

GENDER-BASED VIOLENCE POLICY (STUDENT) DRAFT

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Author(s) Ann Donaldson

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GENDER-BASED VIOLENCE

POLICY (STUDENT) DRAFT

GENDER-BASED VIOLENCE POLICY – QUICK LINKS

This Policy aims to provide students with:

- Clarification of the University's **zero-tolerance approach** to Gender-Based Violence (**GBV**) and an explanation of what is meant by GBV (See Sections 1, 2, 3 and 4 [[HYPERLINK ONCE PUBLISHED](#)])
- A summary of how GBV can **impact students** (See Section 5 and Appendix A [[HYPERLINK ONCE PUBLISHED](#)])
- Information about the **support available** for **students who have experienced GBV** and the expectations that they can have in relation to **confidentiality** (See Section 6, Appendix B and Appendix D [[HYPERLINK ONCE PUBLISHED](#)])
- Clarification on the **role of line managers**, including **how to deal with disclosures** that are made by staff who have experienced GBV and the requirement to **maintain confidentiality**, where appropriate (See Section 7, Appendix B and Appendix C [[HYPERLINK ONCE PUBLISHED](#)])
- Information about how **alleged perpetrators will be dealt with**, including the support arrangements surrounding an investigation into alleged GBV (See Section 9 [[HYPERLINK ONCE PUBLISHED](#)])
- A signpost to **information on training** relating to GBV prevention and disclosure (See Section 10 [[HYPERLINK ONCE PUBLISHED](#)])

1 PURPOSE AND SCOPE OF POLICY

The University is committed to promoting gender equality, both on and off campus. We recognise that certain types of violence have a disproportionate effect on women, as they result from gender inequality in wider society. We are invested in challenging the misunderstandings that underpin gender-based violence (“GBV”), such as victim-blaming, which can come from stereotypes in society.

We also recognise that both those who have experienced and who are perpetrators of GBV can bring these issues on campus, which can affect them, other students, staff, the learning and working environment and wider society if the issue is not tackled. This Policy is one way in which we promote equality, raise awareness of and challenge GBV.

The purpose of this policy is to provide guidance on:

- The University’s approach to GBV and the related expectations of students;
- The links to University’s approach to GBV and the related expectations of staff;
- The support available to students who have experienced GBV, both on and off campus; and
- The procedure for dealing with perpetrators of GBV;

whilst recognising the need to deal with certain matters on a case-by-case basis.

2 APPLICATION OF POLICY TO UNIVERSITY STUDENTS

In respect of any rules or expectations governing the behaviour of students, this policy applies to all University undergraduate and post-graduate students, whether studying full- or part- time on the main campus or other settings designated by the University for the purposes of study, learning, placement or work experience. Any reference to “student” should be construed accordingly.

Where reference is made to support or action to be taken under a University Policy (e.g. Disciplinary Policy), this policy applies to all students of the University.

3 DEFINITION OF GENDER-BASED VIOLENCE (GBV)

The University has adopted the Scottish Government’s explanation of GBV, which recognises that it is broadly a function of gender inequality:

“GBV is a function of gender inequality, and an abuse of male power and privilege. It takes the form of actions that result in physical, sexual and psychological harm or suffering to women and children, or affront to their human dignity, including threats of such acts, coercion or arbitrary deprivation of liberty, whether occurring in public or private life.”

The University recognises that although GBV is experienced mostly by women and perpetrated mainly by men, it can also apply more broadly, including to:

- the abuse of males;
- same-gender abuse;
- homophobia, biphobia and transphobia;
- trans and non-binary people;
- female perpetration of abuse; and
- be affected by ethnicity, which in some cases can compound vulnerability.

Actions which fall within this definition include those that result in physical, sexual and psychological harm to the recipient or the violation of their dignity and include (but are not limited to):

- domestic abuse (including coercive control);
- stalking;
- harassment or any unwanted conduct which has the purpose or effect of violating the dignity of an individual, or creating an intimidating, hostile, degrading, humiliating or offensive environment for them, related to their gender, sexual orientation or gender identity, examples of which are covered in Appendix A of the [hyperlinks to relevant policies]
- rape and sexual assault;
- child and childhood sexual abuse;
- commercial sexual exploitation, including prostitution, pornography and trafficking;
- female genital mutilation;
- forced and child marriages;
- abuse by other family members, so-called 'honour-based' and dowry-related violence crimes; and
- threats of such acts, coercion or arbitrary deprivation of liberty, whether occurring in public or private life.

These actions may occur on or off the University's premises (including online and through digital or social media).

More information on GBV, its origins and prevalence can be found on the [ESHE Factsheet](#).

4 CODE OF CONDUCT - GBV

The University does not tolerate GBV in any form. Nor does it tolerate a culture which reinforces sexist behaviour or attitudes. The actions of students or staff who perpetrate GBV on or off campus, are unacceptable. These actions are not aligned with the University's values, may breach the standards of behaviour expected of University staff and can be illegal. In addition to those actions listed above, The [hyperlink to Relevant Discipline Procedure/Code of Conduct] outlines the standard of behaviour expected of students and specifies the forms of behaviour which constitute a breach of student discipline. Appendix A of the [insert hyperlink to relevant policy] contains further details of actions which are unacceptable and, in relation to gender, sexual orientation or gender identity, would also constitute a breach of this Policy.

5 IDENTIFYING THE IMPACT OF GBV

5.1 Impact on those who have experienced GBV

Appendix A (GBV – Potential Impact on Students) outlines the manner in which GBV may impact upon a student's ability to attend, learn or pursue their studies effectively. Key academic staff, Student Experience and Enhancement Service (SEES), Strathclyde Student Union staff, Student Representatives, Academics, Personal Advisors and others in student-facing roles are encouraged to be aware of the potential impact of GBV on students and make sensitive and appropriate enquiries of the student, offer support where appropriate and in line with section 6 of this Policy.

5.2 Impact on others where a student has experienced GBV

The University acknowledges that the classmates, academics, family/parents/ carers, friends, room mates of those who have experienced GBV may also be directly and indirectly impacted in the following ways:

- Covering for the student who has experienced GBV during absences from class or accommodation;
- Intervening to protect the student from unwanted contact by the perpetrator of GBV;
- Feelings of fear for their own safety and wellbeing; and/or

- Feelings of helplessness and/or upset about the affected student's situation, especially where they have experienced or are experiencing a similar or relatable situation.

Students are encouraged to speak confidentially to any of the key roles listed under section 7 in the first instance to address these issues and obtain support. It may also be useful to contact one or more of the internal or external bodies listed in Appendix D (GBV Support - List of Internal and External support contact details), most of whom will provide support and advice to friends or others dealing with the indirect effects of GBV.

6 SUPPORT AVAILABLE FOR STUDENTS WHO HAVE EXPERIENCED GBV

6.1 Support for students who have experienced GBV

The University can be a vital means of support for students that are experiencing or have experienced GBV both on or off campus. Students who seek help will be listened to and supported to the extent agreed between the student, University, and other relevant bodies as outlined in this Policy.

Whilst students are encouraged to speak to an identified key contact listed in key roles under section 7 to make a disclosure, where this is not possible or appropriate for the individual, an anonymous report can also be made using the [insert hyperlink to University's reporting process].

6.2 Barriers to seeking support

The University recognises that GBV is often hidden and may occur outside of the University environment. In general, disclosure rates to relevant authorities are low, with few disclosures resulting in criminal convictions. This can be the result of:

- Perceived shame or stigma surrounding GBV;
- Fear of being blamed for the GBV or being seen as weak;
- Issues relating to trust, especially where the perpetrator is a fellow student/ employee or is known to the University;
- Fear of being treated differently by other students or staff on campus or in relation to their area of study or expertise;
- Fear of disclosing personal or confidential information, such as sexual orientation or transgender status/ gender assigned at birth and resulting sexual orientation or gender reassignment discrimination; and/or
- Concern about repercussions of disclosure from the individual's community or a fear of resulting race discrimination.
- Concern about repercussions of reprisals from alleged perpetrators or their associates.

As a result of the many barriers to disclosure, students who have experienced GBV may also be reluctant to make a disclosure to anyone within the University (the "Recipient of the Disclosure").

6.3 Confidentiality

All disclosures of GBV must be treated confidentially, except where there is reason to believe that there is an emergency situation and/or may be serious risk to the physical or mental wellbeing of the student or others (including children). In those circumstances, the Recipient of the Disclosure must confirm to the student the steps that will be taken and the manner in which the information will be used or further disclosed, as soon as is reasonably practicable. Where the person making the report or disclosure is under eighteen years please refer to the [insert hyperlink to the relevant university policy/guidance].

6.4 Routes to internal and external support

Where a disclosure of GBV is made, the student and the Recipient of the Disclosure should refer to Appendix B (GBV Reporting - Emergency Response Flowchart), for details of the support which could be expected to be provided by the University. Where possible, the next steps to be taken in line with the Flowchart should be agreed with the student.

The information made available to the student and the Recipient of the Disclosure shall include the details at Appendix D (GBV Support - List of Internal and External support contact details).

6.5 Longer-term support

The University recognises that, following a disclosure, there may be the need for a student experiencing GBV to obtain longer-term support from the University (for example, longer-term therapeutic support in the wake of a trauma, or additional counselling sessions). The University will consider and, as appropriate, will support the uptake of longer-term support mechanisms where necessary.

7 KEY ROLES

The following groups have a key role to play in responding to disclosures of GBV.

7.1 Academic Staff

7.2 University of [Insert name] Student Services

7.3 University Estates Services – Security and Residences Staff

7.4 Students' Union

7.5 Promotion of GBV policies and training

University Service and Line managers and Student Representatives in Key Roles are encouraged to promote the University's GBV Staff and Student Policies. This includes creating a campus culture in which gender equality is promoted and GBV is recognised and addressed, making students and staff aware of the Policy and related training and encouraging them to read the Policy and attend the training.

7.6 Support for staff in Key Roles

Where a student of the University and a Student Union or other Student Representative is the Recipient of the Disclosure they should ensure that they support the student reporting GBV, as set out in this Policy. Whilst each disclosure will be different, the Recipient's role will involve the following:

7.6.1 Understanding Policy and context

- Reading and understanding this Policy and its Appendices. If any support is required to do this, please contact SEES in the first instance;
- Being aware of the existence of GBV in society and the possibility that members of the campus community could be or have been affected by it;
- Attending appropriate GBV training, in line with Section 10 of the Policy.

7.6.2 Understanding potential impact on student who has experienced GBV

- Being aware of and alert to the impact that GBV may have on learning, attendance and attainment and being familiar with Appendix A (GBV – Potential Impact on Student) of this Policy;

7.6.3 Creating an environment where disclosure is possible

- Making students aware of the Policy;

- Being available and approachable;
- Listening and reassuring a student reporting GBV;

7.6.4 Initiating and participating in discussion regarding GBV

- Ensuring a private and accessible space for discussion - as a general rule, an open plan space will not be suitable;
- Sensitively and appropriately initiating a discussion with the student if you have concerns that they have experienced or are experiencing GBV. Whilst there may be concerns about being intrusive or offensive by raising the subject, it may be that the student will appreciate the concern;
- Asking open, non-threatening questions about how the student is feeling and whether anything is troubling them outside of university, may assist;
- Where there are obvious signs of injury, or concerns for safety trauma, more direct questions confirming their concern about the person's safety or due to their injuries/ trauma may be more appropriate;
- Where the student does not wish to make a disclosure, respecting their decision and understanding the many barriers to seeking support, as outlined in 6.2 above. It may also be appropriate to refer them to this Policy and in particular to Appendix D (GBV Support - List of Internal and External support contact details). The student should not be pressured into doing anything or talking about things that they would rather not deal with at this time.

7.6.5 Responding appropriately and effectively to disclosure

- Following the guidance in Appendix C (Responding appropriately and effectively to disclosure);
- Noting that training and development on how to handle disclosure is available through [insert hyperlink to university organisation and staff development unit website] (see Section 10) and participating in that training where relevant is advised.

7.6.6 Maintaining confidentiality

- Explaining at the outset how confidentiality will be maintained and the exceptions to that rule, relating to emergency situations and/or to risk of serious harm to the student or third parties;
- Maintaining confidentiality in the appropriate way, as set out in this Policy. Appendix C provides guidance on Confidentiality for use in this context.

7.6.7 Keeping appropriate records (including of absence)

- Keeping appropriate records of the disclosure, in agreement with the student. The record must focus on what the student tells the Recipient of the disclosure and not on the Recipient's opinion.
 - It is likely that the record of an initial disclosure would be very brief, recording the fact of the meeting and little content. The focus in an initial disclosure should be on listening to and supporting the student. Broad themes could be captured, such as 'support' or 'safety'.
 - Where more detail is recorded - which is more likely to be in subsequent disclosure(s) and in agreement with the student - it is helpful to record as much detail as possible, in case the records need to be used by the student at a later date in internal University or legal proceedings. Care should be taken to record factual details such as dates, times, locations and details of witnesses. Where possible, the note should be agreed with the student, with the student being offered a copy for their own records. Appendix C provides guidance on what to record.

- Understanding that the records may be used in internal proceedings (particular where the allegations have been made against another student or member of staff) or in external proceedings (where the allegations have been made against a third party or in criminal investigations, where the Recipient of the Disclosure may be called to give evidence about them);
- Making it clear that the record will not have an adverse impact on the student's progress record, will be confidential in line with 7.6.6;
- Encouraging the student to consider whether they wish to keep a log to assist them to build a record of GBV that could be used at a later date if necessary. Note that this will not be appropriate in all cases, particularly where the student is concerned that they will be placed at risk of further harm in the event that the alleged perpetrator discovers the log;
- Where the student is absent as a result of GBV, this should be recorded in the normal manner but any local records should be marked confidential;
- Sharing records only when strictly necessary to do so and with the student's consent to share, for example where there is a serious risk of harm to the student or third party or where a nominated individual in the University needs to know in order to make amendments to the student's attendance at classes or other campus study arrangements or to ensure that they are adequately protected on campus;
- Ensuring that records are securely held within [insert name of department holding records], where they will be held until destroyed in line with the current data protection guidelines.

7.6.8 Considering temporary amendments to class attendance and performance expectations

- Confirming the University's expectations in relation to attendance and performance but considering – in conjunction with SEES or Human Resources if the student is also an employee of the University – whether temporary amendments to these expectations can be made in certain situations. This could include (but is not limited to):
 - time off for involvement in legal proceedings, counselling, visits to solicitors;
 - an amended study pattern, to minimise risk to the student or assist the student in coping with their situation;
 - ensuring the student's safety is considered when working alone on campus;
 - declining any unsolicited requests for information about the student or their whereabouts
 - assisting them to change their student email address; and/or
 - an amended study location.

7.6.9 Related disclosure by third party – effective handover

- It is possible, particularly where both the student who has experienced GBV and the alleged perpetrator of GBV are students or attached to the same Faculty, School or Department, that disclosures may be received by the Recipient or others from both parties.
- In that case, the Recipient should:
 - sensitively suggest that they are not the appropriate person to speak to about this because they have a possible conflict of interest/ for reasons of confidentiality;
 - offer to assist the student to find another individual to discuss the matter with and follow up on that offer if agreement is sought;
 - refer the student to Appendix D (GBV Support - List of Internal and External support contact details), to provide information about internal and external support in the interim; and
 - take care not to reveal any confidential information disclosed by the student who initially made a disclosure to them.

8 SUPPORT FOR THOSE TO WHOM REPORTS OF GBV ARE MADE

8.1 Support for Recipient of the Disclosure

Any member of the University, Student Union or other Student Representatives could be the Recipient of the Disclosure. This Policy recognises that this can be a difficult and often traumatic event for both the student who has experienced GBV but also the Recipient of the Disclosure.

This Policy aims to give guidance to staff and representatives to assist them to implement the aims of this Policy and support the student who has reported GBV.

8.2 Support in handling a disclosure

The Recipient of the Disclosure should be guided by sections 7.2.1 – 7.1.3, 7.1.4 – 7.2.7 and 7.2.9 above, when a disclosure is made to them. Whilst those sections are aimed primarily at providing support, the same principles apply in relation to those in any of the Key Roles who may respond a disclosure. However, this Policy is not intended to create any additional obligations for those in non-management roles to perform the function of a Line Manager.

8.3 Support post-disclosure

The Recipient of the Disclosure is encouraged to speak confidentially to their Line Manager, named contact in Student Services, HR or their Student Union contact in the first instance to address these issues and obtain support. It may also be useful to contact one or more of the internal or external bodies listed in Appendix D (GBV Support - List of Internal and External support contact details), most of whom will provide support and advice to friends, family members and colleagues dealing with the indirect effects of GBV.

9 ALLEGED PERPETRATORS OF GBV

9.1 Response to alleged GBV perpetrators

In instances where it is alleged that University staff are alleged perpetrators of GBV, either within or outside of work, the University shall take appropriate steps to respond to and deal with these allegations quickly and effectively. Allegations may arise from members of staff, students or third parties who are not connected to the University.

9.2 Members of staff or students assisting alleged GBV perpetrators

These provisions also apply to students and members of staff who are assisting an alleged perpetrator, which include but are not limited to:

- concealing or attempting to conceal allegations or incidents of GBV; and/or
- creating an intimidating, hostile, unwanted or degrading environment for students who have disclosed an allegation of GBV against another student, a student or third party.

9.3 Criminal investigation into allegations of GBV

9.3.1 Potential for concurrent internal and criminal investigations

Where criminal investigations have been instigated against a student or student alleged to have perpetrated GBV, the University may, where appropriate, conduct its own disciplinary and/or Dignity at Work investigation into these allegations, in accordance with 9.4 below. Whilst under a criminal process, the allegations will be treated as a potential criminal offence (using the criminal standard of proof), under the University's processes, the allegations will be treated as a potential breach of the standards of discipline expected from students (using the civil standard of proof) [insert hyperlink to student discipline procedure].

9.3.2 Legal restrictions on students

Where temporary or permanent legal restrictions have been placed on a student alleged to have perpetrated GBV (e.g. non-harassment order), the student must ensure their compliance with those restrictions as part of their contractual responsibilities. Any breach of those conditions shall also be deemed to be a breach of the student's contract with the University.

9.3.3 Support for a student who has experienced GBV and involved in criminal investigation

The University shall assist the police as far as possible with safety planning and risk management measures being taken to ensure the protection on campus of a student who has experienced GBV. The University shall also, where appropriate, conduct its own assessment of risk and implement any necessary additional protections for the student.

9.4 University investigation into allegations of GBV

Investigation into allegations of GBV will be dealt with under the [link to student discipline policy] as a potential disciplinary matter. In some circumstances, a complaint under the [insert link to for example Dignity and Respect Policy if relevant] will also be dealt with either consecutively or concurrently.

9.4.1 Possible suspension of alleged GBV perpetrator

Where an investigation under either the [link to student discipline policy] or the [insert link to for example Dignity and Respect Policy if relevant] is taking place, the person(s) leading the investigation should consider at the outset, and keep under review, the need for and length of any period of suspension of the alleged perpetrator, pending investigation. In making that decision, account should be taken of all of the circumstances, which may include (but are not limited to):

- the nature of the allegations;
- the extent of investigation required;
- the risk of interference with the investigation process in not suspending;
- the risk of harm to the alleged perpetrator or others in not suspending;
- the alleged perpetrator's role within the University; and
- the need to ensure that students/staff are not made aware of or are pre-judging the culpability of the alleged perpetrator.

Suspension in this content is a precautionary measure, is not a penalty or sanction and does not indicate that the University has drawn conclusions about the alleged GBV perpetrator's culpability.

9.4.2 Allegations of GBV perpetrated outside of the University

Where an allegation of GBV relates to matters which took place outside of the University, this may have disciplinary consequences including (but not limited to) where the matter brings the University into disrepute, otherwise damages its reputation, results in criminal proceedings or impacts upon the student's fitness or ability to continue with their studies.

9.4.3 Malicious or vexatious allegations of GBV against a student

Where a student or member of staff is found to have made a malicious or vexatious allegation of GBV against another student or member of staff, this will be dealt with as a disciplinary matter under the [insert link to relevant policy].

9.4.4 Anonymous allegations

Where anonymous allegations of GBV are made against a student, it is normally appropriate to carry out investigation into those allegations, to the extent possible and appropriate in the circumstances. Advice should be taken from [insert hyperlink to relevant contact/department] in the first instance.

9.4.5 Support during investigations by the University into alleged GBV

During an investigation into alleged GBV the alleged perpetrator and the student or member of staff who has experienced GBV should be offered support from [insert hyperlink to relevant services in Student Services, Student Union,, Human Resources and Occupational Health] and be provided with Appendix D (GBV Support - List of Internal and External support contact details), for additional support and advice. Separate, personalised support plans or packages should be put in place for each individual, which are not dependent on the other.

The investigating officer, in conjunction with SEES and/or the Human Resources team, should put in place measures to ensure that during the investigation, contact between the student and alleged perpetrator (where they are also a student) ceases or is limited by necessity only.

9.5 Disciplinary action against alleged GBV perpetrators

The University shall have the right to investigate any allegation of GBV against a student and may take disciplinary action where it decides, on the balance of probabilities, that a disciplinary offence has been committed.

Where the University is satisfied, following the appropriate level of investigation, that a student has perpetrated GBV, this will be dealt with as a disciplinary matter under the [link to relevant student discipline policy/procedure]. Disciplinary sanctions up to and including suspension may apply. Relevant matters to consider may include (but are not limited to):

- The nature of the conduct;
- The circumstances of the incident;
- The nature of the alleged perpetrator's course work and the extent to which it involves contact with vulnerable groups;
- The risk of harm to the alleged perpetrator or others;
- Whether the GBV breaches a professional code of conduct specific to the student in question;
- Whether the GBV took place in the course of course attendance or not;
- Whether and the extent to which University property and time was used in which to carry out the GBV;
- The potential impact of their actions on the individual's ability to effectively carry on with their studies;
- Whether criminal proceedings have commenced or concluded (noting that the existence and status of criminal proceedings may influence but do not always determine the University's response to the GBV); and
- The impact of the behaviour on the University's reputation.

9.6 Information for GBV perpetrators to enable change

Where a student is found to have perpetrated GBV, the University shall endeavour to provide information to them to enable them to address their behaviour, whether or not they remain a student of the University. This information will include (and may be limited to) details of Respect, the UK membership organisation for work with domestic violence perpetrators (<http://respect.uk.net/> ; telephone 0808 8024040).

9.7 Action against GBV perpetrators not covered by other University Policies

Where the [insert name of university disciplinary policy] does not apply [insert excluded categories/groups, e.g. contractors], the University shall take appropriate steps to ensure that the matter is dealt with appropriately. For example, this may include (depending on the circumstances) ensuring that the agency issue the appropriate warning, or by prematurely terminating the working relationship with the individual.

10 TRAINING AND DEVELOPMENT ON GBV PREVENTION

The University recognises the need to provide support to those who are or who may be affected by GBV. We seek to raise awareness of the issues by preventing GBV before it happens by providing guidance on changing behaviour and promoting a culture of respect, non-violence and gender equality. Training and development on GBV and its origins, good practice in how to handle disclosures and in the design of effective interventions is available through [insert hyperlink to the university's organisation and staff development website].

11 POLICY REVIEW

This Policy will be reviewed annually. Any feedback on the Policy content should be directed in the first instance to [insert hyperlink to relevant department], who will consider this as part of the annual review.

APPENDIX A

GBV – POTENTIAL IMPACT ON STUDENT*

Please note that the signs noted below are a guide only and can also be indicative of other issues (e.g. health problems) that should be dealt with under the [insert information on relevant University policies.]

Behavioural

- Reluctance to engage in coursework/studies or in campus culture or a change from the usual level of interaction
- Student is ostracised or left out of social situations on their course or experiences discomfort around certain students or staff
- Change in attitude, responsiveness or mood swings
- Frequent alterations to study routine (perhaps due to abusive partner attempting to dominate individuals schedule)
- Reductions in attendance hours, participation in classes
- Unable to enjoy studies and coursework in the way they used to
- Losing interest in social activities
- Lethargy and disinterest in course activities (due to stress of perpetrator on campus or abuse at home, for example)
- Poor punctuality
- Frequent absences or illness
- Inability to concentrate on course activities
- Notable changes in academic performance
- Spending an increased amount of hours on campus for no reason
- Change in the use of the phone/email: for example, a large number of personal calls/ texts, avoiding calls or a strong reaction to calls/texts/emails
- Increased risk taking behaviours

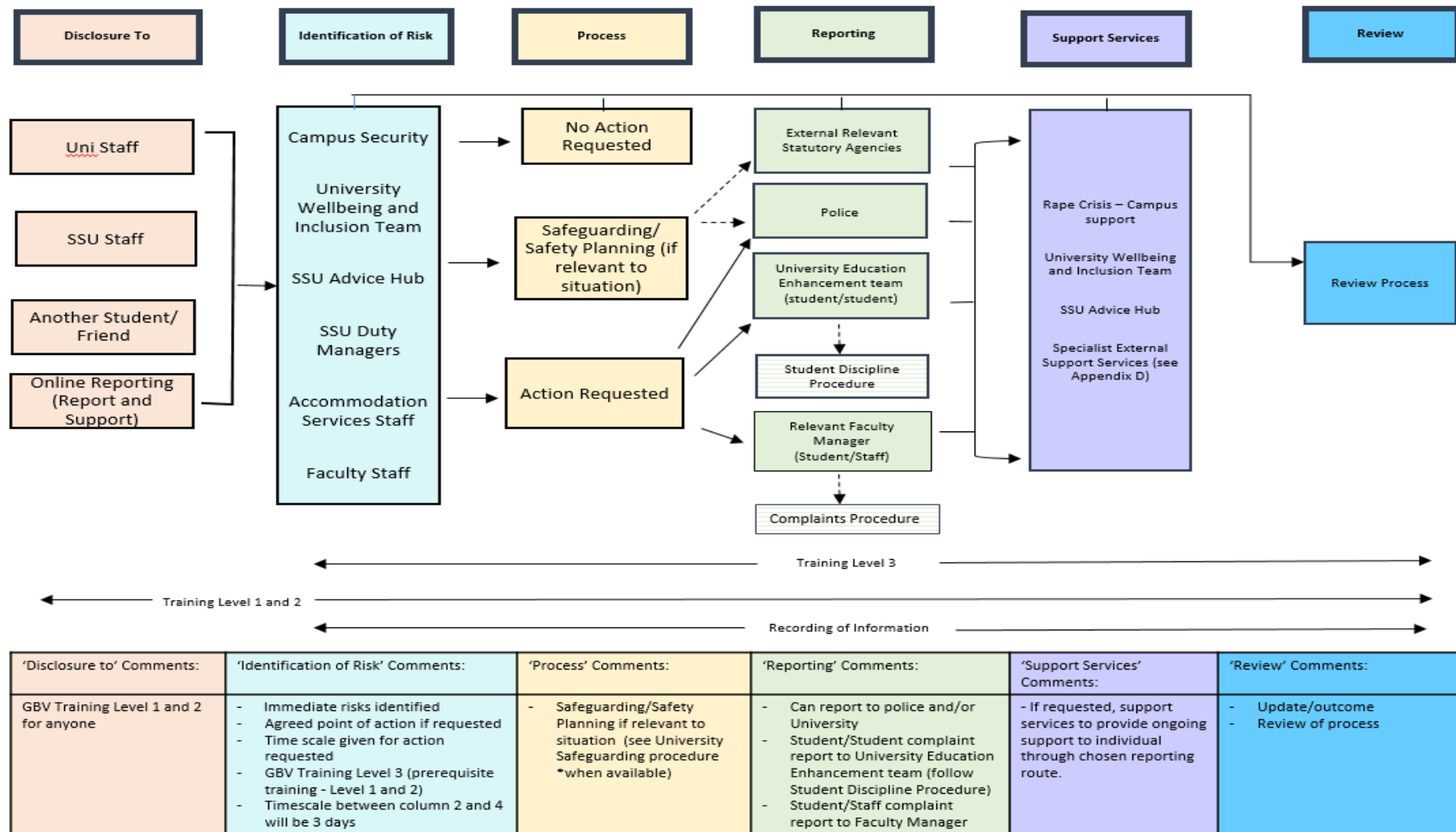
Physical

- Visible bruising or injury with evasive or unlikely explanations
- Different or more cosmetics used
- Additional or different styles of clothing worn
- Evident agitation, nervousness or tremors
- Frequent sick absences and/or hospital appointments
- Notable weight gain/loss

****With thanks to Zero Tolerance – information adapted from PACT Guidelines***

APPENDIX B

REPORTING GBV - RESPONSE FLOWCHART



APPENDIX C

RESPONDING APPROPRIATELY AND EFFECTIVELY TO DISCLOSURE

KEY QUESTIONS	<p>Ensuring that the following key questions are explored during the discussion:</p> <ul style="list-style-type: none"> ○ What form of GBV are they experiencing / have they experienced? ○ When did the incident take place? ○ Do they feel safe right now? If not, your response should be considered in line with Appendix B (GBV Reporting - Emergency Response Flowchart). ○ Do they require immediate medical assistance? Are they bleeding? If so, your response should be considered in line with Appendix B (GBV Reporting - Emergency Response Flowchart) and the priority to get medical help. ○ Have they or do they wish to report their experiences to the police? It is important to confirm that there is no obligation to do so and not put pressure on the student to take any particular course of action. The student should be provided with a copy of Appendix D (GBV Support - List of Internal and External support contact details), which provides details of available support to report GBV experiences. ○ What do they need from you at this moment?
CLARITY ABOUT YOUR ROLE	Explaining at the outset the parameters of your role – that you can listen, provide information and practical support and will assist the student in obtaining specialist assistance from internal and external sources.
CONFIDENTIALITY	<p>Ensure that the following is made clear during your discussions</p> <ul style="list-style-type: none"> ○ That you will be taking notes about what happened, where, when and who was involved and if there were any witnesses. ○ That they will be able to check what is written down and have a copy to keep if possible. ○ That you will have to pass on what is written down in a safe way to someone in the University who is more specialised in dealing with these issues. ○ That sharing information is always done to increase their safety and is done in a safe way. ○ That wherever possible you will discuss with them what will be shared and with whom. ○ If at any point there is a significant risk or threat of harm to them or anyone else, then this will be acted on straight away.
PRIVACY	Ensuring a private space for discussion
GIVE THE STUDENT CONTROL	Recognising that GBV is characterised by a loss of choice and power. The student should be in control of what happens after their disclosure is made. They should be given the opportunity and support to develop their own thoughts, explore options and make their own decisions about the next steps. It is not appropriate to act on their behalf (for example, by making them an appointment at (for example at Student Counselling), unless they specifically authorise you to do so

	Ensuring that where possible, the student is asked to confirm and (where possible) agree on the level of risk faced by them. To assist that decision, it is important to ask the student if they are feeling frightened and, if they are, to say what it is they are afraid of.
SENSITIVITY	Responding to a disclosure in a sensitive, empathetic manner, recognising the barriers to seeking support set out at 7.2 of the GBV Policy
ACKNOWLEDGEMENT	Acknowledging that disclosure may not have been easy for them
LISTENING	Listening more than questioning – don't interrupt or finish sentences; concentrate on what the student is saying and speak to clarify what you have heard
TIME	Give the student time and space – don't be afraid of silences that could give the student time to think about their feelings
NON-JUDGMENTAL APPROACH	<p>Reassuring the student that the GBV is not their fault, if they are alluding to this</p> <p>Ensuring that you do not ask for proof and confirming that you take the matter seriously – disclosure will be difficult for the student and being asked for proof disempowers them further</p> <p>Ensuring that you are non-judgmental in your approach and do not expressly or impliedly attribute blame to the student. Avoid questioning their response to the incident or experience that they are disclosing or questioning the timing of the disclosure</p>
SUPPORT – INTERNAL AND EXTERNAL	<p>Setting out how the University can support the student, referring to Appendix B (GBV Reporting - Emergency Response Flowchart) and understanding that this may involve the University assisting the student to develop their own safety plan related to their safety at work</p> <p>Referring the student, as appropriate, to Appendix D (GBV Support - List of Internal and External support contact details), to provide information about internal and external support mechanisms</p> <p>Continue to offer support, as agreed with the student</p>
USEFUL RESPONSES	<p>Whilst there are no 'right' responses to an initial disclosure, the following responses reinforce that you are supportive of the student and that the disclosure is in their control:</p> <p><i>"Take your time – you only need to tell me what you're comfortable telling me and we can stop at any time"</i></p> <p><i>"I can see that this is difficult for you and I'm here to help. Please tell me how you think I could do that"</i></p>

APPENDIX D

GBV SUPPORT - LIST OF INTERNAL AND EXTERNAL SUPPORT CONTACT DETAILS

Name of Organisation	Contact details	Service provided
Student Advice Centre	[Insert university contact information]	<p>Provide Service offering advice, guidance and information on all issues associated with student life</p> <p>General over-the-counter information</p> <p>Specialised drop-in sessions</p> <p>One-to-one appointment with an advisor</p>
Human Resources	[Insert university contact information]	<p>Provide support to employees of University of [insert name]</p> <ul style="list-style-type: none"> • Drop-in/call/email Mon-Fri – 9am-5pm • Online self-help guides
Nightline	[Insert university contact information]	<p>Confidential telephone and online listening and information service run by trained students for the students of Glasgow Caledonian and Strathclyde Universities</p> <ul style="list-style-type: none"> • Telephone or text 7pm-7am
Staff Counselling	[Insert university contact information]	<p>Provide counselling and support to employees of University of [insert name]</p> <p>Online: password to access</p> <p>Telephone and face to face counselling</p>
Student Counselling	[Insert university contact information]	<p>Provide counselling and support to students of University of [insert name]</p> <ul style="list-style-type: none"> • Face to face counselling, Mon –Fri [insert hours]
Student Disability, Health and Counselling Services	[Insert university contact information]	<p>Provide support to students of University of [insert name]</p> <ul style="list-style-type: none"> • Drop-in/call/email Mon-Fri – 9am-5pm
Student Union	[Insert university contact information]	<p>Provide support to students of University of [insert name]</p> <ul style="list-style-type: none"> • Drop-in, online chat or call – [insert hours] • Out of Hours – Student Nightline
University Security	[Insert university contact information]	<p>Provide Security of Students, Staff, and Buildings</p> <ul style="list-style-type: none"> • Available 24hrs
Student Union Advice Services	[Insert university contact information]	<p>Service available to all students at [name of university]. It's run independently by the Students' Union.</p> <ul style="list-style-type: none"> • Drop-in [insert hours]

Name of Organisation	Contact details	Service provided
Amina	http://www.mwrc.org.uk/ 0808 801 0301 / 0141 212 8420	Helpline for Scotland providing support to women from minority backgrounds who have been affected by violence against women. Support is available in English, Urdu, Arabic, Bangla and Swahili. Service also runs a VAW awareness programme • Helpline open: Mon-Fri - 10am-4pm
Childline	https://www.childline.org.uk/ 0800 1111	National helpline providing support to children under 19 on wide range of issues. • 24-hour helpline • Chat online 1-2-1 with a counsellor (24/7)
[Insert local Women's Aid Group name]	Insert contact information	Provide information, support and refuge accommodation to women, children and young people who are experiencing domestic abuse. Operate an office drop in Contactable by phone and online form
Hemat Gryffe Women's Aid	http://www.hematgryffe.org.uk/ 0141 353 0859	Provide information, support and refuge accommodation to women, children and young people from Asian, Black and Minority Ethnic Groups in Scotland. • 24 hour emergency service line.
Men's Advice Line	http://www.mensadvice.org.uk/ 0808 801 0327	Confidential helpline for any man experiencing domestic violence and abuse from a partner (or ex-partner). Helpline open Mon-Fri 9am-5pm Voicemail available – aim to contact within 2 working days
National Domestic Violence Helpline	http://www.nationaldomesticviolencehelpline.org.uk/ 0808 2000 247	National service for women experiencing domestic violence, their family, friends, colleagues and others calling on their behalf. Run in partnership between Refuge and Women's Aid Helplines open 24/7 Voicemail available – aim to contact at a safe time/within 30 mins
National LGBT Domestic Abuse Helpline	http://www.galop.org.uk/domesticabuse/ 0800 999 5428	National helpline providing emotional and practical support for LGBT people experiencing domestic abuse. An online chat service is available two days a week Helpline open: Mon-Thu - 10am-5pm; Fri - 1pm-5pm; Sun - 12pm-4pm Online Chat: 3pm-7pm Sat & Sun
NSPCC	https://www.nspcc.org.uk/ 0808 800 5000	Helpline for adults to get advice or share their concerns about a child. Helpline open 24/7 Online reporting available

Rape Crisis Helpline	08088 01 03 02 or if you are deaf or hard of hearing on minicom number 0141 353 3091 https://www.rapecrisisscotland.org.uk/help-helpline/	Rape Crisis Scotland's national helpline. Free and confidential support and information for women and men affected by sexual violence no matter when or how it happened. Provides contact details for local rape crisis centres. Freephone, open 7 days, 6pm to Midnight
Refuge	https://www.refuge.org.uk/ 0808 2000 247	Provide safe refuge accommodation to women, children and young people who are experiencing domestic abuse. • Contact via National Domestic Violence Helpline
roshni	www.nwgnetwork.org/services/roshni 0808 802 2222 / 0141 218 4010	Addressing issues and providing support for minority ethnic communities across Scotland. Tackling Forced Marriage Unit provides access to support for victims and potential victims of forced marriage. • Helpline open: Mon-Fri 9am-5pm
Say Women	https://www.say-women.co.uk/ 0141 552 5803	Voluntary organisation offering safe, supported accommodation and related services for women, aged 16-25 years, who are survivors of childhood sexual abuse, rape or sexual assault and who are homeless or threatened with homelessness. • Offer information about the issues • Online referral available
Shakti	www.shaktiedinburgh.co.uk 0131 475 2399	Provide support for black minority ethnic (BME) women, children and young people who are experiencing, or who have experienced, domestic abuse. Provide support in Arabic, Hindi, Mandarin, Polish, Portuguese, Punjabi, Spanish, Swahili and Urdu • Online referral form, telephone
UCU/UNISON	[Insert Contact Information]	Unions recognised by University of [insert name] • Email contact
Victim Support	https://www.victimsupport.org.uk/ 0808 168 9111	Providing support to anyone affected by crime (regardless of whether it has been reported to the police). Helpline hours: Mon-Fri – 8pm-8am; Sat & Sun 24hrs • Online Support • Telephone , face to face for local Victim Support
Women's Support Project	http://www.womenssupportproject.co.uk/ 0141 418 0748	Feminist voluntary organisation working to raise awareness of the extent, causes and effect of male violence against women, and for improved services for those affected by violence. • Telephone • email
Young Women's Centre	0141 276 1874	Offers support to young women (between 12-18 years) who are at risk of sexual exploitation, abuse or escalation through the judicial system. Telephone support is available Mon-Fri – 8.45am-4.45pm • Drop in for current client only, telephone support, face to face

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