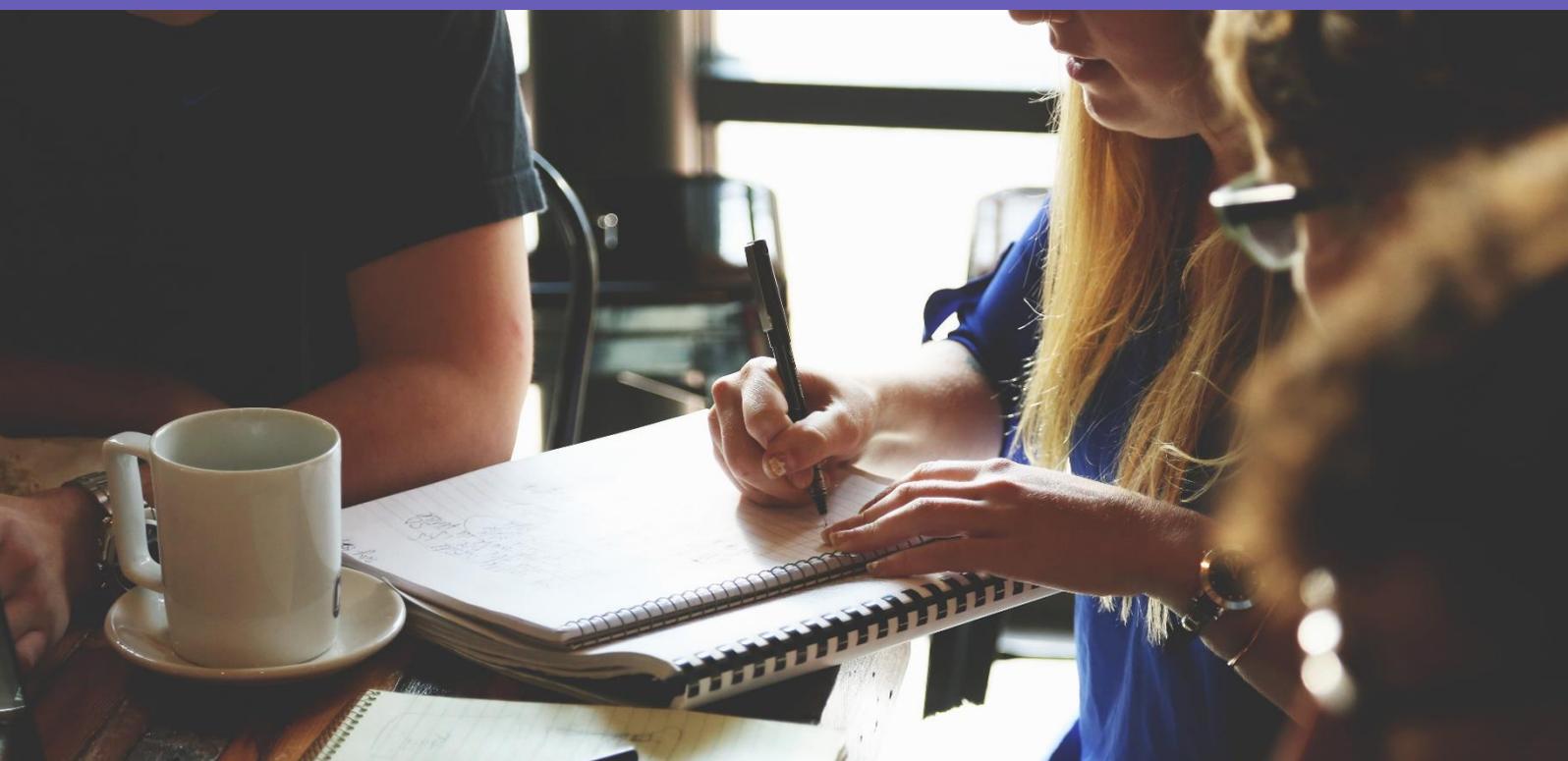
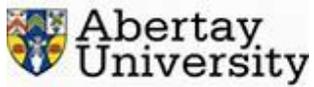


Key Messages for Preventing Gender-based Violence

A Resource for Scottish Colleges, Universities and their Partners





Reference:

Donaldson A. (2019). Key Messages for Preventing Gender-based Violence – A Resource for Scottish Colleges, Universities and their Partners. Equally Safe in Colleges and Universities, Glasgow, University of Strathclyde.

Foreword

Violence against women and girls is a fundamental violation of human rights. It has no place in our vision for a strong and flourishing Scotland where all individuals are equally safe and respected and where women and girls live free from all forms of violence and abuse and the attitudes that help perpetuate it. Violence Against Women and Girls is a consequence of women's inequality. The Scottish Government is committed to tackling this and to preventing and ending all forms of gender based violence.

As Minister for Further Education, Higher Education and Science, I want Scotland to offer students the best student experience. Our universities and colleges should be safe places to live, study and research, with no place for gender-based violence.

The Scottish Government supported the University of Strathclyde to develop the Equally Safe in Higher Education Toolkit which was launched in April 2018. This is now being adopted by universities and adapted for use in colleges. Work is being driven forward by the Equally Safe in Colleges and Universities Working Group and it was agreed that there was a need to bring together learning to inform awareness campaigns and action for the future through a series of regional workshops.

These were held in the Spring of 2019 and this resource for universities, colleges and their partners is the result. It will help inform Fresher's Weeks and Start of the College Year activities and is another milestone on our journey towards eradicating gender-based violence. I would commend its use as universities and colleges plan their activities for the new academic year.

I would like to take this opportunity to express my thanks to all who took part in those regional workshops and the Equally Safe in Colleges and Universities Team at the University of Strathclyde who produced the resource. It is their collective hard work, collaboration, dedication and commitment that has delivered a resource which will contribute directly towards preventing and eradicating violence against women and girls.



Mr Richard Lochhead, MSP

Minister for Further Education, Higher Education and Science

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Introduction

The Equally Safe in Further and Higher Education (ESHE) Toolkit, developed at the University of Strathclyde, was launched in April 2018.¹ Funded by the Scottish Government, the Toolkit provides Scottish universities with a range of free resources to support gender-based violence (GBV) prevention on their campuses. In 2018, the Scottish Government agreed to fund the University to support, amongst other things, the roll out of the ESHE Tool Kit and its adaptation for the college sector. This work is being driven forward by a Ministerial Working Group and two Sub Groups. The Working Groups agreed that there was a need to bring together learning from across the sector through a series of three regional workshops. This would contribute to one of the recommendations of a review of current practice in Scottish HE carried out in 2018 that there was a need for a consistent sector-wide whole campus approach to GBV primary prevention.²

A key aim of these events was to inform GBV awareness campaigns and action for the future, particularly in relation to activities taking place during college and university Fresher's Weeks 2019, specifically,

- to inform future Fresher's Week Campaigns, new student induction programmes and other activities which take place at the start, midway or at other points during the academic session;
- to share learning from current practice around awareness campaigns to support future work and the continued development of shared resources;
- To increase connections and partnerships;
- To increase awareness and understanding of the Tool Kit;
- To offer recommendations for future developments in cross-sector collaboration.

The organisers adopted a regional approach to the events' locations - West, East and Highlands and Islands. This maximised the opportunities for participation by the sector including from students, student unions and trades unions, key local partners and stakeholders and organisations represented on the Equally Safe in Further and Higher Education Ministerial Working Group and its two Sub-Groups. This reflected the concern of the Groups to capture opportunities to disseminate the key messages of Equally Safe within colleges and universities throughout their application, enrolment and registration processes. Each event was organised by a short-life regional steering group which ensured the events reflected local priorities and practice examples (See Appendix D). Over two hundred people, representing over seventy organisations participated in the three events held in Ayrshire College, University of the Highlands and Islands at Inverness and University of Stirling (See Appendix E).³

A key output for the events was the creation this resource which draws together the inputs and feedback from the facilitated discussions which formed an important element in each regional programme. This will provide a helpful additional resource for colleges, universities and their partners as they implement the Toolkit as well as help develop and clarify key messages to inform future Fresher's Week Campaigns, new student induction programmes and other activities which take place at the start, midway or at other points during the academic session.

¹ Donaldson A., McCarry M., McGoldrick R., (2018) Equally Safe in Higher Education Toolkit – Guidance and Checklist for Implementing a Strategic Approach to Gender-based Violence Prevention in Scottish Higher Education Institutions, Glasgow, University of Strathclyde.

<https://www.strath.ac.uk/humanities/schoolofsocialworksocialpolicy/equallysafeinhighereducation/eshetoolkit/>

² Donaldson A. & McCarry M. (2018) [Rapid Review II – Scottish Higher Education Responses to Gender Based Violence on Campus](#), ESHE Project Report, Glasgow, University of Strathclyde.

³ A full report on the events is available on request from equallysafe@strath.ac.uk

What do we understand by GBV Prevention?

GBV is both a criminal and public health issue and prevention can be categorised into three main types: primary, secondary and tertiary. These can be classified according to when they occur in relation to the violence.

- **Primary prevention** activities taking place before the GBV has occurred to prevent it happening in the first place;
- **Secondary prevention** activities happen after GBV has taken place to address the short-term consequences for survivor and perpetrator;
- **Tertiary prevention** also takes place after GBV has occurred and addresses the longer term consequences for survivors and includes interventions with known or convicted perpetrators.

Many primary prevention education programmes are aimed at children and young people and address issues in an age-appropriate way. For younger children they explore gender roles and stereotypes, respectful and healthy relationships and how to resolve conflict amicably. For teenagers and students, prevention education expands these topics to concentrate on raising awareness of sexual violence, attitudes to sexual assault, how to maintain healthy personal boundaries in intimate relationships, sexual consent⁴ and on developing interpersonal communication skills and assertiveness. Bystander programmes also support active citizenship within campus communities and in social spaces. Programme participants can increase their awareness and knowledge of GBV and the culture which condones such behaviour and learn safe, active bystander skills. Prevention education programmes and curricula can be provided in schools, colleges or universities and may be delivered by specialist facilitators from external organisations or in-house teaching staff who have been specially trained in these programmes.

Research has shown the prevalence and incidence of intimate partner violence in young people's families and in their own relationships, of cyber-enabled and interpersonal sexual harassment, sexual bullying and sexual violence in young people's lives.⁵ It is important therefore that those providing prevention education recognise that the young people they are working with may have personal experience of the issues being discussed or addressed through prevention campaigns. Good practice in this area therefore incorporates prevention education as part of an integrated spectrum of prevention activities aimed at addressing GBV across the campus community. These can include:

- Developing individual knowledge and skills
- Promoting GBV prevention education across the campus
- Educating staff and others in key service or other front-facing roles
- Fostering internal and external partnerships and networks
- Changing organizational practices
- Influencing policies and legislation.

By providing clear reporting and support pathways for children and young people, schools, colleges and universities create organisational environments which send out a strong zero tolerance message to young people, to staff, parents and the wider community. Prevention programmes can also extend or be linked to campaigns and programmes aimed at the general public to help raise awareness and to stimulate debate and discussion. Primary prevention aims to increase public understanding across society, to change perceptions and norms and mobilise all members of local communities to be proactive in addressing all forms of GBV.

⁴ See also: Scottish Government (2019), Key Messages for Young People on Healthy Relationships and Consent – A resource for professionals working with young people. <https://www.gov.scot/publications/key-messages-young-people-healthy-relationships-consent-resource-professionals-working-young-people/>

⁵ <http://www.crfr.ac.uk/assets/GBV-Research-Resources-in-Scotland-2018.pdf>

Why it is important to identify key messages for GBV prevention

Equally Safe outlines Scotland's ambitious national approach for the prevention and eventual elimination of GBV. The ESHE Toolkit echoes the aims of Equally Safe and provides a framework for Scotland's universities to contribute to this vital national aim. The key principles of the ESHE Toolkit are as follows:

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

These principles provide the basis for the development of a series of clear and consistent messages which can be used in a number of educational and other community settings. These, and any subsequent messages which the Scottish college and university sector communicate to their communities, will contribute to the fundamental aim of changing current social and cultural discourses and practices which can conceal or tacitly condone GBV in its many forms and which so often result in the silencing and blaming of those affected. What follows is a summary of the messages which were recorded in each of the discussion groups at the three regional events.

Identifying Key Messages

During the events, participants were each allocated a discussion group. In total, a group of 27 experienced facilitators drawn from each region were personally invited to undertake the role at their local event and to select a topic they wished to facilitate. Detailed facilitator notes were provided on the structure of the discussion and the outputs expected (See Appendix A). Each discussion group focussed on the following key topics:

- **What are the right message about GBV which should be conveyed throughout the student/learner journey** at application, registration/enrolment and induction stages?
- **Measuring Effectiveness:** what, how and by whom should impact and outcomes be measured?
- **Gender-based Violence: Misconduct or Criminal Offence:** what is the role of the college/university in responding to GBV, what are their responsibilities to victims/survivors and in their responses to alleged/perpetrators?

Key Messages

The key messages which emerged from the analysis of participant feedback are summarised below. They are intended to be a guide for those planning GBV Prevention activities in their college and university communities and provide a valuable addition to the recommendations provided in the ESHE Toolkit on GBV Prevention. Users of this resource will benefit from the expertise and knowledge of the broad range of stakeholders who readily provided their contributions to what is becoming a growing community of practice.

What follows is not an exhaustive list of the key messages which individual institutions may deem relevant or appropriate to their own plans. However, they provide a guide to and a valuable snapshot of current thinking, priorities and practice across the sector and its partners in 2019. Preventing GBV on our campuses is a highly important work in progress and we hope readers will find this resource useful in our collective project of preventing GBV on Scottish campuses.

1. Key Messages for Preventing GBV throughout the student journey

What GBV is, who is affected and who is responsible?

I. Prevention activities should use terms and language which clearly communicate the various interpersonal and online forms of GBV being targeted by individual campuses or in regional approaches. These should be age appropriate and may include terms such as:

- rape;
- sexual assault;
- sexual violence;
- sexual misconduct;
- domestic abuse (also known as coercive control, intimate partner violence/terrorism and domestic violence);
- inter-personal and cyber-enabled sexual harassment, the sharing of indecent images;
- stalking and harassment – in person and cyber-enabled;
- sexual abuse;
- child/childhood sexual abuse;
- commercial sexual exploitation including pornography and prostitution;
- inappropriate and unwanted touching or groping.

Relevant messages about GBV in the lives of children, students and young people should be communicated using language, tone and visual imagery which are age-appropriate for the target group/s. For example, whereas *domestic abuse* is the commonly understood term used in policy, professional support and legal circles, young people may not identify with it who are not married, cohabiting, who are LGBT+, or are in new, dating or casual relationships.

- What GBV is what it is not and those responsible: provide examples of, for example, controlling behaviour in an intimate relationship; that the absence of consent in sexual intercourse is rape; examples of appropriate/inappropriate language and behaviour; survivor experiences;
- clarity about the forms of GBV which are crimes or offences;
- clarity about the forms of GBV which breach college or university codes of conduct;
- the extent of GBV using local statistics or other national or international data.

The personal, social and institutional impact of GBV:

- the potentially traumatic personal impact of experiencing GBV using case studies/real life examples;
- the longer-term impact of GBV on survivors;
- the impact of GBV on third parties, families and the wider campus community.

Why GBV happens

- the links between GBV and gender inequality;
- where GBV happens;
- who is affected and who does it;
- the contribution of wider campus culture to GBV prevention.

IMPORTANT

Please ensure messages are sensitive to age, culture, heritage, sexuality, identity and to intersectionality, diversity and the particular experiences and needs of those in protected groups. It is important to ensure that all messages and media are accessible to all and available in different formats.

I. The college or university will support GBV survivors/victims:

- that those affected are not alone and that support is available on campus;
- clear and visible signposting about how and where survivors or others who are affected can find information and support and from whom;
- the variety of routes/pathways to support which are available in the college or university, student union and/or from external providers;
- the services available and what survivors can expect of them: clear statement of services provision, opening hours, and, where possible, service standards or service charter;
- what to do in an emergency or out of hours;
- when and how key individuals can be contacted directly for support including peer network, personal tutors, safeguarders, GBV First Responders, Sexual Misconduct Liaison Officers, learning development tutors, student or union representatives;
- how third parties can report/seek information or support.

II. Colleges and universities clearly specify what is acceptable/unacceptable behaviour on campus in messages which communicate:

- why the college or university is preventing GBV;
- that GBV prevention is the aim of the university, its student and trade unions and wider campus community;
- statement of the college or university's Zero Tolerance of GBV;
- what consent looks like;
- that victims will not be blamed;
- that personal safety is a priority;
- student/staff codes of conduct which define what is unacceptable in relation to GBV;
- the consequences of breaching GBV codes of conduct/perpetration;
- positive male role models;
- case studies showing positive survivor outcomes.

III. How to be an active bystander and opportunities to learn skills:

- what to look out for and the warning signs of GBV;
- how to challenge/critique behaviour;
- what language to use/avoid;
- how to protect self/friends/others;
- respecting others;
- active citizenship;
- third party reporting;
- personal safety;
- information about Bystander Programmes and contact details.

2. When GBV messages should be heard on the student journey.

I. Age-appropriate messages should be communicated throughout children and young people's learning journey:

- Early years/nursery including college/university nurseries
- Primary school
- Secondary school

II. Pre-enrolment

- college and university outreach programmes
- widening participation events in schools and colleges
- transition events primary/secondary school/college/university
- during Open Days and information sessions
- At the application stage
- University and College Admission Service online portal (UCAS)
- Student Awards Agency Scotland (SAAS) online portal
- College and university websites and course prospectuses

III. Freshers' week

- student induction
- student code of conduct
- enrolment
- student union events
- sports clubs and societies
- campus bars
- external campus areas

IV. Targeted messaging for all throughout college/university journey with specific messages targeting

- young men
- young women
- second, third and final year students
- post-graduate students
- international students
- those in protected groups
- mature students
- all staff
- parents

V. Messages can be linked to those being devised to target the communities where the colleges and universities are located or to those in the national media.

3. How and where should messages be heard?

I. Standardised messaging/unique branding across campuses including in regions/cities

- link to national/regional public campaigns (for example the Fearless Edinburgh Consortium)
- national anti-GBV campaigns aimed at young people
- health and wellbeing events

II. Social and digital media messaging

- college/university websites
- easy searching, red button link for support information
- mobile phone Apps
- virtual learning environments (VLE) and on login
- campus plasma screens
- text messages
- social media
- student/pupil designed materials, age appropriate
- accessible, appealing and attractive visual imagery for target groups linked to clear messaging

III. Print-based media

- flags/banners
- posters and leaflets
- credit card-sized leaflets
- stickers
- course handbooks
- branded pens and other merchandise
- coasters

IV. Programmes and safe spaces for learning – male/female and for mixed groups.

- bystander programmes
- peer to peer education programmes
- sexual violence prevention programmes
- White Ribbon training –
- curriculum-based/linked GBV programmes
- youth work programmes
- programmes for college/university nursery staff

V. Sites on campus

- front facing service areas
- cafeterias, coffee bars
- bars e.g. [Best Bar None Scotland](https://www.bbnsotland.co.uk/)⁶; [Ask for Angela](https://www.bbnsotland.co.uk/news/2018/july-2018/ask-for-angela/)⁷
- toilets
- student residencies
- student bedrooms
- social spaces
- corridors
- outside/public areas

⁶ <https://www.bbnsotland.co.uk/>

⁷ <https://www.bbnsotland.co.uk/news/2018/july-2018/ask-for-angela/>

VI. Cross campus strategy – key staff involvement

- GBV Training for key staff
- GBV First Responders/Sexual Misconduct Liaison Officers
- safeguarding staff
- student union executive and staff
- trade union officials and staff
- peer networks
- personal tutors
- Chaplaincy
- learning development advisers
- student support services staff
- campus security and out-of-hours services

Good Practice examples:

Glasgow Caledonian University

[#GCUERASETHEGREY](#)

Robert Gordon University

['Speak Up Speak Out'](#)

St. Andrews University

[Sexual Violence - Let's Talk About It](#)

The University of Stirling

[#IsThisOK](#)

University of the Highlands and Islands, Inverness College

['It's Not On'](#)

4. Measuring effectiveness

A key aim of the ESHE Research Toolkit and Guidance⁸ is to support institutions in the creation of an evidence base to inform the development of their GBV Prevention Strategies. Research is recommended as a key workstream within a whole campus GBV Prevention strategy. In its Letter of Guidance 2018-2019 to the Scottish Funding Council,⁹ the Scottish Government recommends that colleges and universities consider their current policies and practices in relation to GBV, identify where gaps exist, and develop a framework for developing an effective, strategic and collaborative approach to preventing GBV on their campuses. This includes putting in place reporting systems and data capture arrangements. The ESHE Toolkit recommends that individual institutions generate data on: views and perceptions of campus safety; attitudes to, and experiences of GBV; impact of GBV; report and support pathways for victims/survivors; and broader issues of gender inequality and sexism on campus. The facilitated discussions provided an opportunity to consult with the sector and its partners on how to measure the effectiveness, impact and outcomes of campus GBV Prevention strategies. What follows is a summary of their views on what, how and by whom data should be generated.

What to measure?

I. Disclosures and reports of GBV:

- the extent of need for GBV support services;
- the nature of survivors' needs;
- knowledge/awareness of where to get support/help re GBV;
- the numbers of disclosures of GBV;
- the numbers of reports of GBV;
- the types of GBV being disclosed and reported;
- numbers receiving internal support services;
- effectiveness of safeguarding processes and procedures;
- the number of GBV related risk assessments undertaken;
- the number of referrals to support services (internal and external);
- the number receiving reports/disclosures (in person, GBV first responder/named points of contact or online);
- outcomes for victims/survivors;
- GBV service evaluation by service users;
- outcomes for perpetrators/those responsible;
- outcomes for victims/survivors;
- case file audits;
- reports to police;
- court outcomes;
- policy, response, service or other gaps in the system;
- barriers to seeking help/disclosure/reporting;
- inter-institutional working;
- GBV Partnership working with external agencies.

⁸ McCarry, M., Donaldson A., McCullough A., McGoldrick R., Stevenson K., (2018), Equally Safe in Higher Education Research Toolkit – Guidance for Conducting Research into Gender-based Violence in Scottish Higher Education Institutions, Glasgow: University of Strathclyde.

⁹ http://www.sfc.ac.uk/web/FILES/AboutUs/SFC_letter_of_guidance_2018-19.pdf

II. Strategic/impact on campus culture

Changes in culture, norms and behaviour in campus settings

- the impact of campus GBV prevention media campaigns
- gender equality
- data from the SFC Outcome Agreements in relation to GBV
- the intervention 'needs' of perpetrators
- intra-institutional collaboration/communication

III. Staff Development

- staff GBV awareness and knowledge
- the impact of GBV training
- skills, development and support needs of staff GBV responders
- evaluation of training
- staff confidence and competence at responding to GBV

How and who measures?

I. National cross-sector collaboration

- initial data/research baseline
- consistent approach
- validated measures
- age-appropriate research
- longitudinal evaluation of training
- cross-campus surveys

II. How will we know we have made an impact?

- investigate the reach and impact of the media delivering the messages;
- GBV survivor/victim focussed policies;
- numbers of staff trained and impact on practice;
- changes in practice;
- rise in reports/disclosures;
- service satisfaction and improved outcomes;
- intra-institutional collaboration/communication;
- culture change;
- increased knowledge/awareness of GBV;
- increased safety on campus;
- increased intolerance of GBV across campus life.

5. GBV – Crimes or misconduct?

In a Rapid Review of Scottish Higher Education responses to GBV carried out in 2018,¹⁰ concerns were noted within the university sector over their engagement with the criminal justice system, the recording and sharing of information for internal and external evidential purposes and the personal and educational impact on students involved in prolonged court proceedings. The intersection of criminal justice and internal disciplinary proceedings in GBV cases was also considered to be problematic. Concerns were raised over implementing the recommendations of the UUK Guidance in relation to GBV-related cases,¹¹ the priority given to the criminal over internal processes and the Anglo-centric nature of the Guidance. The range of existing internal sanctions available in some HEIs was not considered adequate to deal with those responsible for GBV-related misconduct. The facilitated discussions provided an opportunity to consult with the sector and its partners on these issues. What follows is a summary of the key points raised in the discussions about the role of universities and colleges in responding to GBV, their responsibilities to survivors/victims and to those who have been found to have perpetrated GBV.

III. What is the university/colleges role in responding to GBV reports?

- to prevent disruption to education as a result of GBV experiences;
- to promote a culture where there is zero tolerance to GBV;
- to provide leadership in GBV prevention alongside student unions;
- to create a safe campus environment;
- to support the health and wellbeing of all members of the campus community;
- to provide resources to support GBV prevention;
- to ensure GBV prevention messages are consistent;
- a duty of care to all students and staff;
- safeguarding the campus community;
- to promote GBV prevention through the curriculum.

II. What are the university/college's responsibilities in relation to GBV survivors/victims?

- to provide sensitive support and assistance in the event of a GBV disclosure
- To provide information on the whereabouts of campus support services
- to provide clear disclosure/support pathways;
- to provide policies, procedures and protocols for responding to staff/students experiencing GBV and to alleged/perpetrators;
- risk assessment and safety planning
- misconduct policies to reflect Zero Tolerance of GBV;
- to ensure clear staff guidelines and policies in relation to GBV;
- to implement staff training to build the confidence and capability of staff responders;
- a clear GBV Prevention communication strategy;
- survivor informed policies and practice;
- trauma-informed policies and practice;
- record data/information on GBV;
- appropriate, proportionate and timely internal information sharing about GBV;
- appropriate, proportionate and timely external sharing of GBV intelligence with other institutions/agencies if required;

¹⁰

[https://www.strath.ac.uk/media/1newwebsite/departmentsubject/socialwork/documents/eshe/Rapid_Review_II_\(Final\).pdf](https://www.strath.ac.uk/media/1newwebsite/departmentsubject/socialwork/documents/eshe/Rapid_Review_II_(Final).pdf)

¹¹

https://www.strath.ac.uk/media/1newwebsite/departmentsubject/socialwork/documents/eshe/2_Pinsent_Masons_Guidance_on_Handling_Alleged_Student_Misconduct_which_may_also_constitute_a_criminal_offence.pdf.pagespeed.ce.NpsXRIHSq2.pdf

- partnership working with Police Scotland;
- partnership agreements with local GBV specialist services;
- sensitive disclosure handling;
- safety planning;
- confidentiality;
- escalation of the GBV response process where necessary;
- duty of care to support staff receiving disclosures;
- clear lines of responsibility for staff in relation to responding to GBV.

III. What is the college or university's response to those found to have perpetrated GBV related misconduct?

- effective interventions with perpetrators;
- behaviour change;
- risk assessment and risk management;
- training for those investigating GBV related misconduct;
- protective suspension;
- tertiary prevention; suite of sanctions;
- tertiary intervention programmes for perpetrators.

Concluding Remarks

The messages which emerged from the participants showed a remarkable consistency across groups and across all three events. They provide a useful national snapshot of current thinking about what young people should learn about this important social issue. There was consensus across the groups that the various forms of GBV should be described in terms which could be clearly understood by the target audience for prevention campaigns. Such campaigns create valuable opportunities for learning which colleges and universities have a key responsibility to support. Young people do not often identify with the terms used by institutions, policy makers and law officers to describe these dangerous forms of behaviour which could potentially affect them. Ongoing consultation with Violence against Women sector specialists, young people, academics, policy makers and survivor groups will support the development of a creative, shared and age-appropriate language which can be used consistently across the sector to reach their intended and often varied audiences.

The causes and impact of GBV also clearly emerged as important aspects which should be communicated in prevention activities. Young people often do not identify what is going on as GBV and campaigns which highlight the line between acceptable and unacceptable behaviour and its impact were recommended. The use of case studies or personal stories such as that of Emily Drouet were regarded as particularly effective.¹² The links between GBV and gender equality in the wider social context were also highlighted as were the opportunities which exist from early years education through to university to address a long-standing issue through a variety of age appropriate interventions throughout young people's educational journey.

In the era of #MeToo and high profile campaigns to prevent sexual violence on campuses the need for survivors to feel supported by their institutions is stronger than ever. It was considered vital that young people know where and when help for GBV survivors was available, that this information was easily accessible and including how to find support out of hours. A key message emerged from the discussions about young people coming to university for the first time and the messages they received in senior school and at the pre-enrolment stage. Discussion made clear that schools, colleges and universities should make strenuous efforts to let pupils and students know at the earliest opportunity that when they come to university, while they would be expected to be more self-sufficient in their studies, they are not alone and that their wellbeing is important to their new institution. At the time of writing, two new resources which communicate these key messages are being distributed to all colleges and universities for use across all Scotland's campuses (See Appendices C and D).

It was considered vital that colleges and universities also clearly articulate their zero tolerance approach to GBV and to behaviour they deem unacceptable. Institutions should specify in their messaging and codes of conduct what is considered unacceptable behaviour and what the sanctions and penalties are for those who breach those codes. It is also vital that programmes and activities which develop skills and promote active bystander behaviour are available to support zero tolerance policies.

College and university campuses possess a range of media through which they communicate with their communities. Many examples were provided of the range of opportunities and sites where messaging could be located or communicated. The use of the most currently popular social media platforms, VLE, apps and digital platforms were highly recommended as well as print-based media distributed across sites.

The importance of consistent messaging from early years through to university and beyond created a call for more inter-sector cooperation on messaging and learning, especially at the transition periods between primary and secondary school, college and university.

The discussions also generated feedback on recommendations in relation to what colleges and universities should measure to show the impact their prevention campaigns were having, how and when this should be done and by whom. The lists outlined above indicate the scope, ambition and challenges of measurement in this context. While they provide a useful guide to the types of data institutions might gather, further cross-

¹² <http://emilytest.co.uk/>

sector work on developing a data collection framework and measures is required. Similarly the discussions on GBV – Crimes or misconduct? – provides a useful indication of current sector thinking about the role and responsibilities of universities and colleges in relation to their responses to GBV, to victims/survivors and to perpetrators. This was considered to be a challenging area and one where practice development was fast paced. At the time of writing, a review of the Pinsent Masons Student Misconduct Guidance for Scotland is being led by Universities Scotland. The findings of the review will be incorporated into new Guidance for the university sector which will be available in early 2020.

APPENDIX A

FACILITATOR NOTES AND DISCUSSION GUIDE

FACILITATOR NOTES¹³

Equally Safe in Colleges and Universities

West Regional Event – Ayrshire College, Kilmarnock Campus

15 February 2019

	Discussion Topics	No. of Facilitators	No. of Scribes
I	The Student Journey	3	3
II	Measuring Effectiveness	3	3
III	Gender-based Violence: Crimes or Misconduct?	3	3

Facilitator's Role:

- To facilitate a discussion on the same topic three times with three separate groups in turn.
- To ensure each discussion on your allocated Topic lasts a maximum of **30 minutes**.
- To ensure that your group produces their summarised thoughts on the key Topics and questions being discussed (I-III below).
- Ensure the discussion is noted by the scribe.
- Move to the next group after 30 minutes.

Please guide the discussion to ensure that:

- Participants are clear about the Topics and questions for discussion;
- Each topic is allocated a maximum of 30 minutes.
- Everyone in the group has a chance to participate;
- The discussion moves forward, keeping to the timescales set for each topic whilst ensuring that key ideas are not missed;
- Each of the key GBV topics below are discussed, taking the opportunity to introduce them, where appropriate; and the group's ideas are summarised and recorded appropriately.

Group Discussion:

One facilitator and one scribe at each table. Please ask for a volunteer from the group to scribe.

Materials:

- Flip chart paper and markers
- Printed list of Topics I-III and questions (for reference)
- Post-it notes for additional comments.

¹³ With thanks to Sonia Filby of SRUC for devising this facilitation method

Instructions for facilitators:

- Discussions will take place at 11.00, 11.30 and 12.00 in the following three locations:
 - Partnership Centre, Ground Floor
 - Boardroom, Level 1
 - Rooms 1.12 & 1.13, Level 1
- facilitate three x 30-minute group discussions to address each of the topics and questions in turn;
- scribes should number flip chart pages with relevant Topic number;
- scribes should note/summarise main points of discussion/responses agreed by the group on separate flip chart pages numbered per Topic (I-III)
- during discussion encourage group members to note any additional thoughts on the key topics as they arise - these can be written post-it notes and added to the relevant flip chart page.
- Ensure all written materials generated in the groups are gathered up at the end of the discussion and passed to Lorna Watt. These will be collated and form part of the conference report to be shared with all delegates after the event.

TOPICS FOR DISCUSSION

I – THE STUDENT JOURNEY

SENDING OUT THE RIGHT GBV PREVENTION MESSAGE THROUGHOUT THE STUDENT/LEARNER JOURNEY:

Questions for discussion:

What are the key messages students/learners should hear in order to prevent gender-based violence on our campuses?

How early on in the student/learner’s journey should they hear/be exposed to these messages? (Prompts: in school, at application stage, acceptance, registration, enrolment, induction, during their course?)

How and where are these messages best promoted/delivered?

II – MEASURING EFFECTIVENESS

Questions for discussion:

What will we measure to assess the effectiveness/impact of campus GBV Prevention measures and track culture change? (Prompts: referrals/disclosure numbers; increased knowledge/understanding; staff training impact)

How will we measure the impact and who should do it? (Prompts: campus research: data sources; qualitative/quantitative; baseline data)

How will we know we have had an impact?

III - GENDER-BASED VIOLENCE: CRIMES OR MISCONDUCT?

Questions for discussion:

What is the college or university’s role when responding to reports/disclosures of GBV-related incidents/misconduct on campus?

What are the college/university’s responsibilities in relation to alleged victims and perpetrators of GBV-related crimes or misconduct?

How should colleges and universities respond to those found to have perpetrated forms of GBV on campus?

APPENDIX B

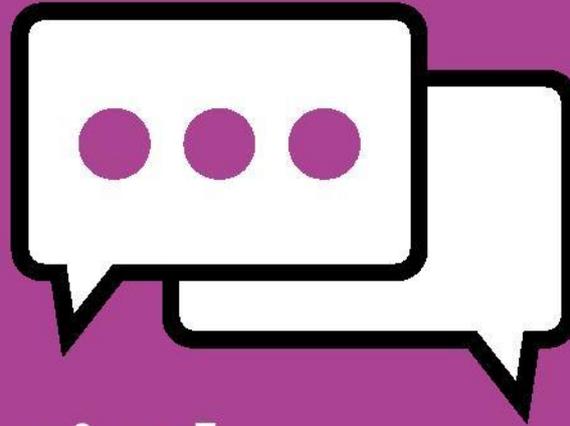
GBV SUPPORT CARD

www.endgbv.uk

If something doesn't feel right to you, we can help.

Psychological, emotional, physical and sexual abuse can take many forms.





Psychological, emotional, physical and sexual abuse can take many forms.

If something doesn't feel
right to you, we can help.

www.endGBV.uk

Gender based violence is an issue in society: that includes our universities and colleges. Research suggests that as many as 1 in 4 female students experience unwanted sexual behaviour during their studies.

Colleges and universities are working to prevent gender based violence. We want to encourage staff and students to make disclosures and ensure they receive the support they want. You might have a role in intervention, so we're asking for your help.

You may receive a disclosure of gender based violence from a student or colleague. Or you may witness something that isn't right. We want you to have information about specialist support services at your fingertips so you can help in the moment. We don't expect you to be an expert. We're simply asking you to carry this card so that if you find yourself in this situation, you can quickly and safely empower the person to get the help they want.

Defining gender based violence

Gender based violence describes a spectrum of behaviour that starts with objectification and unwanted comments and includes: intimidation, harassment, online abuse, intimate image sharing, domestic abuse, physical and emotional abuse, stalking, sexual assault and murder. The term also includes commercial sexual exploitation and so-called 'honour based' violence, including, female genital mutilation, forced marriages and 'honour' crimes.

Scotland uses the term gender based violence because women and girls are much more likely to experience it and men most likely to perpetrate it as a result of continued inequality in our society. However, the term recognises that men and the LGBT+ community can be victims too.

What we're asking you to do

Please press out and keep the two cards overleaf. They fold to the size of a credit card so you can slot one into your staff ID lanyard, or fit it in your purse or wallet. If a student or colleague comes to you to make a disclosure of gender based violence, or you witness something that doesn't feel right, please discreetly give them the card so they can make a choice about the action they want to take. Please keep the other somewhere safe so you have another ready.

To learn more before you might need to use this card visit:
www.endGBV.uk

6 steps to guide your conversation if you receive a disclosure:

1. **Believe them.** Be kind and reassure them they are not to blame. Confirm you take the matter seriously. Do not ask for proof.
2. **Explain your role and encourage towards specialist support.** Advise that you are not a trained specialist but you can listen and provide information and refer for support. The best outcome is that they seek specialist support as soon as possible. That is the purpose of the card.
3. **Ask if they feel safe.** Ask them if they are feeling frightened and, if they are, ask what they are afraid of. Early on, let them know you are duty bound to tell someone immediately if they disclose that they, or someone else, is at risk of serious harm. This is to keep them safe.
4. **Listen actively.** Don't interrupt. Don't be afraid of silences. Concentrate on what you are being told. Don't investigate or probe for detail; that's not your role. Take brief, factual notes of what was said and don't include assumptions.
5. **Give them control.** The person making a disclosure needs to be in control and make their own decisions about what happens next. It is not appropriate to offer solutions or advice or to act on their behalf without their full consent unless there is a risk of harm to them or others (see 3).
6. **Safeguarding for under 18s.** If the disclosure is being made by someone over 16 but under 18 and in care or a care leaver, you need to pass this disclosure to the person responsible for safeguarding procedures in your institution. This should ideally be done with the student's consent.

Press out, fold & keep. The card fits into your staff ID lanyard, purse or wallet so you always have it at your fingertips.

In an emergency call 999

Specialist and confidential support is available from:

Search Rape Crisis Scotland
or call: **0808 801 0302**
(daily 18.00 - 00.00)

Visit **Scotland domestic**

abuse and forced marriage
helpline: sdaifmh.org.uk or
call: **0800 027 1234** (24hrs)

LGBT+ people can search
Galop or call **0800 999 5428**
(various times, weekdays)

Men can search Men's
Advice Line or call
0808 801 0327
(Mon-Fri, 09.00 - 17.00)

Muslim & BME women
can search **AMINA** or call
0808 801 0301
(Mon-Fri, 10.00 - 16.00)

In an emergency call 999

Specialist and confidential support is available from:

Search Rape Crisis Scotland
or call: **0808 801 0302**
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can search **AMINA** or call
0808 801 0301
(Mon-Fri, 10.00 - 16.00)

APPENDIX C

GBV/MENTAL HEALTH SUPPORT STICKER

Psychological, emotional, physical and sexual abuse can take many forms.



In an emergency call 999

Specialist and confidential help is available from:

Rape Crisis Scotland Visit: rapecrisisScotland.org.uk Support is available whatever your gender, age, sexuality, ethnicity or religion. Call: 0808 801 0302 (daily 18.00 - 00.00)	Men's Advice Line Visit: mensadviceLine.org.uk Specialist support and advice for men experiencing sexual violence and abuse. Call: 0808 801 0327 (Mon-Fri, 09.00 - 17.00)
Scotland's domestic abuse and forced marriage helpline Visit: sdafmh.org.uk Support is available whatever your gender, age, sexuality, ethnicity or religion. Call: 0800 027 1234 (24hrs)	AMINA Visit: mwrc.org.uk Specialist support for Muslim & BME women aged 16-25. Call: 0808 801 0301 (Mon-Fri, 10.00 - 16.00, Wed: 18.00 - 21.00)
Galop Visit: galop.org.uk Specialist support and advice for the LGBT+ community whatever your sexuality or gender identity. Call: 0800 999 5428 (various times, weekdays)	Visit endGBV.uk for details of the professional and confidential support available to you at your university or college.

DON'T SUFFER IN SILENCE. GET SUPPORT FOR YOUR MENTAL HEALTH.

In an emergency call 999

Samaritans Visit: Samaritans.org Support is available whatever your gender, age, sexuality, ethnicity or religion. Call: 116 123 or text: 07725 90 90 90. Free to call. 24 hours.	CALM Specialist support for men who are feeling down or need to talk. Visit: thecalzone.net/help Call: 0800 58 58 58. Free to call. (17.00 - 00.00 every day)
Breathing Space An NHS Scotland service for anyone with low mood, anxiety or depression. Visit: breathingspace.scot Call: 0800 83 85 87 Free to call. (Mon-Thurs 18.00 - 02.00, Fri-Mon 18.00 - 06.00)	Switchboard Specialist support for the LGBT+ community and anyone considering their sexuality or gender identity. Visit: switchboard.lgbt Call: 0300 330 0630 (10.00 - 22.00 daily)
Young Minds Crisis Messenger Provides free crisis support to young people, by text, and aims to respond within 3 minutes. Text: YM to 85258 Free to text from most networks.	Think Positive NUS Scotland's offers students a guide to self-management and links to support services for a wide range of mental health issues. Visit: thinkpositive.scot/support-and-links

Professional and confidential support for your mental health is available within your university or college. Contact student or learner services or your student association.



Gender based violence & mental health stickers

Briefing note

You're receiving this briefing because we're asking for your help to display stickers in your college or higher education institution which provide helpline details for people experiencing gender based violence (GBV) and mental health issues.

You probably offered us your support with the distribution of the GBV support cards last autumn. Whilst you might not be the right person in your institution to receive this set of stickers, we hoped you'd continue to be supportive, knowing the background to this initiative, and contact the right people in your institution in order to help us get the stickers displayed. You'll receive a postal delivery of stickers in the next few days.

Purpose

The stickers have been designed to be wall-mounted, with students as the primary audience although some of the information on support services may also be useful to staff and guests to your institution. The idea is that they will be displayed in toilet facilities, communal areas and student accommodation spaces: areas where students will notice them and areas where they have moments of privacy to consider them.

The stickers include details of confidential and national support services available to anyone experiencing gender based violence of any kind. Specific support services are provided for female students, male students, LGBT+ and BAME students. The stickers also provide details of support services for those experiencing mental health issues. This is to recognise the potential for significant overlap between these two issues whilst maintaining a distinction and recognising that specialist support is the best approach. The inclusion of mental health information on the stickers also recognises the prevalence of mental health issues within the student community.

They are intended to be complementary to the support cards, as a second phase to that initiative, increasing visibility of the support services available to students given that the support cards themselves were a resource to be carried by staff.

We recognise that you will need to liaise with Estate/Facilities Managers, possibly Heads of Accommodation Services at universities and/or colleges with student accommodation to get the stickers displayed. We thought this would be done most effectively by people within institution who already have a connection to this project - rather than coming cold from us. Thank you in anticipation of your help. It would also be helpful to link up to contacts in your Student Association and to make an allocation of stickers available to it for use within facilities in the Students Union.

APPENDIX D

REGIONAL EVENTS PLANNING GROUPS

Kilmarnock

- Sonia Filby, Head, Student Experience, Scotland's Rural College
- Ciaran O'Brien, Head of Sport & Student Engagement, University of the West of Scotland
- Sara Turkington, Equality & Inclusion Advisor, Ayrshire College
- Anni Donaldson, Knowledge Exchange Fellow & Project Lead, ESCU, University of Strathclyde
- Lorna Watt, Administration & Events Assistant, University of Strathclyde

Inverness

- Lyndsay MacColl, Student Support Manager, University of the Highlands and Islands
- Dr. Iain Morrison, Dean of Students, University of the Highlands and Islands
- Anni Donaldson, Knowledge Exchange Fellow & Project Lead, ESCU, University of Strathclyde
- Lorna Watt, Administration & Events Assistant, University of Strathclyde

Stirling

- Sarah Browne, Student Support Worker, University of Dundee
- Keith Mackle, Assistant Director, Student Services, University of Dundee
- Suzanne Marshall, Lead Curriculum & Teaching, College Development Network
- Elley Petrie, CEO, Abertay Students Association
- Alison Ramsay, Head of Governance, Abertay University
- Ailsa Ritchie, Director of Student Services, University of St Andrews
- Jill Stevenson, Dean for Equality, Diversity & Inclusion & Head of Student Support Services, University of Stirling
- Margaret Wyllie, Residences Officer & Enquiry Centre Manager, University of Dundee
- Anni Donaldson, Knowledge Exchange Fellow & Project Lead, ESCU, University of Strathclyde
- Lorna Watt, Administration & Events Assistant, University of Strathclyde

APPENDIX E

LIST OF PARTICIPATING ORGANISATIONS

Aberlour Childcare Trust
Abertay Students Association
Abertay University
Ayrshire College
Caithness & Sutherland Women's Aid
City of Glasgow College
Cityheart Living
College Development Network
Community Safety Glasgow
Dumfries and Galloway College
Dundee and Angus College
Dundee Health & Social Care Partnership
East Ayrshire Council
East Ayrshire Women's Aid
East Renfrewshire VAW Partnership
Edinburgh College
Edinburgh College of Art
Edinburgh Napier University
Edinburgh University Students' Association
#EmilyTest
Fife College
Forth Valley College
Forth Valley Rape Crisis
Glasgow Caledonian University
Glasgow City Council
Glasgow Clyde College
Glasgow East Women's Aid
Glasgow Kelvin College
Heriot-Watt University
Highland Council
Highlands and Islands Students' Association
Improvement Service

Inverness College UHI
Inverness Women's Aid
Lews Castle College UHI
Moray College UHI
National Union of Students Scotland
New College Lanarkshire
Newbattle Abbey College
NHS Ayrshire & Arran
NHS Health Scotland
NHS Highland
North East Scotland College
North Highland College UHI
Perth College UHI
Police Scotland
Rape Crisis Scotland
Rape and Sexual Abuse Service Highland
Robert Gordon University
Sabhal Mòr Ostaig
Scotland's Rural College
Scottish Association for Marine Science UHI
Scottish Funding Council
Scottish Government
Scottish Women's Aid
Shakti Women's Aid
Shetland College UHI
South Lanarkshire College
Student Awards Agency Scotland
The STAR Centre
University of Dundee
University of Edinburgh
University of Glasgow
University of Glasgow Students' Representative Council
University of St Andrews
University of Stirling

University of Stirling Students Union

University of Strathclyde

University of Strathclyde Students' Union

University of the Highlands & Islands

University of the West of Scotland

West College Scotland

West Highland College UHI

West Lothian College

White Ribbon Scotland

APPENDIX F

RELEVANT BILLS AND LEGISLATION

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

APPENDIX G

ADDITIONAL RESOURCES

■ **Equally Safe in Colleges and Universities Knowledge Hub**

<https://khub.net/group/equally-safe-in-colleges-universities>

■ **Equally Safe in Higher Education Toolkit**

<https://www.strath.ac.uk/humanities/schoolofsocialworksocialpolicy/equallysafeinhighereducation/eshetoolkit/>

■ **Emily Test Campaign**

<http://emilytest.co.uk/>

■ **GBV Support For Students – EndGBV**

<https://www.endgbv.uk/>

■ **Gender Equal Media Scotland**

<https://www.genderequalmedia.scot/>

■ **Healthy Relationships and Consent – Key Messages For Young People – A resource for professionals working with young people**

<https://www.gov.scot/publications/key-messages-young-people-healthy-relationships-consent-resource-professionals-working-young-people/>

■ **NUS Scotland Toolkit for Preventing GBV on Campus**

<https://www.nusconnect.org.uk/nus-scotland/campaigns/tackling-gender-based-violence>

■ **Rape Crisis Scotland Prevention Campaigns**

<https://www.rapecrisisscotland.org.uk/campaigns-projects/>

■ **Scottish Women’s Aid Prevention Campaigns**

<https://womensaid.scot/working-for-change/campaigns/>

■ **White Ribbon Scotland**

<https://www.whiteribbonScotland.org.uk/>

■ **Zero Tolerance Scotland**

<https://www.zerotolerance.org.uk/>

■ **Zero Tolerance Scotland Primary Prevention Briefing**

<https://www.zerotolerance.org.uk/news/news-events/primary-prevention-briefing/>



Key Messages for Preventing Gender Based Violence. A Resource for Scottish Colleges, Universities and their Partners

Equally Safe in Colleges & Universities | equallysafe@strath.ac.uk | +44 (0)141 444 8755 | Strathclyde University, Glasgow, G1 1XQ

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