSP) for child protection to act as the first point of contact for any concerns about violence against women, domestic abuse and sexual violence regarding children and young people<sup>19</sup>.
- There should be links to specialist violence against women, domestic abuse and sexual violence support services. To discuss any concerns around these issues, anyone can contact the 24 hour Live Fear Free Helpline (0808 80 10 800).
- A specific organisational workplace policy on violence against women, domestic abuse and sexual violence should be in place to protect staff who may be victims or may have experienced it in the past, and to challenge perpetrators of violence or abuse. This should include raising awareness of the support available for employees needing help.
- There should also be an awareness of co-existing multiple support needs, for example mental health and substance misuse, and an awareness of the interventions available to support individuals who have been subjected to these experiences, e.g. counselling, mental health services and substance misuse agencies.

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<sup>19</sup> Please refer to chapter 3 of 'Keeping learners safe' p.93 Appendix 3: All Wales Child Protection Procedures 2008

Extract from Keeping learners safe<sup>20</sup>

Appendix 3: All Wales Child Protection 2008 Referral



20 Please refer to chapter 3 of 'Keeping learners safe' p.93 Appendix 3: All Wales Child Protection Procedures 2008. [www.gov.wales/docs/dcells/publications/150114-keeping-learners-safe.pdf](http://www.gov.wales/docs/dcells/publications/150114-keeping-learners-safe.pdf)

**Good practice:****'Murdered By My Boyfriend': Referral pathways between Further Education and specialist services**

In 2014 Torfaen Women's Aid was contacted by an FEI who had concerns for their students as a few of them had watched the BBC drama 'Murdered By My Boyfriend', a dramatisation of a real-life story of a young woman's experience of domestic abuse and coercive control throughout her relationship, and her eventual murder at the hands of her partner.

Some of the students had become concerned by the film as it had raised their awareness of what an abusive relationship looked like – a pattern of abuse over the course of what can be many years and seemingly minor incidents that are in fact extremely serious. A few of these students had realised that they were actually in an abusive relationship, or were perpetrators of abusive behaviour themselves.

Torfaen Women's Aid said:

*"I thought I would be discussing issues and concerns to a small group, however when I got there, there were 24 students there, male and female, who had heard that I would be attending and asked if they could also sit in."*

*"I then delivered an overview of what domestic abuse is, the law and what agencies are available for support."*

*"There were students who had grown up in an abusive household, who found reassurance that it was not indeed their fault, but an abusive relationship. There were also a few disclosures where I was able to stay behind with my colleague and offer immediate support."*

**Good practice:****Barnardo's Cymru's Taith service**

Barnardo's Cymru's Taith service works with children and young people who display inappropriate sexual behaviour to other children and young people, to promote both safeguarding and appropriate healthy, respectful relationships. They are an assessment and intervention service for children and young people aged 8 to 21 years who are alleged to have engaged in sexually harmful behaviour.

The Service employs specialist workers from professional backgrounds in child protection, youth offending and psychology. The Service comprises four full time practitioners, four part time practitioners, a team manager, one full time administrator, one part time administrator and a Children's Services Manager.

They believe that all children and young people have the capacity to change and develop. They aim to help prevent sexual abuse by children and young people by enabling them to learn to control their sexually harmful behaviour. The Taith Service also helps parents, foster care-givers and other professionals to support the young people.

They employ a variety of techniques to engage children and young people, helping them to take responsibility for their behaviour and to move on to develop safe and healthy relationships.

Over 1,000 children and young people have been referred since the Service was established in 2000. [www.barnardos.org.uk/taith.htm](http://www.barnardos.org.uk/taith.htm)

## 6. Active participation of children and young people, staff and parents/care-givers to prevent violence against women, domestic abuse and sexual violence

This includes:

- children and young people actively participating through mentoring or championing the programme
- staff participating in the delivery of the programme
- parents/care-givers e.g. parents and care-givers are given updates on the school's or FEI's work to end violence against women, domestic abuse and sexual violence

How this can be achieved:

- **Education professionals may see signs that a young person is in an abusive relationship. Concerns should be reported in the same way as all other safeguarding and child protection issues following guidance provided in *Keeping learners safe*.** There is emerging evidence that abuse within young people's relationships at least mirrors the levels of prevalence seen in adult relationships and the data which outlines significant levels of high risk abuse. Abuse in young people's relationships tends to escalate more quickly than adult relationships and is likely to be as, or more severe in its nature. Whilst schools and FEIs can provide safe havens for young people at risk, it is also possible that a victim and the person who is abusing them will attend the same school or FEI and/or be part of the same social circle.
- **Introduce 'bystander initiatives'** (such as the Intervention Initiative below) covering gender equality, violence against women, domestic abuse and sexual violence which are rolled out to educate and empower learners, staff and others to challenge inappropriate behaviour when it occurs, as well as how to keep safe when they do so.
- **Facilitate opportunities for children and young people to engage in the development and delivery of the education programme.** Older year groups can be trained and supported to deliver lessons to the younger years or children could run an assembly or do a small piece of research on a relevant topic within schools.
- **Establish a Student Healthy Relationships/Promoting Gender Equality Champion** on the Student Council, Student Union or other appropriate body.
- **Parents and care-givers are given information and encouraged to talk to their children about violence against women, domestic abuse and sexual violence.** For example the use of the NSPCC's The Underwear Rule – PANTS<sup>21</sup>. PANTS provides a simple guide to help parents to talk to their 5-11 year old children about their body, and what to do if they're made to feel uncomfortable. This is also now available to schools as a lesson plan for use with key stage 1 students.
- **Key staff throughout the school or FEI can lead the programme of work alongside student champions** within each year group and curriculum area who actively participate in the delivery of a whole education approach to end violence against women, domestic abuse and sexual violence.

21 [www.nspcc.org.uk/preventing-abuse/keeping-children-safe/underwear-rule/](http://www.nspcc.org.uk/preventing-abuse/keeping-children-safe/underwear-rule/)

**Good practice:**

**The Intervention Initiative: a public health response to sexual and domestic abuse on campus – Dr Rachel Fenton, Dr Helen Mott, Professor Phil Rumney, Dr Kieran McCartan**

The Intervention Initiative is an evidence based programme for universities and further education settings, developed by the University of the West of England and Public Health England. It is based around the prevention of sexual coercion and domestic abuse in university settings, through empowering students to act as pro-social citizens.



*Fenton, R. A., Mott, H. L., McCartan, K. and Rumney, P. (2014). The Intervention Initiative. Bristol: UWE and Public Health England.*

*Online at [www.uwe.ac.uk/bl/research/InterventionInitiative](http://www.uwe.ac.uk/bl/research/InterventionInitiative)*



## 7. Taking action to stop violence against women, domestic abuse and sexual violence in the wider community

### This includes:

- **raising awareness across the institution**
- **joining local campaigns.**

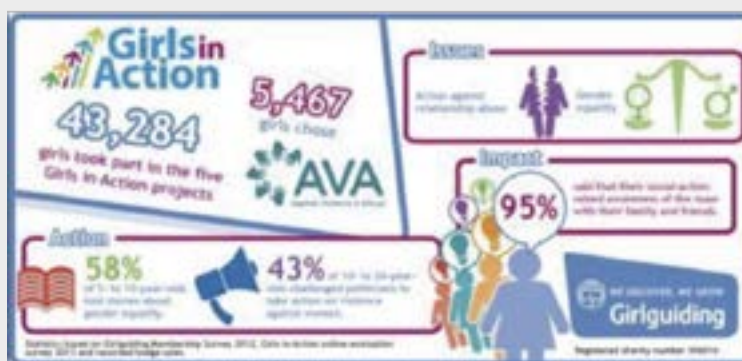
How this can be achieved:

- **Awareness raising can take the form of healthy relationship lessons, but also wider community activity**, for example children and young people can enjoy being active citizens by engaging in local, national and international campaigns to end gender-based violence, domestic abuse and sexual violence while learning new skills that support the delivery of the curriculum across a range of subjects. For example, posters can be produced in Art classes, a social media campaign planned in IT, international campaigns explored in Geography and a song or dance learnt in Music or Drama.
- **It is important that messages delivered within lessons on gender equality, abuse and violence are backed up** across the school or FEI. Getting involved in local, national and international campaigns and awareness days can create opportunities for children and young people, staff and parents/care-givers to reinforce the learning and work together to end violence against women, domestic abuse and sexual violence.
- **Your school or FEI can take action by promoting local and national publicity campaigns** such as the Welsh Government's Live Fear Free campaign ([www.gov.wales/livefearfree](http://www.gov.wales/livefearfree)) and displaying or distributing information posters/leaflets including promoting the Live Fear Free Helpline (0808 8010 800). Local partner organisations, such as specialist domestic abuse and sexual violence services can also assist with this and other action initiatives, such as advice and resources for marking awareness days including:
  - Dydd Santes Dwynwen (25 January)
  - International Day of Zero Tolerance to FGM (6 February)
  - Safer Internet Day (10 February)
  - One Billion Rising / St Valentine's Day (14 February)
  - International Women's Day (8 March)
  - National Stalking Awareness Week (20-24 April)
  - Forced Marriage Awareness Week (7-11 July)
  - International Day of the Girl Child (11 October)
  - Anti-bullying week (16-20 November)
  - Universal Children's Day (20 November)
  - International Day for the Elimination of Violence Against Women (25 November), and the following 16 Days of Activism to End Gender-based Violence which end on International Human Rights Day (10 December)

## Good practice:

### Girlguiding UK: Girls in Action

Girls in Action is a project for all sections of Girlguiding. It is an opportunity to learn about issues that affect other girls and young women in the UK and around the world, using projects created by expert charities at the forefront of this work. Most importantly, Girlguiding members can take action by advocating, raising awareness and volunteering to make a real difference. Part of this work has been done in partnership with AVA around relationship abuse and gender equality. The results are summarised below:



[www.girlguiding.org.uk/members\\_area\\_\\_go/activities/activity\\_packs/girls\\_in\\_action/girls\\_in\\_action\\_infographics.aspx](http://www.girlguiding.org.uk/members_area__go/activities/activity_packs/girls_in_action/girls_in_action_infographics.aspx)

## 8. Working in partnership with relevant local experts

This includes:

- **working with local specialist violence against women, domestic abuse and sexual violence services**
- **utilising existing specialist programmes.**

How this can be achieved:

- **Relationships can be established with local specialist services** such as domestic abuse and sexual violence services to build partnerships, pool resources and strengthen responses through strong referral pathways as mentioned in section 5. To find your local specialist organisations working on violence against women, domestic abuse and sexual violence you can call the Live Fear Free Helpline (0808 8010 800) to access an up-to-date database and contact details or visit the website at [www.gov.wales/livefearfree](http://www.gov.wales/livefearfree)
- **External experts, such as specialist services, can support the delivery of a whole education approach** through delivering training to staff, co-facilitating lessons, monitoring and evaluating the programme within the school, and offering referral and support services for students and staff.
- **Utilise existing specialist healthy, respectful relationship programmes** that are currently delivered in education environments and local communities across Wales by specialist organisations such as Hafan Cymru's Spectrum Programme and Welsh Women's Aid's STAR (Safety Trust and Respect) Young People Programme. These programmes can support the delivery of a comprehensive curriculum to prevent violence against women, domestic abuse and sexual violence.

**Good practice:****Your Safe AS Prevention Programme 'Learn It Live It' in schools, hostels and youth centres**

Safe AS is the children and young people's service within Cardiff Women's Aid which delivers one-to-one work and groups to young people exposed to domestic abuse between the ages of 0-18. The prevention programme (Learn It Live It) works with children from Year 7 up, and aims to educate, explore and challenge the misconceptions around domestic abuse with the intention of providing them with sound knowledge of healthy relationships for the future to stop the cycle of domestic abuse.

The Prevention Worker conducts the Learn It Live It programme, which can be delivered as a one-off session or as a full programme of 6 sessions. The programme is open to all schools and FEIs and is free of charge.

The sessions are written creatively with a lot of audience participation and discussion, and feedback is taken anonymously at the end.

This programme was recently delivered at Plasmawr School in Cardiff for a whole day through PSE lessons to 6 groups of Year 10 students (aged 15), with 25 students in each session.

Following the sessions, the Prevention Worker stays behind and lets all students know that she is available to chat to about anything they might be concerned about, and provides them with leaflets and merchandise with contact numbers, email and website information on so they can contact Cardiff Women's Aid for help or information. It is within these small windows that a lot of referrals into the one-to-one service are generated. Most of the time this involves teenagers who have experienced unhealthy relationships themselves, or been exposed to domestic abuse at home and have never disclosed what they have experienced. There is also a text service which allows young people to text their questions anonymously to our Prevention Worker, who can then provide them with information or contact them for support.

Feedback from young people who have completed the programmes include:

*"I now know more what a real life abusive boyfriend would be like and what to do" – Female, 12*

*"The story was so realistic and informative" – Male, 14*

*"I understood the concept of how to deal with an abusive relationship. I enjoyed it" – Female, 17*

## Good practice:

### Welsh Women's Aid - Children Matter project

Welsh Women's Aid Children Matter project promotes education and community approaches to prevention of all forms of violence against women, domestic abuse and sexual violence. The project, funded by the Welsh Government, works to challenge gender inequality experienced by children and young people, and to improve safety and minimise the future impact on children and young people of witnessing/experiencing such violence and abuse.

We deliver training for specialist services to run group work and individual support for children and young people (and their parent/carer) affected by abuse; training on and delivery of healthy relationships and awareness-groups for children and young people (aged 5-25) in education or using other services; and training for professionals who work with children and young people and need to provide support around violence against women, domestic abuse or sexual violence. This wider community prevention project complements Hafan Cymru's Spectrum programme delivered in schools. Welsh Women's Aid also offers both accredited and non-accredited training on a range of violence against women crime types across various mediums such as webinars and through traditional classroom based teaching.

The Children Matter project involves young people in the development and review of the programme and includes:

- integrating prevention work in schools and communities
- developing work to support children and young people and promoting and rolling out models of good practice
- supporting and influencing the way that local and national services and partnerships (public sector, community and voluntary sector, specialist domestic abuse services and government) work with and support children and young people.

The Children Matter STAR. (Safety Trust and Respect) Programme for young people encourages healthy relationships and works to prevent abuse in future relationships. It challenges behaviours, opinions and beliefs and raises awareness of where to find help and support. The programme is delivered to children and young people by local specialist services and other agencies across Wales. The topics covered within the age appropriate sessions include:

- Respectful relationships
- Domestic abuse
- Gender stereotyping
- Sexual consent
- Sexting
- Pornography
- Sexual exploitation, and
- Perception.

Throughout the programme young people are encouraged to discuss these sensitive issues and challenge each other respectfully in order to raise awareness of these emerging trends.



## Good practice:

### Hafan Cymru's Spectrum Project

The Spectrum Project is Hafan Cymru's preventative programme funded by the Welsh Government. This delivers awareness raising sessions in primary and secondary schools across Wales to teach children about healthy relationships, abuse and its consequences and where to seek help. In addition to raising awareness of abuse amongst students the Spectrum Project also delivers sessions to teachers and teaching support staff, youth workers, social workers and other interested professionals.

Spectrum sessions conform to the requirements of the Personal and Social Education Framework and are suitable for all Key Stages across the secondary and primary age range. Each session is age appropriate and intended to promote discussion without prompting pupils to disclose personal experiences. Every session includes a discussion around where young people can go for help and support if they feel they need to. The Spectrum sessions usually last an hour and are run in a workshop style. All the resources are free and bi-lingual.

The aim is to encourage young people to feel supported and confident enough to voice their opinions and to hear the views of their peers. All members of the Schools Liaison Team are trained and experienced teachers and educators. They are also bi-lingual and therefore able to offer sessions through the medium of English or Welsh.



## 9. Embedding a comprehensive prevention programme which includes:

- **changing the culture of the organisation**
- **developing policies to stop violence against women, domestic abuse and sexual violence.**

How this can be achieved:

- as suggested on page 16, a school or FEI's strategy on a whole education approach to end violence against women, domestic abuse and sexual violence might include:
  - how the school or FEI will identify and monitor the needs of children and young people
  - an outline of the expected learning outcomes and opportunities for learners and staff
  - how the school or FEI will develop partnerships with local experts to offer specialist support to survivors of violence
  - the strategy should also link to the national and local strategies for violence against women, domestic abuse and sexual violence to be developed respectively by the Welsh Government and Local Authorities in this area
- **training** on violence against women, domestic abuse and sexual violence takes place for all staff
- **there is a specific workplace policy**, and violence against women, domestic abuse and sexual violence are explicitly referred to in policies for data collection, bullying etc. The NSPCC and the Association of Teachers and Lecturers have written a checklist for developing relationship abuse policies within schools including guidance about what a strategy for addressing this issue might look like<sup>22</sup>
- **it is essential to position prevention work to link to existing policies** within the organisation, including priority areas such as the institution's Strategic Equality Plan objectives, attainment, good behaviour, child protection, anti-bullying and social inclusion
- **developing a 'shared language'** within the school or FEI, which recognises human rights and gender equality
- **a governor is identified or nominated on the governing body** to raise the profile of violence against women, domestic abuse and sexual violence, ensuring policies and strategies are in place and appropriate staff training is undertaken
- **a Champion** is appointed on FE boards, and student councils.

<sup>22</sup> [www.atl.org.uk/help-and-advice/school-and-college/relationship-abuse-young-people.asp](http://www.atl.org.uk/help-and-advice/school-and-college/relationship-abuse-young-people.asp)

**Good practice:****Off the Record Youth Involvement Group – Bath and Bristol**

Off the Record (in Bath and Bristol) created a Youth Involvement Group who worked with the project lead to develop and deliver a comprehensive programme across their school. The Youth Involvement Group began by developing an understanding of violence against women and girls and to audit current resources. They then wrote an education resource pack to be used within their own school with clear session plans and guidance. They also created and used a Safe and Equal Gauge to identify the local issues in relation to violence against women and girls. The tool was piloted in IT lessons – in this way students learnt about creating online surveys but also completed the survey themselves, generating valuable data about how safe and equal the students felt in school. This was then used to inform teacher training and policy development. They also ran an interactive voting lunchtime session that engaged the whole school and resulted in sexual bullying being identified as the priority area that the group should work on. The students worked with the project lead to train teachers in sexual bullying and delivered PSHE lessons on this issue.

The Youth Involvement Group were felt to have created institutional change by amending the current school policy on sexual bullying and through meeting with the Head Teacher to discuss actions that the school could take on this issue. This resulted in the Head Teacher prioritising and pushing forward the project across the school.

The group have been active in being part of changing the school's bullying policy and this has had a massive impact on the school; the students feel strongly about the subject and they make it happen and we have to listen. This is a new cultural shift as we learn more about young people's involvement and leadership (PSHE Lead, AVA 2012).

[www.preventionplatform.co.uk/?page\\_id=2320](http://www.preventionplatform.co.uk/?page_id=2320)



## Next Steps

We hope that this Guide has shown that there are many and varied opportunities to work with pupils, students and staff to talk about violence against women, domestic abuse and sexual violence, and that it has given you a starting point for how to establish a safe and age appropriate approach.

There are many organisations with expertise in working in this area who can also offer support and assistance, many of whom are listed in the following section.

## Useful Contacts and Resources

### **Live Fear Free Helpline and website (Wales) 0808 8010 800**

[www.gov.wales/livefearfree](http://www.gov.wales/livefearfree)

The Live Fear Free Helpline, delivered by Welsh Women's Aid, is a national confidential, free phone support and information service for anyone experiencing sexual violence, domestic abuse or other forms of violence against women, or for anyone wanting more information on available support services. Open 24 hours, 365 days a year.

### **All Wales School Liaison Core Programme**

[www.schoolbeat.org/en/](http://www.schoolbeat.org/en/)

A crime prevention programme funded jointly by the Welsh Government and the four Welsh Police Forces. The main aims of the programme are to work towards achieving crime and disorder reduction within our young communities, through the medium of education, and to promote the principles of positive citizenship, in school and the wider community.

### **AVA Prevention Platform**

[www.preventionplatform.org.uk](http://www.preventionplatform.org.uk)

Free e-learning resource to help identify and respond to disclosures of abuse. As violence against women is a complex area there is also a huge toolkit to enable understanding of its different forms, and why and how to challenge and prevent abuse. There is also a searchable database of lesson plans and tools for each form of violence against women and for different ages and settings and an interactive map so you can search for local projects.

### **Barnardo's Cymru**

[www.barnardos.org.uk/wales.htm](http://www.barnardos.org.uk/wales.htm)

Works with vulnerable children, young people, families and communities, helping them to build a better future.

**Bawso 0800 731 8147**[www.bawso.org.uk](http://www.bawso.org.uk)

BAWSO is an all Wales provider delivering specialist services to people from black and ethnic minority backgrounds who are affected by domestic abuse and other forms of abuse, including Female Genital Mutilation (FGM), forced marriage, human trafficking/slavery & prostitution.

**Broken Rainbow 0300 999 5428**[www.broken-rainbow.org.uk](http://www.broken-rainbow.org.uk)

A national charity that provides support for lesbian, gay, bisexual and trans-people experiencing relationship abuse, including a national helpline.

**The Children's Commissioner for Wales 0808 801 1000**[www.post@childcomwales.org.uk](mailto:www.post@childcomwales.org.uk)[www.childcomwales.org.uk](http://www.childcomwales.org.uk)

The Children's Commissioner for Wales is the independent institution for children's rights in Wales which promotes and safeguards the rights and welfare of all children in Wales and offers an Advice and Support Service to children and young people or those who care for them if they feel a child has been treated unfairly. The Children's Commissioner for Wales' officers can either refer you to another organisation or in other circumstances can look at individual complaints.

**Female Genital Mutilation (FGM) Helpline – NSPCC 0800 028 3550**

Call the FGM helpline if you're worried a child is at risk of, or has had, FGM. It is free, anonymous and open 24/7.

**Forced Marriage Unit 020 7008 0151**[www.mu@fco.gov.uk](http://www.mu@fco.gov.uk)

The FMU operates a public helpline to provide advice and support to victims of forced marriage as well as to professionals dealing with cases. The assistance provided ranges from simple safety advice, through to aiding a victim to prevent their unwanted spouse moving to the UK ('reluctant sponsor' cases), and, in extreme circumstances, to rescues of victims held against their will overseas.

**Gender and Education Association**[www.genderandeducation.com/conferences-and-events/future\\_events/forthcoming-gea-sponsored-symposium/](http://www.genderandeducation.com/conferences-and-events/future_events/forthcoming-gea-sponsored-symposium/)

This provides some useful definitions and resources on key terms and up to date research, blogs and conferences around gender equality – including gender violence.

**Hafan Cymru Spectrum Project 07776 464295**

[www.hafancymru.co.uk/spectrum/](http://www.hafancymru.co.uk/spectrum/)

Hafan Cymru's domestic abuse schools programme works in primary and secondary schools across Wales to teach children about healthy relationships, abuse and its consequences and where to seek help. The programme includes raising awareness of abuse amongst teachers and teaching support staff, youth workers, and other interested professionals.

**Henna Foundation 029 20496920**

[www.info@hennafoundation.org](mailto:www.info@hennafoundation.org)

[www.hennafoundation.org](http://www.hennafoundation.org)

An all Wales charity working with the Muslim community supporting victims of forced marriage and 'honour' related violence.

**The Hideout**

[www.thehideout.org.uk](http://www.thehideout.org.uk)

Women's Aid Federation England have created this space to help children and young people to understand domestic abuse, and how to take positive action if it's happening to them.

**The Intervention Initiative**

[www.uwe.ac.uk/bl/research/InterventionInitiative](http://www.uwe.ac.uk/bl/research/InterventionInitiative)

The Intervention Initiative is a free resource with an educational toolkit to be used by universities and colleges for the prevention of sexual coercion and domestic abuse in university settings. This programme was developed in 2014 by the University of the West of England with support from Public Health England. It is an evidence-based educational programme for the prevention of sexual coercion and domestic abuse in university settings, through empowering students to act as prosocial citizens.

**New Pathways Rape Crisis and Sexual Abuse Helpline (Wales)**

**01685 379 310**

[www.newpathways.org.uk](http://www.newpathways.org.uk)

New Pathways is a registered charitable company that provides a range of specialist counselling and advocacy services for women, men, children and young people who have been affected by rape or sexual abuse.

**NSPCC Childline 0800 1111**

[www.childline.org.uk](http://www.childline.org.uk)

ChildLine is a private and confidential service for children and young people up to the age of 19. You can contact a ChildLine counsellor about anything -no problem is too big or too small.

**Rape Crisis England and Wales****0808 802 9999 (noon - 2.30pm & 7pm - 9.30pm)**[www.rcewinfo@rapecrisis.org.uk](mailto:www.rcewinfo@rapecrisis.org.uk)[www.rapecrisis.org.uk](http://www.rapecrisis.org.uk)

Rape Crisis England & Wales is a national charity and the umbrella body for a network of independent member Rape Crisis organisations. Offers a range of specialist services for women and girls who have been raped or experienced another form of sexual violence – whether as adults, teenagers or children.

**Respect 0808 802 4040**[www.info@respect.uk.net](mailto:www.info@respect.uk.net)[www.respect.uk.net](http://www.respect.uk.net)

Respect is the UK membership organisation for work with domestic violence perpetrators, male victims and young people.

**Safer Wales Dyn Project 0808 801 0321**[www.info@dynwales.org](mailto:www.info@dynwales.org)[www.dynwales.org](http://www.dynwales.org)

The Safer Wales Dyn project provides support to Heterosexual, Gay, Bisexual and Trans men who are experiencing domestic abuse from a partner. The helpline is open Monday and Tuesday 10am – 4pm and Wednesday – 10am – 1pm.

**Survivors Trust 0808 801 0818**[www.thesurvivorstrust.org](http://www.thesurvivorstrust.org)

The Survivors Trust (TST) is a national umbrella agency for over 135 specialist rape, sexual violence and childhood sexual abuse support organisations throughout the UK and Ireland.

**Victim Support 0845 30 30 900**[www.victimsupport.org](http://www.victimsupport.org)

An England and Wales charity that can help young people if they have been a victim of abuse or violence.

**Welsh Women's Aid – Children Matter Project 02920 514 551**[www.admin@welshwomensaid.org.uk](mailto:www.admin@welshwomensaid.org.uk)[www.welshwomensaid.org.uk](http://www.welshwomensaid.org.uk)

Welsh Women's Aid is the lead organisation in Wales working to end domestic abuse and all forms of violence against women. Welsh Women's Aid provides a national Children Matter project, which delivers training, support and group work to promote whole education and community approaches to prevention of abuse and to minimise its future impact on children and young people.

# APPENDIX A

## Definitions

### Whole school/education approach

For the purposes of this Guide, the definition of a whole education approach has been adapted from the 'whole school approach' as defined by Oxfam, which can also be applied to FEIs:

*'A whole school approach means carrying out work in different spaces across the school - including within the curriculum, extra-curricular activities, teacher training and engaging the community. It also means doing this in a coordinated way that links to an overarching vision or purpose for your global citizenship work.'*

*'Working holistically in this way will have more impact on young people, increasing the benefits for them as individuals, as learners, and as future citizens. It can also have additional benefits for the school, supporting curriculum development, pupil motivation, and staff development.'*<sup>23</sup>

The UK Violence against Women Digital Prevention Platform also describes a 'whole school approach' as:

*'Whole-school approaches seek to strategically connect the key components of the school, which will increase the likelihood of prevention becoming embedded across the institution. A whole-school approach can be understood as working across the school community – with students, school staff, parents and the wider community, as well as integrating a focus on violence against women and girls across the school.'*<sup>24</sup>

### Violence against women and girls

The new Violence against Women, Domestic Abuse and Sexual Violence (Wales) Act 2015 includes the definition for violence against women and girls as:

*'Gender-based violence, domestic abuse and sexual violence where the victim is female.'*

The current internationally accepted definition of 'violence against women' used by the United Nations, World Health Organisation, Crown Prosecution Service, UK Government and other international governments is:

*'Any act of gender-based violence that results in, or is likely to result in, physical, sexual or mental harm or suffering to women, including threats of such acts, coercion or arbitrary deprivation of liberty, whether occurring in public or in private life.'*

<sup>23</sup> As defined by Oxfam.

<sup>24</sup> As defined by the UK Violence Against Women Digital Prevention Platform, created to support education practitioners across the UK to develop and deliver a comprehensive programme to stop violence against women and girls, managed by teachers, youth workers, services and local authorities. AVA Digital Prevention Platform [www.preventionplatform.co.uk](http://www.preventionplatform.co.uk)

*'Violence against women shall be understood to encompass, but not be limited to, the following:*

- (a) Physical, sexual and psychological violence occurring in the family, including battering, sexual abuse of female children in the household, dowry-related violence, marital rape, female genital mutilation and other traditional practices harmful to women, non-spousal violence and violence related to exploitation.*
- (b) Physical, sexual and psychological violence occurring within the general community, including rape, sexual abuse, sexual harassment and intimidation at work, in educational institutions and elsewhere, trafficking in women and forced prostitution.*
- (c) Physical, sexual and psychological violence perpetrated or condoned by the State, wherever it occurs.'*<sup>25</sup>

This definition is particularly significant as it firmly places violence against women and girls as a violation of human rights.

Violence against women commonly refers to the crime types of:

- Domestic and intimate partner violence
- Sexual violence (including rape)
- Stalking
- Sexual harassment
- Emotional/psychological violence and abuse including financial abuse
- Sexual exploitation and sexual trafficking/slavery
- Female genital mutilation/cutting (FGM)
- Forced marriage and child marriage
- So-called 'honour' based violence.<sup>26</sup>

## **Gender based violence**

Violence against women is the most widespread form of gender based violence. The Violence against Women, Domestic Abuse and Sexual Violence (Wales) Act 2015 defined this as:

- (a) violence, threats of violence or harassment arising directly or indirectly from values, beliefs or customs relating to gender or sexual orientation*
- (b) female genital mutilation*
- (c) forcing a person (whether by physical force or coercion by threats or other psychological means) to enter into a religious or civil ceremony of marriage (whether or not legally binding).*

<sup>25</sup> United Nations: 'Declaration on the Elimination of Violence against Women', General Assembly [www.un.org/documents/ga/res/48/a48r104.htm](http://www.un.org/documents/ga/res/48/a48r104.htm)

<sup>26</sup> Please see Appendix A for a full list of violence against women crime type definitions.

## Domestic and intimate partner violence

The Violence against Women, Domestic Abuse and Sexual Violence (Wales) Act 2015 defined domestic abuse as:

*'Abuse where the victim of it is or has been associated with the abuser.*

*"abuse" means physical, sexual, psychological, emotional or financial abuse.*

This definition applies to people who have been married to each other or in a civil partnership (or engaged), have lived together in an enduring family relationship, live in the same household or are relatives, they have or have had an intimate personal relationship with each other, and in relation to a child, each of them is a parent of the child or has, or has had, parental responsibility for the child.

The Home Office definition, widely used and accepted by agencies within the UK (please note that this is not a legal definition):<sup>27</sup>

*'Any incident or pattern of incidents of controlling, coercive, threatening behaviour, violence or abuse between those aged 16 or over who are, or have been, intimate partners or family members regardless of gender or sexuality. The abuse can encompass, but is not limited to:*

- psychological
- physical
- sexual
- financial
- emotional

*'Controlling behaviour is a range of acts designed to make a person subordinate and/ or dependent by isolating them from sources of support, exploiting their resources and capacities for personal gain, depriving them of the means needed for independence, resistance and escape and regulating their everyday behaviour.'*

*'Coercive behaviour is an act or a pattern of acts of assault, threats, humiliation and intimidation or other abuse that is used to harm, punish, or frighten their victim.'*

## Sexual violence (including rape)

The Violence against Women, Domestic Abuse and Sexual Violence (Wales) Act 2015 defined sexual violence as:

*'sexual exploitation, sexual harassment, or threats of violence of a sexual nature'*

The Welsh Government has also defined sexual abuse and violence as:<sup>28</sup>

*'If a person is pressurised to do something sexual against their will, it is a form of sexual abuse, whether or not it takes place within marriage or a relationship. Sexual assault, sex with children under the age of 16, incest, rape by a stranger or inside marriage, are all crimes and matters for the Police. Sex without a person's consent due to drugs, alcohol or unconsciousness is rape.'*

<sup>27</sup> [www.gov.uk/domestic-violence-and-abuse](http://www.gov.uk/domestic-violence-and-abuse)

<sup>28</sup> Welsh Government (2011), Live Fear Free campaign website [www.livefearfree.org.uk/living-with-abuse/?lang=en](http://www.livefearfree.org.uk/living-with-abuse/?lang=en)

## Rape

The UK's Sexual Offences Act (2003) defines that defendant (A) is guilty of rape of a victim (B) if:

- A intentionally penetrates the vagina, anus or mouth of B (the complainant) with his penis.
- B does not consent to the penetration.
- A does not reasonably believe that B consents.

## Stalking

Whilst there is no strict legal definition of 'stalking', section 2A (3) of the PHA 1997 sets out examples of acts or omissions which, in particular circumstances, are ones associated with stalking. For example, following a person, watching or spying on them or forcing contact with the victim through any means, including social media.<sup>29</sup>

*'The effect of such behaviour is to curtail a victim's freedom, leaving them feeling that they constantly have to be careful. In many cases, the conduct might appear innocent (if it were to be taken in isolation), but when carried out repeatedly so as to amount to a course of conduct, it may then cause significant alarm, harassment or distress to the victim.'*<sup>30</sup>

## Sexual harassment

Sexual harassment, or unwanted conduct of a sexual nature, is specifically prohibited in section 26 of The Equality Act (2010), along with less favourable treatment of a service user because they submit to or reject sexual harassment related to sex (or gender reassignment). The Act defines harassment as:<sup>31</sup>

*'Unwanted conduct related to a relevant protected characteristic, which has the purpose or effect of violating an individual's dignity or creating an intimidating, hostile, degrading, humiliating or offensive environment for that individual.'*

## Sexual exploitation and sexual trafficking/slavery

The Crown Prosecutions Service offers the following definition:<sup>32</sup>

'Trafficking involves the transportation of persons in the UK in order to exploit them by the use of force, violence, deception, intimidation, coercion or abuse of their vulnerability. The form of exploitation includes sexual and bonded labour exploitation and servitude. Those who are trafficked have little choice in what happens to them and usually suffer abuse due to the threats and use of violence against them and/or their family, or through debt bondage.'

<sup>29</sup> [www.legislation.gov.uk/ukpga/2003/42/section/1](http://www.legislation.gov.uk/ukpga/2003/42/section/1)

<sup>30</sup> [www.cps.gov.uk/legal/s\\_to\\_u/stalking\\_and\\_harassment/#a02b](http://www.cps.gov.uk/legal/s_to_u/stalking_and_harassment/#a02b)

<sup>31</sup> [www.legislation.gov.uk/ukpga/2010/15/section/26](http://www.legislation.gov.uk/ukpga/2010/15/section/26)

<sup>32</sup> [www.cps.gov.uk/legal/h\\_to\\_k/human\\_trafficking\\_and\\_smuggling/#a02](http://www.cps.gov.uk/legal/h_to_k/human_trafficking_and_smuggling/#a02)



## Female genital mutilation/cutting (FGM)

UNICEF, UNFPA and the World Health Organisation agreed on a joint statement on FGM in 1997, which used the following definition:<sup>33</sup>

*'Female genital mutilation comprises all procedures involving partial or total removal or the external female genitalia or other injury to the female genital organs for non-medical reasons.'*

They have also classified FGM into four types, ranging from clitoridectomy to infibulation.<sup>34</sup>

## Forced marriage and child marriage

The UK Government defines forced marriage as:<sup>35</sup>

*'A marriage in which one or both spouses do not or, in the case of some adults with learning or physical disabilities, cannot, consent to the marriage and duress is involved. Duress can include physical, psychological, financial, sexual and emotional pressure.'*

They also clarify the difference between forced and arranged marriage:

*'An arranged marriage is not the same as a forced marriage. In an arranged marriage, the families take a leading role in choosing the marriage partner, but the choice of whether to enter the marriage is left to both people.'*

They also define forced marriage as a form of violence against women and men, an abuse of human rights, and an abuse of the rights of the child.

## So-called 'honour' based violence

The UK Government defines HBV in the following way in their Multi-Agency Practice Guidelines for Handling Cases of Forced Marriage:<sup>36</sup>

*'The terms 'honour crime' or 'honour-based violence' or 'izzat' embrace a variety of crimes of violence (mainly but not exclusively against women), including assault, imprisonment and murder, where the person is being punished by their family or their community. They are being punished for actually, or allegedly, undermining what the family or community believes to be the correct code of behaviour. In transgressing this correct code of behaviour, the person shows that they have not been properly controlled to conform by their family and this is to the 'shame' or 'dishonour' of the family.'*

33 WHO, UNICEF, UNFPA (1997), Female genital mutilation: A Joint WHO/UNICEF/UNFPA Statement (Geneva, World Health Organisation).

34 For more information on the types of FGM, see World Health Organisation et al. (2008), Eliminating Female Genital Mutilation: An Interagency Statement, available online at [web.unfpa.org/upload/lib\\_pub\\_file/756\\_filename\\_fgm.pdf](http://web.unfpa.org/upload/lib_pub_file/756_filename_fgm.pdf)

35 HM Government (2009), Multi-Agency Practice Guidelines: Handling Cases of Forced Marriage.

36 HM Government, Multi-Agency Practice Guidelines for Handling Cases of Forced Marriage [www.gov.uk/government/uploads/system/uploads/attachment\\_data/file/35530/forced-marriage-guidelines09.pdf](http://www.gov.uk/government/uploads/system/uploads/attachment_data/file/35530/forced-marriage-guidelines09.pdf)

## APPENDIX B

### Related documents

Violence against women, domestic abuse, sexual violence and other crime types and education:

- Violence against Women, Domestic Abuse and Sexual Violence (Wales) Act 2015<sup>37</sup>
- Successful Futures: Independent Review of Curriculum and Assessment Arrangements in Wales<sup>38</sup>
- Keeping learners safe: The role of local authorities, governing bodies and proprietors of independent schools under the Education Act 2002<sup>39</sup>
- All Wales Practice Guidance on Safeguarding Children and Young People Affected by Domestic Abuse<sup>40</sup>
- Safeguarding Children: Working Together Under the Children Act 2004<sup>41</sup>
- All Wales Child Protection Procedures<sup>42</sup>
- Respecting Others: anti-bullying guidance<sup>43</sup>
- Tackling Hate Crimes and Incidents: A Framework for Action<sup>44</sup>
- Governors' Guide on Preventing Bullying: A Practical Guide for School Governors<sup>45</sup>

Female Genital Mutilation (FGM):

- The All Wales Child Protocol on Female Genital Mutilation<sup>46</sup>
- Female genital mutilation: guidelines to protect children and women<sup>47</sup>
- Female Genital Mutilation Act 2003<sup>48</sup>
- Serious Crime Act 2015 – part 5 of the Act relates to FGM, child sexual exploitation, and domestic abuse<sup>49</sup>

Sexual abuse and exploitation:

- Safeguarding Children and Young People from Sexual Exploitation<sup>50</sup>
- All Wales Protocol - includes a Sexual Exploitation Risk Assessment Framework<sup>51</sup>
- Sexual Offences Act 2004<sup>52</sup>

37 [www.legislation.gov.uk/anaw/2015/3/contents/enacted](http://www.legislation.gov.uk/anaw/2015/3/contents/enacted)

38 [www.hwbplus.wales.gov.uk/schools/6714052/Documents/Donaldson%20Report.pdf](http://www.hwbplus.wales.gov.uk/schools/6714052/Documents/Donaldson%20Report.pdf)

39 [www.gov.wales/docs/dcells/publications/150114-keeping-learners-safe.pdf](http://www.gov.wales/docs/dcells/publications/150114-keeping-learners-safe.pdf)

40 [www.awcpp.org.uk/wp-content/uploads/2014/03/Domestic-Abuse-Protocol-Final-27-04-11-Pdf.pdf](http://www.awcpp.org.uk/wp-content/uploads/2014/03/Domestic-Abuse-Protocol-Final-27-04-11-Pdf.pdf)

41 [www.gov.wales/docs/dhss/publications/policy/110107guidanceen.pdf](http://www.gov.wales/docs/dhss/publications/policy/110107guidanceen.pdf)

42 [www.awcpp.org.uk/wp-content/uploads/2014/03/All-Wales-Child-Protection-Procedures-2008.pdf](http://www.awcpp.org.uk/wp-content/uploads/2014/03/All-Wales-Child-Protection-Procedures-2008.pdf)

43 [www.gov.wales/docs/dcells/publications/111007respectingothersen.pdf](http://www.gov.wales/docs/dcells/publications/111007respectingothersen.pdf)

44 [www.gov.wales/topics/people-and-communities/equality-diversity/rightsequality/hate-crime/?lang=en](http://www.gov.wales/topics/people-and-communities/equality-diversity/rightsequality/hate-crime/?lang=en)

45 [www.governorswales.org.uk/documents/download/63/](http://www.governorswales.org.uk/documents/download/63/)

46 [www.wrexham.gov.uk/assets/pdfs/lscb/female\\_genital\\_mutilation\\_all\\_wales\\_review\\_june\\_2011.pdf](http://www.wrexham.gov.uk/assets/pdfs/lscb/female_genital_mutilation_all_wales_review_june_2011.pdf)

47 [www.gov.uk/government/uploads/system/uploads/attachment\\_data/file/380125/MultiAgencyPracticeGuidelinesNov14.pdf](http://www.gov.uk/government/uploads/system/uploads/attachment_data/file/380125/MultiAgencyPracticeGuidelinesNov14.pdf)

48 [www.legislation.gov.uk/ukpga/2003/31/contents](http://www.legislation.gov.uk/ukpga/2003/31/contents)

49 [www.legislation.gov.uk/ukpga/2015/9/contents](http://www.legislation.gov.uk/ukpga/2015/9/contents)

50 [www.gov.wales/docs/dhss/publications/policy/110107guidanceen.pdf](http://www.gov.wales/docs/dhss/publications/policy/110107guidanceen.pdf)

51 [www.awcpp.org.uk/wp-content/uploads/2014/03/CSE-Protocol-Review-FINAL-REVISION-October-2013.pdf](http://www.awcpp.org.uk/wp-content/uploads/2014/03/CSE-Protocol-Review-FINAL-REVISION-October-2013.pdf)

52 [www.legislation.gov.uk/ukpga/2003/42/contents](http://www.legislation.gov.uk/ukpga/2003/42/contents)

### Trafficking and modern slavery:

- Asylum and Immigration (Treatment of Claimants, etc.) Act 2004 - EU Framework Decision on Trafficking for the Purposes of Sexual and Labour Exploitation<sup>53</sup>
- Convention on Action against Trafficking in Human Beings<sup>54</sup>
- All Wales Practice Guidance for Safeguarding Children Who May Have Been Trafficked<sup>55</sup>
- UK Government Strategy on Human Trafficking<sup>56</sup>
- Modern Slavery Act 2015<sup>57</sup>

### Forced marriage and so-called ‘honour’ based violence:

- Multi-agency practice guidelines: Handling cases of Forced Marriage<sup>58</sup>
- The Right to Choose<sup>59</sup>
- The Anti-social Behaviour, Crime and Policing Act 2014<sup>60</sup>
- Forced Marriage and Learning Disabilities: Multi Agency Practice Guidelines<sup>61</sup>

### Gender equality and wider reading:

- Coy, M. et al. (2013) “Sex without consent, I suppose that is rape”: How young people in England understand sexual consent. Children’s Commissioner for England.
- [www.childrenscommissioner.gov.uk/sites/default/files/publications/Sex\\_without\\_consent\\_I\\_suppose\\_that\\_is\\_rape\\_newprint.pdf](http://www.childrenscommissioner.gov.uk/sites/default/files/publications/Sex_without_consent_I_suppose_that_is_rape_newprint.pdf)
- Gap Work: Against Gender Related Violence sites.brunel.ac.uk/gap/resources/training-resources
- Building Respectful Relationships: Stepping Out Against Gender based Violence (Dept. Of Education and Training, Victoria, Australia)
- [www.education.vic.gov.au/Documents/school/teachers/health/respectfulrel.pdf](http://www.education.vic.gov.au/Documents/school/teachers/health/respectfulrel.pdf)
- Phipps, A. and Young, I. (2014) That’s what she said: women student’s experiences of lad culture in higher education.
- [www.Prezi.com/\\_a4-tzu18k7\\_/sexual-harassment-and-violence-in-higher-education/](http://www.Prezi.com/_a4-tzu18k7_/sexual-harassment-and-violence-in-higher-education/)
- [www.nus.org.uk/Global/Campaigns/That’s%20what%20she%20said%20full%20report%20Final%20web.pdf](http://www.nus.org.uk/Global/Campaigns/That’s%20what%20she%20said%20full%20report%20Final%20web.pdf)

53 [www.legislation.gov.uk/ukpga/2004/19/contents](http://www.legislation.gov.uk/ukpga/2004/19/contents)

54 [www.conventions.coe.int/treaty/en/Treaties/Html/197.htm](http://www.conventions.coe.int/treaty/en/Treaties/Html/197.htm)

55 [www.awcpp.org.uk/wp-content/uploads/2014/03/All-Wales-Practice-Guidance-for-Safeguarding-Children-Who-May-Have-Been-Trafficked.pdf](http://www.awcpp.org.uk/wp-content/uploads/2014/03/All-Wales-Practice-Guidance-for-Safeguarding-Children-Who-May-Have-Been-Trafficked.pdf)

56 [www.gov.uk/government/uploads/system/uploads/attachment\\_data/file/97845/human-trafficking-strategy.pdf](http://www.gov.uk/government/uploads/system/uploads/attachment_data/file/97845/human-trafficking-strategy.pdf)

57 [www.legislation.gov.uk/ukpga/2015/30/contents/enacted/data.htm](http://www.legislation.gov.uk/ukpga/2015/30/contents/enacted/data.htm)

58 [www.gov.uk/government/uploads/system/uploads/attachment\\_data/file/35530/forced-marriage-guidelines09.pdf](http://www.gov.uk/government/uploads/system/uploads/attachment_data/file/35530/forced-marriage-guidelines09.pdf)

59 [www.gov.uk/government/uploads/system/uploads/attachment\\_data/file/35530/forced-marriage-guidelines09.pdf](http://www.gov.uk/government/uploads/system/uploads/attachment_data/file/35530/forced-marriage-guidelines09.pdf)

60 [www.legislation.gov.uk/ukpga/2014/12/contents/enacted](http://www.legislation.gov.uk/ukpga/2014/12/contents/enacted)

61 [www.gov.uk/government/uploads/system/uploads/attachment\\_data/file/35533/fm-disability-guidelines.pdf](http://www.gov.uk/government/uploads/system/uploads/attachment_data/file/35533/fm-disability-guidelines.pdf)

- NUS (2012) Hidden Marks: A study of women students' experiences of harassment, stalking, violence and sexual assault.
- [www.nus.org.uk/Global/NUS\\_hidden\\_marks\\_report\\_2nd\\_edition\\_web.pdf](http://www.nus.org.uk/Global/NUS_hidden_marks_report_2nd_edition_web.pdf)
- E. Renold, Boys and Girls Speak Out: A qualitative study of children's gender and sexual cultures (age 10-12), Cardiff University, 2013<sup>62</sup>
- PEACH Study<sup>63</sup>
- Oxfam Education: Whole School Approach guides and resources<sup>64</sup>
- UNCRRC – Lets Get It Right<sup>65</sup>
- WOMANKIND Worldwide, Freedom to Achieve: Preventing violence, promoting equality, a whole-school approach, UK, 2010<sup>66</sup>
- UN Convention on the Elimination of All forms of Discrimination Against Women (CEDAW)<sup>67</sup>

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62 [www.nspcc.org.uk/preventing-abuse/research-and-resources/boys-girls-speak-out/](http://www.nspcc.org.uk/preventing-abuse/research-and-resources/boys-girls-speak-out/)

63 [www.uclan.ac.uk/research/explore/groups/assets/PIS\\_A4\\_PEACH.pdf](http://www.uclan.ac.uk/research/explore/groups/assets/PIS_A4_PEACH.pdf) and [www.journalslibrary.nihr.ac.uk/phr/volume-3/issue-7#abstract](http://www.journalslibrary.nihr.ac.uk/phr/volume-3/issue-7#abstract)

64 [www.oxfam.org.uk/education/whole-school/other-resources-and-support](http://www.oxfam.org.uk/education/whole-school/other-resources-and-support)

65 [www.uncrcletsgetitright.co.uk/](http://www.uncrcletsgetitright.co.uk/)

66 [www.womankind.org.uk/wp-content/uploads/2011/02/WKREPORT\\_web-24-NOV-2010.pdf](http://www.womankind.org.uk/wp-content/uploads/2011/02/WKREPORT_web-24-NOV-2010.pdf)

67 [www.ohchr.org/EN/ProfessionalInterest/Pages/CEDAW.aspx](http://www.ohchr.org/EN/ProfessionalInterest/Pages/CEDAW.aspx)