

Guidance for Responding to Student Disclosures of Gender-based Violence in a Higher Education Setting



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DEDICATION

This Guidance is dedicated to the memory of Emily Drouet and to her family's vision that all universities will pass the #Emilytest.

ACKNOWLEDGEMENTS

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PURPOSE OF THIS GUIDANCE

This guidance has been created

1. to provide a context for preventing gender-based violence (GBV) and responding to student GBV disclosures in a higher education setting.
2. to outline good practice for those in key student-facing roles on university campuses who are likely to respond to disclosures of GBV, or to concerns that this may be occurring.
3. to provide a resource to be used in conjunction with your university's or student union's internal policies for responding to and supporting students who disclose GBV.
4. to provide guidelines for staff who have undertaken Levels 1-3 of ESHE GBV First Responder training or equivalent. NB This Guidance is **not** intended to replace the need for specialised training.
5. to support the development of good practice in responding to GBV disclosures in higher education settings
6. to contribute to the prevention of all forms of GBV in higher education settings.

HOW TO USE THIS GUIDANCE

Part 1

- outlines the Key Principles which inform this Guidance
- describes the wider context for responding to student disclosures of Gender-based violence (GBV) in a higher education setting.

Part 2

- identifies those in Key Roles who are likely to be approached by students wishing to make disclosures about experiences of GBV
- summarises the 4-Step Approach to Responding to Student Disclosure of GBV

Part 3

- provides guidance on implementing The 4-Step Approach
 1. COMMUNICATING WITH A STUDENT EXPERIENCING GENDER-BASED VIOLENCE
 2. ASSESSMENT AND SAFETY PLANNING
 3. NEXT STEPS & DOCUMENTATION
 4. MANAGE
- Provides an Aide Memoire for responding appropriately and effectively to initial GBV disclosures

Part 4

- Provides Factsheets on related topics.

KEY PRINCIPLES

This Guidance forms part of the Equally Safe in Higher Education (ESHE) Toolkit for Implementing a Strategic Approach to Gender-Based Violence Prevention in Scottish Higher Education Institutions. This Guidance is informed by the Key Principles outlined in the ESHE Toolkit:

- A framework based on the priorities outlined in Equally Safe – Prevention and Intervention
- A theoretical framework: gendered definition and analysis, an ecological approach which highlights the continuum of sexual violence, intersectionality and the links between GBV and gender inequality.
- A trauma-informed support and wellbeing approach to GBV Prevention
- An approach which is informed by the views and/or participation of GBV survivors or their advocates
- A whole campus GBV Prevention strategy aimed at students and staff
- An interdisciplinary partnership approach (including internal and external partners in public and third sectors)

GENDER-BASED VIOLENCE IN CONTEXT Defining GBV

GBV is violence directed against someone on the basis of their gender or in the context of gendered power hierarchies. GBV takes the form of actions that result in physical, sexual and psychological harm or suffering to women, children and young people, or affront to their human dignity, including threats of such acts, coercion or arbitrary deprivation of liberty, whether occurring in public or private life. These include:

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

The terms 'Violence against women' (VAW) and 'Gender based violence' (GBV) are often used interchangeably as most gender based violence is perpetrated by men against women and girls. However, it is important to acknowledge that gender-based violence affects LGBT groups, that not all men commit acts of gender based violence, that women perpetrate GBV and that men and boys too can be victims. The many forms of GBV can have a profound impact on those who experience one or more forms in public or private life and prevention necessarily cuts across a range of policy and service areas as well as legislation at Scottish, UK and international levels.

Why GBV is an issue in Scotland

Gender based violence is a significant issue affecting all communities in Scotland.

- In Scotland, in 2015-2016 58,104 incidents of domestic abuse were reported to Police Scotland.
- 1 in 5 children/young people in UK will experience DA by age 18 yrs
- 95% (1901) rapes / attempted rapes recorded by Police Scotland had female victim*
- At least 32% of recorded sexual offences in Scotland 2014-15 involved a victim under 18*
- 16 to 27 year old men are responsible for more than one third of reported rapes in Scotland*
- 4% of women in Scotland have experienced serious sexual assault since age 16*
- 1 in 4 female students reported unwanted sexual behaviour during their studies**

- 1 in 5 experienced sexual harassment during their first week of term**¹

These statistics suggest that there is a high likelihood that many university students may be experiencing some form of abuse, either at home, or in public and social settings or within their personal relationships. **Preventing GBV in Scotland**

The Scottish Government has articulated long term aspiration to achieve gender equality and to address deep-rooted structural inequalities which prevent women and girls thriving as equal citizens. *Equally Safe* outlines the Scottish Government's Strategic Approach to preventing GBV. Equally Safe acknowledges that women and girls are at an increased risk of violence and abuse precisely *because* they are female and the explicit inclusion of girls² aligns with the UN definition of violence against women that includes the girl child, reflecting that this risk is present throughout her life. It is underpinned by a gendered analysis³, that firmly places the different forms of violence against women within the gendered reality of men's and women's lives, what it means to be a man and a woman in our society and the status and privileges which are afforded to us depending on whether we are born a man or a woman. This gendered analysis of violence against women is the subject of a considerable body of research, analysis and writing and is supported by COSLA and the Scottish Government⁴

GBV in the Higher Education Context

GBV in higher education contexts has gained attention among researchers, the government, the media and HEIs in recent years.⁵ Notably, national and international media coverage has highlighted universities as 'sites of violence' against women, with particular emphasis on sexual violence and harassment.⁵ National statistics also evidence that gender and age are two key determinants increasing the risk of such violence, with young women aged 16-25 more likely to be affected.⁶ The demographic profile of University student populations is therefore significant. 2014-2015 figures indicate that of the 2.3 million University students in the UK, 45% were 21 years and under, and 56%

¹ *Police Scotland **National Union of Students 2011

² The UNCRC, recognises that the girl child is aged under 18, and in Scotland boys and girls aged 11- 26 years are regarded as 'young people'. Evidence indicates this encompasses an age of significant risk of victimisation related to forms of GBV including sexual abuse, commercial sexual exploitation, domestic abuse, FGM and forced marriage, sexual harassment including online.

³ Orr, L. 'The Case for a Gendered Analysis of Violence Against Women'

<http://www.gov.scot/resource/doc/925/0063070.pdf>

⁴ For an overview of a gender based analysis of domestic abuse see <http://www.crfr.ac.uk/assets/briefing-69.pdf> ⁵ See e.g. NUS (2011) Hidden Marks: A Study of Women Students' Experiences of Harassment, Stalking, Violence and Sexual Assault

(London: NUS); NUS (2012) That's What She Said: Women Students' Experiences of 'lad culture' in Higher Education (London: NUS); Jackson, C. and Sundaram, V. (2015) 'Is Lad Culture a problem in higher education: exploring the perspectives of staff working in UK universities', www.srhe.ac.uk/downloads/JacksonSundaramLadCulture.pdf

⁵ Fenton, R.A., Mott, H.L., McCartan, K. & Rumney, P.N.S., (2016) A Review of the Evidence for Bystander Intervention to Prevent Sexual Assault and Domestic Violence in Universities (London, Public Health England), p.5.

⁶ Rape Crisis Scotland (2015) Facts about Sexual Violence, www.rapecrisisscotland.org.uk/help-information/facts/

were female.⁷ In the UK, one in seven female students have experienced serious physical or sexual assault; 84% knew their attacker; and 25% have experienced unwanted sexual behaviour.⁸⁹ According to Police Scotland, 16 to 27 year old men are responsible for more than one third of reported rapes in Scotland.¹⁰ In light of these trends, there has been increased scrutiny of the ways in which universities are responding to, and preventing GBV, and in particular, sexual violence amongst student populations. A growing body of work including, for example, the 2016 *Changing The Culture* report by Universities UK Taskforce, examining violence against women, as well as harassment and hate crime, have been influential in identifying best practice and providing recommendations to respond to this complex issue in UK higher education contexts.¹¹ This developing field of research has also highlighted the need for effective and consistent responses by HEIs, particularly surrounding reporting pathways; for consistent institutional approaches when dealing with victim/survivors of GBV; and ensuring students are aware either of services available locally or on campus. A growing number of UK Universities have specific GBV and/or sexual violence misconduct policies or procedures in place.

There is therefore a growing acknowledgement that HEIs have a responsibility and duty of care to address GBV effectively, and to maintain the safety and wellbeing of all members of the campus community. Institutions also have a role to play in challenging the attitudes that underpin GBV. HEIs exist within and encapsulate both public and private spaces, and the harassment, abuse and violence on University campuses and education contexts are reflective of, as well as impact, wider society.¹²

For the purposes of this Guidance students are those aged 16+

⁷ Universities UK (2016) *Changing the Culture: Report of the Universities UK Taskforce examining Violence Against Women, Harassment and*

Hate Crime affecting University Students (London: UUK), p. 18. The figures for HEIs in Scotland are not readily available; however, data from

⁸ indicates a student population of 223,000 of whom 57% were women. See e.g. www.universitiesscotland.ac.uk/uploads/briefings/student%20facts_fig.pdf

⁹ Phipps, A. & Smith, G. (2012) *Violence against Women Students in the UK: Time to take action*. Gender and Education, 24(4), p. 363.

¹⁰ 'Rape Prevention Campaign Targets Young Scottish Men and Bar Staff', The Guardian, 8th July 2015, <https://www.theguardian.com/society/2015/jul/08/rape-prevention-campaign-young-men-police-scotland-advert> Police Scotland's 'We

Can Stop It' rape prevention campaign is purposely aimed at 16- to 27-year-old men.

¹¹ UUK (2016) *Changing the Culture*; Durham University (2015) *Durham University's Sexual Violence Task Force: A Higher Education*

Initiative to Address Sexual Violence and Misconduct on Campus, [www.neevawg.org.uk/sites/default/files/SVTF%20brochure%20PROOF%20\(1\).pdf](http://www.neevawg.org.uk/sites/default/files/SVTF%20brochure%20PROOF%20(1).pdf); Bows, H., Burrell, S. & Westmarland, N. (2015) *Rapid*

Evidence Assessment of Current Interventions, Approaches, and Policies on Sexual Violence on Campus, www.dur.ac.uk/resources/svtf/DUSVTFRAEfinalpdfversion.pdf

¹² Scottish Government (2016) *Equally Safe*.

RESPONDING TO GBV - KEY ROLES

In the university setting there are a key groups of staff and representatives who are likely to receive a disclosure of GBV. This Guidance outlines the responsibilities of Recipients of Disclosures in those Key Roles and how these can form the basis of an effective campus response to GBV.

Those in Key Roles may include:

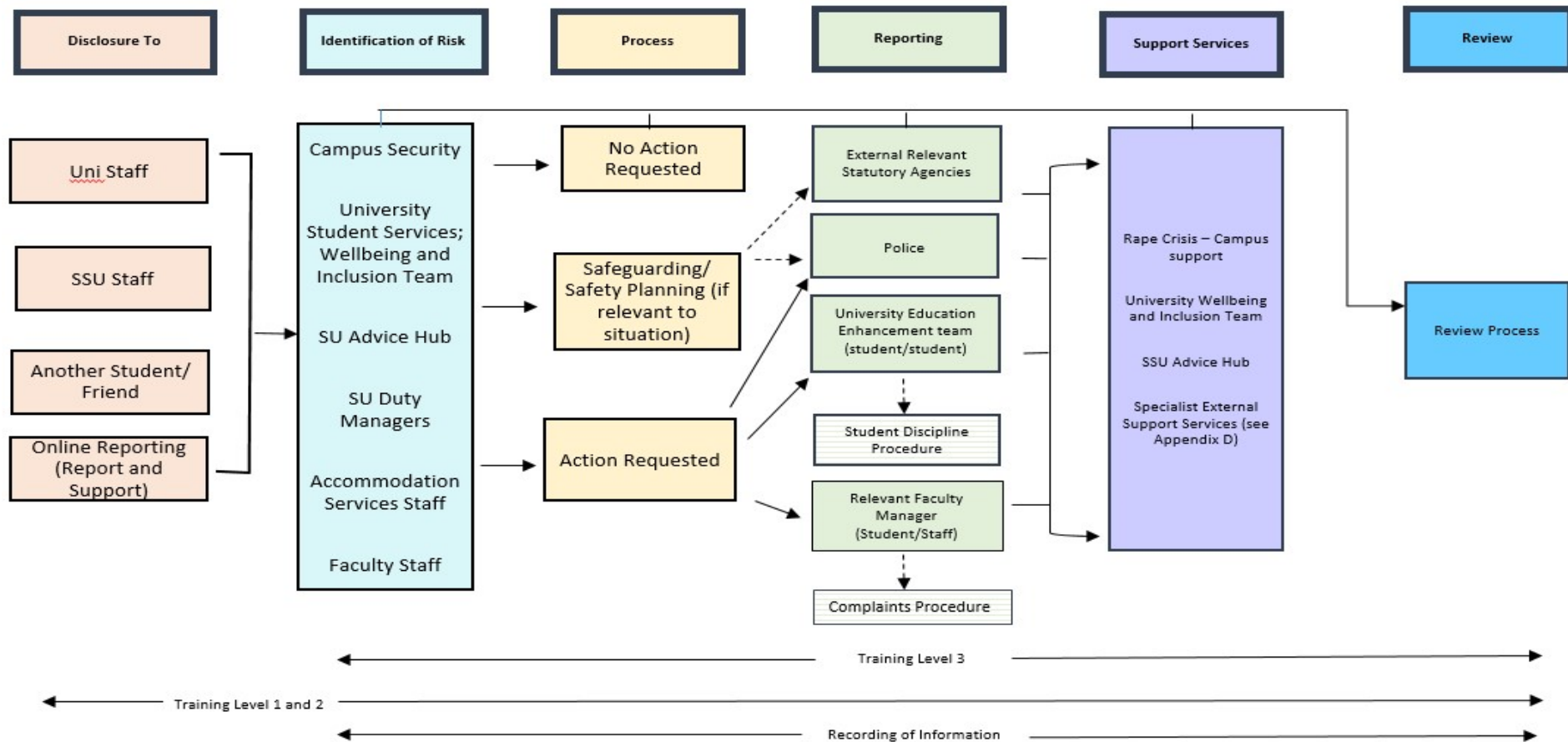
- Academic Staff
- Departmental, School or Faculty Staff
- Student Support, Health and Wellbeing Services staff
- University Estates Services – Security and Residences
- University Library Staff
- Student Union representatives
- Student Union staff providing support services including student helpline services.
- Trade Union Representatives

UNIVERSITY GBV RESPONSE PATHWAY - EXAMPLE

Every university will have its own response procedures which should be followed if there are concerns about the safety or wellbeing of a student. The following flowchart provides an example of the key elements of a response pathway.

Examples of leaflets providing information about internal and external support services are provided in Annexes A and B of this Guidance. These can be adapted for use in higher education settings by inserting local information and contact details.

RESPONSE TO STUDENT GBV DISCLOSURE



'Disclosure to' Comments:	'Identification of Risk' Comments:	'Process' Comments:	'Reporting' Comments:	'Support Services' Comments:	'Review' Comments:
GBV Training Level 1 and 2 for anyone	<ul style="list-style-type: none"> - Immediate risks identified - Need for immediate medical attention identified - Agreed point of action if requested - Time scale given for action requested - GBV Training Level 3 (prerequisite training - Level 1 and 2) - Timescale between column 2 and 4 will be 3 days 	<ul style="list-style-type: none"> - Safeguarding/Safety Planning if relevant to situation (see University Safeguarding procedure *when available) 	<ul style="list-style-type: none"> - Can report to police and/or University - Student/Student complaint report to University Education Enhancement team (follow Student Discipline Procedure) - Student/Staff complaint report to Faculty Manager 	<ul style="list-style-type: none"> - If requested, support services to provide ongoing support to individual through chosen reporting route. 	<ul style="list-style-type: none"> - Update/outcome - Review of process

STEP 1 - COMMUNICATING WITH A STUDENT EXPERIENCING GENDER-BASED VIOLENCE

The Recipient of the Disclosure should:

- speak with the student in a private area to retain confidentiality
- listen to and acknowledge what the student is saying
- it is important the student feels believed
- reassure the student
 - a) that the abuse is not their fault
 - b) they have the right to feel safe
 - c) help is available

Consult with the student about what further action they wish to take if any.

It may be the case that you are the only person the student has disclosed the abuse to.

Where the student is over 16, there is no legal obligation to report the abuse unless you feel the student or another person is in immediate danger or the student has given consent that you do so.

STEP 2 - ASSESSMENT AND SAFETY PLANNING

It is important that you engage in a conversation with the student, if they feel safe to speak which will help you to gauge 'immediate', 'high' or 'at risk' situations.

There is no need to enter into any explicit detail of the alleged abuse and it is not appropriate for this type of assessment to take place. As the person receiving the disclosure, what you should try to identify and assess is,

- that abuse is happening
- if one or more forms are happening
- the level of risk posed to the student
- if they require immediate medical attention
- that the student is made aware of the support that is available to them

Please Note: Only those in Key Roles who have been trained in recognised risk assessment procedures should undertake more specialised risk assessments when responding to GBV disclosures.

(See ESHE Toolkit – Responding to GBV in a Higher Education Setting for additional information and resources on Risk Assessment and Safety Planning)

The student may be asking for information or guidance on behalf of a third party (i.e. class-mate, room-mate, relative, friend, family member), therefore the student should be given information about sources of support which could assist with this issue.

STEP 3 – NEXT STEPS & DOCUMENTATION

If you are aware that the student is over 16 but under 18 and in care or a care leaver, concerns should be passed to the appropriate named person in your university who is responsible for safeguarding procedures. **This should be done in full consultation and with the consent of the student.**

Where the student is looking for information on an informal basis, it is

- acceptable at this stage to provide details of university support services or external organisations that may be able to support them. Reassure that you can support them to access support if required. (Lists of internal and external support services are provided in Annexes A and B).
- Where the student wishes to make a disclosure to the University and/or the Police or seek immediate medical attention, those receiving disclosures should provide the student with information about
 - appropriate local NHS services
 - the University's confidential online reporting platform or other response pathway
 - those in the University who can provide more specialised information and support
 - A list of internal and external support services (See Annex A & B)
- It is good practice for the Recipient of the Disclosure to make any initial enquiries on the student's behalf **only with their full consent.**
- Any notes made during the disclosure may be requested for evidence therefore it is good practice to consider the guidance on note-taking on P.19.

Related disclosure by third party – effective handover

- Where both the student who has experienced GBV and the alleged perpetrator of GBV are students, or are attached to the same Faculty, School or Department, 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 information about internal and external support in the interim;
 - take care not to reveal any confidential information disclosed by the student who initially made a disclosure.
- Where a disclosure relates to member of staff of the University or Student Union please refer to those organisations' respective GBV Staff Policies for guidance.

STEP 4 - MANAGE

Once you have completed Step 3 you are not required to do any more.

- If the student has **given you their consent**, you can make contact with the named university contact on their behalf.
- Update records as per step 3.

STEP 1 - COMMUNICATING WITH A STUDENT EXPERIENCING GENDER-BASED VIOLENCE

It is very important that anyone disclosing any form of abuse is supported in a nonjudgmental and confidential setting. It is through supportive discussion that the Recipient of the disclosure is able to go through possible options about what can be done or who could support the student through the disclosure.

Providing a Supportive Environment

- Where possible, talk to the student in a safe and private environment.
- Speak to the student alone, unless the student has asked specifically for someone to be with them.

Communicating with the student

Disclosing experiences of gender-based violence is a big step and carries an element of risk for the person. They will not be sure how the disclosure will be received or what the consequences may be. Conveying a genuine attitude that is calm, caring, non-judgmental, non-blaming and respectful will help the student develop a sense of trust in the person to whom they are disclosing. It is important for the Recipient to:

- allow the student time to think and respond to any questions the Recipient may be asking them
– no rushing.
- recognise that the disclosure may relate to more than one form of abuse, to one or more perpetrators, that the abuse may have happened in the past, be happening at the moment or have been going on for some time.
- that the student may or may not know the perpetrator
- be supportive and sensitive to the emotional distress or fear the student may be experiencing.
- listen actively to what the student is saying. There is often a temptation to pre-empt what a person who is disclosing something is going to say: avoid this completely.
- acknowledge what the student is saying e.g. “That must have been really difficult/frightening...” or “You are right to feel the way you do, with support you will get through this”
- affirm that the student has made the right decision in talking about the abuse.
- reinforce with the student that the abuse/violence is not their fault; that there is no justification for abuse and responsibility lies with the perpetrator(s).
- inform the student they have the right to live a life free from abuse.
- avoid using jargon or complicated terminology

Confidentiality

Establishing trust is essential to helping someone making a disclosure. This must include being clear about confidentiality from the start. Students may be concerned that information they share with you will be shared with others, or result in embarrassment and unwanted interventions. It is important that the following is made clear during your discussions

- 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 should be acted on straight away by contacting the University's Emergency Response Team, Security Services or the Police. Your role as a Recipient of the disclosure is not to investigate, it is to listen, support and guide as appropriate.

Any assessment undertaken with the student by the Recipient of the disclosure should not be extensive or intrusive. The only details that the Recipient of the disclosure needs to be aware of are:

- that abuse is happening,
- the potential level of risk posed to the student (please see safety planning template);
- that the student is informed about how to access appropriate university support services and staff or external services including specialist GBV agencies.

The Recipient of the Disclosure is not obliged to know the full details of the abuse – this should be worked through in an environment that is therapeutic and conducive to recovery from abuse (eg. counselling/with a support service).

Safety Planning

Safety planning occurs in discussion with the student, to minimise risk and maximise safety. What follows is intended to provide general guidance to Recipients of Disclosures

Please Note: Only those in Key Roles who have been trained in the SafeLives Risk Identification Checklist and Procedure should undertake more specialised risk assessments when responding to GBV disclosures. (See ESHE Toolkit – Responding to GBV in a Higher Education Setting for additional information and resources about Risk Assessment and Safety Planning)

Areas to focus on should be:

- **Safe Accommodation:** identify options with the student, i.e. are they able to stay with a relative/ friend if the abuse is happening at home while they seek support? Where

the student is experiencing domestic abuse from a boyfriend nor partner, and the student is over 16, women's aid accommodation (refuge) is a consideration the student may want to consider. Alternatively the University may be able to provide temporary accommodation.

- **University Services:** University's Security Services can provide immediate and longerterm support with safety planning appropriate the student's needs; the University's Student Services also provide a range of support services and interventions. A full list is available in Appendix xxxx
- **Specialist Services** the student can be provided with information about services which provide crisis or longer-term support for survivors of gender-based violence including intimate partner/domestic abuse, rape, sexual abuse, sexual harassment, stalking, online harassment (see 'Support' section for details).
- **A Safety Template** like the one that follows can be completed so that the student is prepared and equipped for abusive situations in the home or university residence. (See ESHE Toolkit – Responding to GBV in a Higher Education Setting for additional information and resources about Safety Planning)
- **Self-care and Safety:** responding to domestic and/or sexual abuse can be stressful and difficult to listen to. It is important that the Recipient of the disclosure receives the opportunity to debrief and discuss the situation with a senior or other colleague or union representative. Also, there can be apprehension in becoming involved in disclosures due to the action that may be required (i.e. recording and/or onward reporting). Any threats from extended family/friends of the student should be documented and reported to the appropriate person if warranted.

A fundamental role for Recipient of the Disclosure is to assess the student's immediate safety. It is important that Recipient of the disclosure listens carefully to the student when determining potential level of risk. Going through the following discussion points with the student, can assist safety planning.

Discussion points

- Believe the abuse is not your fault
- Keep a diary of events if possible
- Talk to someone you trust
- Seek support
- Have any injuries treated and documented by your GP or other health care professional
- Whether they wish to report what has happened to the police if appropriate (ask someone to support you with this if you feel unable on your own)
- Leave if you can. Know the easiest escape route and keep clear of the kitchen (sharp utensils) and bathroom (hard edges where you could be attacked)
- Identify a safe place to go and how to get there in an emergency. This includes your nearest 24 hour police station, refuge, friend or family member
- Identify and agree a codeword with supportive friends and family in case you need to call in an emergency
- Keep a list of emergency numbers e.g. police, friends, women's aid, rape crisis Scotland Helpline, Domestic abuse and Forced Marriage Helpline, Childline (See Appendix B for full list).
- Programme emergency numbers in phone, under false names if necessary
- Keep some money, medication, clothing and important documents in a safe and easy to reach place or with someone you trust in case you need to leave in a hurry
- If the perpetrator has weapons, it is important to notify the police (ask a friend or University Security to support you with this if necessary)
- Consider use of social media by blocking or changing setting to private to keep yourself safe.

Consultation by Recipient of the Disclosure with others

Recipient of the disclosures should consult with a senior colleague/student representative, or other member of staff about the outcome of their discussion with a student who has made a disclosure. This is especially relevant when the Recipient of the disclosure is required to either report further risk of harm to other university staff or the police. This is also to provide support for the Recipient of the Disclosure but also for information or guidance where they may feel unsure about aspects of the disclosure. This support should be sought by telephone if a senior colleague/student representative is not available in person.

The involvement of senior or other colleagues is important for the Recipient of the disclosures in relation to guidance advice and support. Issues to be discussed can include:

- what has been discussed with the student
- what the outcome of the discussion was and the student's wishes for follow-up
- the specific safety and risk factors you have identified with the student and how these were addressed.
- Support needs of the Recipient of the disclosure including any ongoing personal/professional development needs.
- Awareness of other protected characteristics, for example if the student is from the LGBT+ or BME communities or has a disability and requires additional support or safety measures. Please see factsheet 4 for further details.

Building a Community of Practice

It is essential that those in the Key Roles outlined in the Guidance undertake the ESHE GBV Training at Levels 1-3 (See ESHE Toolkit) or equivalent and that the training becomes part of the HEIs regular training calendar. ESHE Toolkit also provides a Training for Training Course which will help to build the institution's internal capacity and increase the numbers of staff with the relevant skills to for responding to GBV disclosures. It is recommended that those in Key Roles are able to continue building and sharing knowledge and good practice across the university community in relation to effectively responding to GBV disclosures. The establishment of an internal community of practice forum or network and/or online resource for those in Key Roles is recommended. This will support the growth of a community of practice by increasing communication between those in Key Roles, knowledge exchange, identifying barriers and gaps in the university's overall response to GBV, support GBV prevention and identify ongoing learning and development needs.

NEXT STEPS AND DOCUMENTING THE DISCLOSURE

It is good practice to keep notes as they may be requested for evidence, and will be essential if there are going to be any investigations by the university or the police. You are not required to produce complex, word for word accounts of what has been said to you. It is important to ensure documentation is stored in a confidential and encrypted system with access limited to key individuals for future reference. The following information should be taken into account when record keeping:

- Records are confidential, preferably anonymised and kept in a secure place.
- The student agreed to what was recorded in the note of the disclosure
- The student also has the right to see their record/s.

The following details should be logged:

- Date and time of contact with the student
- The date/time the notes were written (if different)
- Name and signature of the Recipient of the disclosure taking the notes
- The details of the disclosure, or the concerns you have identified
- That the student agreed with what was recorded and was made aware of what would happen to the notes taken, what you would do next, what would happen next and when.
- Details of information you have given the student about the support available, including names of the contacts at the appropriate agencies

Guidance on documenting disclosures/note taking:

- Check for preferred pronoun: he/she or they - avoid assuming heterosexuality or gender
 - Note the student's name and request a safe way/time to contact them
- Summarise what happened – There is no need to seek or record explicit detail of the alleged abuse
 - Where did it happen?
 - When did this happen?
 - Who did this?
 - Was anyone else involved? If so, can they provide their names or any other details?
- Did anyone else see what happened? If so can you provide their names and/or contact details?
 - What the student wants to happen next if anything or any agreed next steps.
 - Allow the student to check what you have written and make any changes they request
- Check they agree with what has been recorded – obtain a signature if possible. Alternatively,
- Please record that their verbal agreement was received.
- Inform them of what will happen to the notes you have taken, what you will do next and what will happen next
 - Where any next steps/follow-up action by has been

requested/agreed with the student inform them of the university/student union timescale for following up disclosures.

- Upload/email your notes securely using your university/student union encrypted mailbox/secure storage system. (See ESHE TOOLKIT Guidance on secure information storage and sharing in - Responding to GBV in a Higher Education Setting)
- If known, the name of the alleged perpetrator (this is information the police will require if the student chooses to report what happened to them). However, at the initial stage of speaking to you the student may not want to name the perpetrator. This decision must be accepted. However, if the student is under 16, or over 16 but under 18 and in care, concerns should be logged even where the perpetrator is unknown. **Please note: It is not your duty to investigate, this is a statutory remit.**
- If the perpetrator is a member of staff please note the name if given and refer to your university's or union's GBV Employee Policy for guidance.
- If the student discloses that there are other children in the home or elsewhere under 16, or over 16 but under 18 and in care, who are at possible risk then these concerns also have to be passed on and noted as described above. It is better to highlight possible abuse to the appropriate agency, than to ignore for fear of causing offence.
- If you have completed a safety plan with the student, please record this in your notes.

STEP 4 - MANAGE

Once you have completed Step 3 you are not required to do any more. However

- Ensure any follow-up action you have agreed to undertake is completed with the agreed timescales and the student informed.
- Update records as per step 3.

AIDE MEMOIRE

RESPONDING APPROPRIATELY AND EFFECTIVELY TO GBV DISCLOSURES

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? <p>If so, your response should be considered in line with Appendix B (GBV Reporting - Emergency Response Flowchart) and the priority to get medical help.</p> <ul style="list-style-type: none"> ○ 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 Appendices A and B (GBV Support - List of Internal and External support contact details), which provide details of available support to report GBV experiences. ○ What do they need from you at this moment?
CLARITY ABOUT YOUR ROLE	<p>Explaining at the outset the parameters of your role – that you can listen, provide information and practical support, and, if requested, will assist the student in obtaining specialist assistance from internal and external sources.</p>
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	<p>Ensuring a private space for discussion</p>
GIVE THE STUDENT CONTROL	<p>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</p> <p>Ensuring that where possible, the student is asked to confirm and (where</p>

	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/Student Union can support the student, referring to The University's GBV Reporting - Response Flowchart and understanding that this may involve the University assisting the student to develop their own safety plan related to their safety on campus.</p> <p>Referring the student, as appropriate, to Appendix B & C (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 and if 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>

FACTSHEET 1

FORMS OF GENDER-BASED VIOLENCE

There are many definitions of abuse, and it can take many forms. Below are the main types of abuse that are recognised as being forms of Gender Based Violence.

Physical Abuse

Physical abuse is the use of physical force with the intent to harm or frighten. Actions such as restraint, punching, beating, kicking, slapping, shaking, choking or biting all constitute physical abuse. Of course, this list is not exhaustive and there are many ways a person can be harmed physically. Often, weapons are used such as knives, bats, kitchen equipment and there are several reports to suggest that guns are also used (Sanderson, 2002)

Sexual Abuse (includes child sexual abuse and sexual exploitation)

The Sexual Offences (Scotland) Act (2011) creates statutory offences of rape, sexual assault by penetration, sexual assault, sexual coercion, coercing a person to be present during sexual activity, coercing a person to look at an image of sexual activity, communicating indecently, sexual exposure, voyeurism and administering a substance for a sexual purpose. It also defines consent, and provides for “protective offenses” and offences concerning sexual abuse of trust.

It is important to make the distinction between childhood sexual abuse (below 16 years, or over 16 but under 18 and in care) and sexual abuse in adult relationships.

Mental/Emotional Abuse

Psychological or emotional abuse is the systematic use of threats of physical or sexual violence, intimidation, harassment, stalking or damage to property that result in anguish and fear. It can include threats to harm or kill the victim, threats with weapons, threats to abduct or harm children and hurting or threatening to kill pets. It includes acts by partners or caregivers that result in serious behavioural, cognitive, emotional or mental health problems.

Coercive control is a pattern of behaviour which manifests over time which perpetrators of domestic abuse use to assert control over their victim. This can include threats both covert and overt; acts that humiliate and degrade; making the victim believe it is their fault; abuse of power and control; financial abuse etc. (these are just some examples, please see Page 27 Further reading and resources). The Scottish Government recognised how big an issue this is for many victims and have now introduced legislation in Scotland called the Abusive Behaviour and Sexual Harm (Scotland) Act 2016. This recognises the harm caused by behaviour such as coercive control and holds the perpetrator to account by criminalising the behaviour. This act also creates a new offence of sharing private intimate images without consent.

Isolation

Isolation happens when the victim finds it difficult to connect with friends and family. This could include a wide range of behaviours but might include having their movements

and contacts monitored, prevented from making contact with family and friends, having use of telephone restricted, prevented from getting or keeping a job.

Economic Abuse/Financial Exploitation

Economic abuse is the control by one person over the finances of another, stealing from or defrauding a partner of money or assets, or exploiting the person for monetary gain or profit.

Neglect

Neglect is the failure of a caregiver to provide for the basic physical, developmental, social, medical and educational needs of a person. This type of abuse is more likely to be present when one person is dependent on another for care. Research carried out by Wise Women highlighted the increased prevalence of neglect within relationships where the woman is disabled. Their survey highlights the following:

“Physical neglect was a common theme with women commenting that personal care i.e. bathing, assistance to the toilet, eating etc were regularly withdrawn. Not being allowed contact with other people, not being informed of health appointments, ignored and silent treatment were categorised as emotional neglect”.

Commercial Sexual Exploitation

Commercial sexual exploitation (CSE) includes sexual activities which objectify and harm others (usually women) such as prostitution, phone sex, stripping, internet sex/chat rooms, pole dancing, lap dancing, peep shows, pornography, trafficking, sex tourism and mail order brides. The Scottish Government includes prostitution, pornography and other forms of involvement in the ‘sex industry’ in its definition of violence against women. It considers that the exploitation of women through these forms of ‘entertainment’ legitimises negative attitudes towards women and is inextricably linked to gender inequality and sexual violence.

Harmful Traditional Practices

Harmful traditional practices are forms of violence which have been committed primarily against women and girls in certain communities and societies for so long that they are considered, or presented by perpetrators, as part of accepted cultural practice or traditional practice. The most common are:

- Forced or early marriage -can be defined as ‘a marriage in which one or both spouses do not (or, in the case of some adults with learning or physical disabilities, cannot) consent to the marriage and duress is involved’ (duress can be either overt or covert).

- So-called 'honour' based violence -any type of physical or psychological violence committed in the name of 'honour' predominantly against women for actual or perceived immoral behaviour, which is deemed to have shamed their family or community.
- Female genital mutilation or cutting (FGM) -refers to procedures that intentionally alter or injure female genital organs for non-medical reasons.

In discussions of Gender Based Violence, it is common to see the following terms:

Victim/Survivor: A person who is the target of the abuse and is subjected to excessive controlling behaviour or neglect within the context of an intimate or family relationship.

Indirect victim: A person, usually a child, who is harmed and violated by violent or abusive behaviours directed towards another, usually a female parent. With this in mind, it's worth noting that 90% of children from homes with domestic abuse were either in the same or adjoining room during an incident of domestic abuse.

Perpetrator: A person who inflicts the violence or abuse or causes the violence or abuse to be inflicted on the victim.

Intimate Partner: This can be a current partner, including marital or common-law partner, heterosexual, same-sex partners, boyfriend or girlfriend and former marital (divorced or separated) or common-law partners.

Child Abuse: The physical, sexual or psychological/emotional abuse or neglect of a child by their parent/s, a carer or a person in a position of authority.

FACTSHEET 2

RELEVANT BILLS AND LEGISLATION

The Domestic Abuse (Scotland) Bill 2018 creates a specific offence of engaging in a course of behaviour which is abusive of the person's partner or ex-partner, previously dealt with under various existing laws. The Bill covers all of the forms of physical, psychological and emotional maltreatment. Coercive and controlling behaviour, including isolation and economic/financial abuse and exploitation as well as physical attacks which can destroy a victim's autonomy are criminalised. The Bill also recognises the adverse impact domestic abuse can have on children. Other relevant Bills and legislation include,

Human Rights Act 1988

Vulnerable Witnesses (Scotland) Act 2004

Protection of Children and Prevention of Sexual Offences (Scotland) Act 2005

Prohibition of Female Genital Mutilation (Scotland) Act 2005

Protection of Vulnerable Groups (Scotland) Act 2007

Sexual Offences (Scotland) Act 2009

Domestic Abuse (Scotland) Act 2011

Children's Hearings (Scotland) Act 2011

Forced Marriage etc. (Protection and Jurisdiction) (Scotland) Act 2011

Children and Young People Scotland Act 2014

Victims and Witnesses (Scotland) Act 2014

Anti-social Behaviour, Crime and Policing Act 2014

Human Trafficking and Exploitation (Scotland) Act 2015

Abusive Behaviour and Sexual Harm (Scotland) Bill 2015

Gender Representation on Public Boards Bill 2018

The Domestic Abuse (Scotland) Bill 2018

FACTSHEET 3

INDICATORS OF GENDER-BASED VIOLENCE

It is typically the case that domestic/sexual abuse increases in frequency and becomes more damaging and severe over time. Early detection and intervention can therefore lessen the risk of more severe harm or even death.

There are many indicators of domestic/sexual abuse. One indicator in isolation may not necessarily indicate abuse therefore each indicator needs to be considered in the context of the student's personal circumstances and presenting issues.

High Risk Indicators

There is no absolute indicator to determine the risk of serious harm. The greater the number of high risk indicators, the greater the risk of serious harm. A referral to the domestic abuse police unit with or without the student's consent should be made when there are concerns for the student's immediate safety or the safety of others.

For example, where the student:

- has received life threatening injuries
- has injuries that have increased in frequency and severity over time
- has recently ended or is considering ending the relationship with the abusive partner and the abuse has escalated as a result.
- has had suicidal thoughts or feeling low
- is pregnant or has a baby
- is financially dependant on the perpetrator

Please note: separation and ending an abusive relationship is a very high risk time, this is often perceived by workers as an end to the abuse, but it is a period of time where the abuse can become higher in risk.

Also, where the perpetrator:

- has access to weapons, particularly firearms and other lethal weapons
- has ever used a weapon or object to hurt the victim
- has previously tried to harm the victim
- has previously tried/or threatened to harm/kill the victim or someone else
- has ever harmed the victim sexually
- has harmed/killed pets or other animals
- has previously threatened or attempted suicide
- has or is stalking the victim
- uses obsessive/jealous/controlling behaviour towards victim
- stops the victim from seeing friends/family or professionals
- has previously had or is in current breach of a protective order/interdict*
- has financial difficulties
- has ever had problems with drugs, alcohol or mental health
- constantly texts/contacts/follows/stalk or harrasses the victim
- tries to control everything the victim does

* Interdict - court ban that bans them from carrying out certain specified actions i.e coming within a certain distance of your home or place of work

If any of the above symptoms/signs are happening more often or getting worse, this indicates a higher level of risk.

Physical Signs and Symptoms

A student may present with:

- Injuries to the head, face, neck, chest, abdomen or other visible marks/injuries
- Unexplained physical injuries
- Patterns of repeated injury
- Bruising of various ageing, and multiple injuries such as bruises, burns and scars in different stages of healing
- Signs of hair pulled out
- Lethargy
- Eating disorders
- Illnesses including – headaches/migraines, dizziness, insomnia, chronic pain, gastrointestinal disorders.

The presence of these symptoms do not in themselves prove that abuse is happening, however if students display any of the above for a length of time and behave in a way that the Recipient of the disclosure feels is possibly symptomatic of abuse, whether it be physical, sexual, emotional, Recipient of the disclosures have a responsibility to ask the student quietly and confidentially if they are OK. Signs and symptoms are often overlooked for fear of offending or misjudging a situation. It is better to attempt to open up the opportunity for the student to access support for the possible abuse, than to never give the opportunity in the first place.

Mental and Emotional Indicators

There is evidence that suggests recurring abuse can lead to physical and emotional problems that on the face of things appear unrelated to gender based violence. However, if Recipient of the disclosures are aware of all of the indicators, including the physical symptoms, they are able to formulate a better assessment of what may or may not be affecting the student. Mental and emotional indicators can include:

- post traumatic stress disorder involving
 - increased hyperarousal (i.e. where the student appears to be very anxious or on 'red alert')
 - intrusive thoughts, lack of concentration
 - sleeping difficulties and nightmares
 - disassociation (this is a psychological term for what is basically coming out of one's own thoughts/ disconnecting from painful feelings)
- emotional distress such as anxiety, indecisiveness, confusion, hostility, panic attacks
- depression

- self-harming behaviours
- suicidal thoughts and/or attempts
- drug and alcohol abuse

The Recipient of the disclosure's assessment can only be based upon what they know about the student if anything, and this of course will vary each student. It is important not to ask too many questions as this can be very overwhelming for the student; it is better to ascertain whether or not the student is at immediate risk.

- If they are, then follow the Consultation and Documentation guidance on page 7-9.
- If the student is at a lower risk, but there are still concerns, then it is far more effective and supportive to allow the student space and time to build up feelings of trust and safety which will ultimately allow him/her to access or be referred to the appropriate help.

Presentation and History

Other signs that might indicate abuse come from your knowledge and observations of the student and their behaviour if they are known to you. The student might:

- be hesitant or evasive when describing injuries
- minimise injuries/pain
- display distress which is disproportionate to injuries, e.g. client shows extreme distress over minor injury
- offer explanation which is inconsistent with injury. i.e. "I walked into a door"
- make excuses for the violent behaviour
- substantially delay seeking medical treatment
- have financial worries/problems (often due to financial abuse inflicted by perpetrator of abuse)
- be reluctant to leave when day/evening activities come to an end

intimidation, incest, date rape sexual abuse human trafficking
female genital mutilation
rape stalking
marital-rape Domination child sexual abuse
commercial sexual exploitation
domestic abuse
prostitution and pornography
sexual harassment
forced marriage psychological violence physical violence

FACTSHEET 4

SEXUAL BULLYING AND PRESSURES ON STUDENTS IN A CHANGING WORLD

The NSPCC defines sexual bullying as:

“Any bullying behaviour, whether physical or non-physical, that is based on a person’s sexuality or gender.

It is when sexuality or gender is used as a weapon by boys or girls towards other boys or girls - although it is more commonly directed at girls. It can be carried out to a person’s face, behind their back or through the use of technology.”

Students may use overt, offensive and degrading sexualised language and behaviour towards one another, particularly in youth settings where they feel comfortable and at ease. Any language that degrades people of either gender or any sexual orientation is unacceptable. It is important that there are clear expectations of conduct. The use of this kind of language and behaviour is part of a culture that condones gender based violence and it is therefore vital that we adopt a zero-tolerance approach.

If a worker witnesses degrading language being used in the youth setting they should challenge this with the students concerned. They should on no account indicate that they find it amusing or acceptable as this serves to normalise and condone a practise that confirms and reproduces the kinds of stereotypes and prejudices that underlie gender based violence. Even where the student who is the target states that they ‘don’t mind’, the worker should still take the opportunity to explore the use of, and attitudes towards, such language.

Dealing with unacceptable language and behaviour

- On witnessing it, immediately state that such language/behaviour is unacceptable within the youth setting and ask the students to stop using it
- Depending on the situation, decide whether to explore the issue with the students concerned, either immediately or at a later, more appropriate time, and as a group or individually
- At the appropriate time use the resources on sexual bullying listed in the ‘Support’ section.
- Discuss with all those who attend the organisation (staff, volunteers and students) if you have a policy or guidance on sexual bullying. If so, its worth considering whether it needs reviewed.

What do we mean by consent?

A student under the age of 16, or over 16 but under the age of 18 and in care, cannot consent to sexual activity in Scots Law. Consent in law is defined as ‘free agreement’ and

there needs to be reasonable belief that consent exists. Just because someone consents to 'kissing' does not mean that they have consented to 'fondling' and so on, consent can be withdrawn at any time. Consent cannot be given if a person is sleeping, under the influence of drugs or alcohol, has a learning difficulty, has a mental incapacity or if threats implied or direct have been used to achieve consent.

The law is also very clear about the sharing of personal intimate images. It is an offence to share a personal revealing image of someone without their permission. This means if students share or threaten to share an image of a current or former girl/boyfriend without their permission, even if the person shared it with consent originally, they will have committed an offence which is punishable in law.

Digital Technology

Digital technology including the range of social media platforms has meant that our students are now connected to the world. This allows great access to lots of helpful resources but new technology also means that pornography and other sexual images are readily available to everyone including students. There is growing evidence that sexting is becoming increasingly normalised and is viewed as harmless by young people. It is important that we support young men and young women to become critical thinkers about what imagery is being shown to them and to challenge normalisation of sexualised behaviours.

What is sexual imagery?

Sexual imagery has a very wide definition and includes using sexual imagery to sell goods e.g alcohol or perfume, right through to pornography. Daily exposure to sexual imagery has an impact on everyone, we become desensitised to the images. The drip, drip exposure of students to sexual images distorts their thinking and there is growing evidence to support that the consumption of sexual images increases the likelihood of women and girls being viewed as sexual objects and the acceptance of dominant and aggressive attitudes as the norm.

Sexual coercion and abuse

Sexual coercion is when pressure, trickery or manipulation is used to achieve consent to sexual activity. Using coercion to achieve sexual intimacy is a crime. It is important to remember that abuse is at the very centre of sexual coercion. Sexual coercion relates to a wide range of behaviours and would usually involve the use of 'pressure' and emotional manipulation.

Impact on students

When gender inequality combines with sexual imagery, language and bullying it creates a toxic environment for students to learn and understand what a healthy respectful relationship is. This has a negative impact on all young people. There is pressure on young men to 'want' sex as part of masculine behaviour and pressure on young women to make themselves available for sex, conversely young women are often shamed if they are sexually active.

FACTSHEET 5

Intersectionality – Equality & Diversity

While statistically the main risk factor for experiencing GBV is being a woman there are other factors at play across society. The concept of intersectionality¹³ identifies the additional factors which interact with gender along other axes of power and discrimination to exacerbate the risk of gender-based violence: these include race, gender identity, sexual orientation, disability, age, poverty and areas of cultural diversity including religion, belief or ethnicity. Intersectionality in some settings can create conducive contexts where the risk of GBV is increased. For example, both in the home and in professional care or medical settings disabled women are twice as likely to experience GBV than non-disabled women, yet are less likely to seek help. Domestic and sexual violence is often experienced by lesbian, gay, bisexual and transgender (LGBT) people in much the same way as heterosexual women due to the intersection between gender, gender identity, sexuality and power. Women in some cultures may be subjected to forced marriage, domestic violence, so-called 'honour-based' violence and female genital mutilation from in-laws and members of their extended family as well as by their husbands. It is important also to recognise the additional and intersecting barriers to disclosure which may be faced by those who are disabled, who are LGBT+¹⁴ or from Black, Asian or Minority Ethnic communities and to ensure these are removed.

Cultural Background

The needs and support required for students who are from Black and Minority Ethnic (BME) communities may differ according to their individual needs, cultural beliefs and backgrounds. There are a number of additional issues you should be aware of in these circumstances.

In some BME communities, there may be added pressure to remain in abusive situations and make no attempt to leave or access support for the following reasons:

- Fear of bringing shame and dishonour to the family (and possible consequences of this in terms of honour crimes)
- Fear of isolation and rejection from extended family if the student challenges the abuse
- Fear of being deported depending on the status of the student, e.g. if he/she is an asylum seeker

¹³ Crenshaw, K. (1989). Demarginalizing the intersection of race and sex: A black feminist critique of antidiscrimination doctrine, feminist theory and antiracist politics. *U. Chi. Legal F.*, 139.

- There are potentially communication/language barriers which can result in the abuse continuing for longer. Access to specialised services or translator services can overcome these barriers (see 'Services').

Some other issues within the gender based violence spectrum that may be experienced by BME women include forced marriage (which is illegal in Scotland and must be distinguished from arranged marriage which is a system for introducing potential partners) and female genital mutilation, also an illegal practice. For more information on these issues see the contacts in the 'Services' section that specialise in BME issues.

It is important to remember that regardless of the traditional practices, values and beliefs in a community, gender based violence is always unacceptable. Worries about offending people's cultural or religious practices should not detract from the duty of care where abuse is suspected.

Cultural acceptance does not mean accepting the unacceptable.

Disability

- Students with disabilities, whether they are physical, learning or complex disabilities, are at much higher risk of domestic/sexual abuse. The issues are more complex for people with a disability as they may be more dependent on perpetrators of abuse (family members) for basic health or social needs which if ignored, result in neglect.
- Research by Wise Women in 2008 revealed that 1 in 3 disabled women (including young women aged 16-25) experienced domestic abuse, as opposed to 1 in 4 able-bodied women.
- In other situations, the student may be subject to threats such as being sent to an institution or having services of care withdrawn.
- In addition, communication difficulties or lack of awareness that abuse has taken place can make reporting abuse less likely.
- People with learning disabilities are often considered to be unreliable witnesses and therefore cannot seek redress through legal processes. Disclosures are often not believed or not acted on, as was found in the Independent Longcare Enquiry.
- Families may try to prevent or delay a student's independent living status because the benefits that student is entitled to have become part of the family income.

The approach you use with students with disabilities should be the same as for students without a disability, but Recipient of the disclosures need to be aware of the additional issues that exist for students with disabilities.

Sexuality and Gender Relationships

People who are lesbian, gay, bisexual or transgender (LGBT) can also experience abuse within relationships. Power and control are the common features in all abusive relationships. Domestic

and sexual violence is often experienced by lesbian, gay, bisexual and transgender (LGBT) people in much the same way as heterosexual women due to the intersection between gender, gender identity, sexuality and power. Emotional abuse experienced by LGBT people may include threatened or actual 'outing' (revealing the sexuality or gender identity) as the main form of abuse. This can result in the person who is subjected to these threats fearing or experiencing both the loss of significant relationships and further discrimination and abuse, for example at their university or college.

Trans.Edu provides a National Toolkit of Resources for supporting Trans applicants, students and staff in further and higher education <https://www.trans.ac.uk/>

APPENDIX A
GBV SUPPORT LEAFLET (SAMPLE) - LIST OF INTERNAL CONTACT DETAILS

Name of Organisation	Contact details	Service provided
Advice Centre		•
Human Resources		
Nightline		
Staff Counselling		•
Student Counselling		
Student Disability, Health and Counselling Services		
Student Union		•
University Security		
Student Union Advice services		

APPENDIX B GBV SUPPORT LEAFLET (SAMPLE) - LIST OF EXTERNAL SUPPORT CONTACT DETAILS

Name of Organisation	Contact details	Service provided
Amina	www.mwrc.org.uk 0808 801 0301	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	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) • Email a counsellor (response within a day) • Message Boards
[Insert local Women's Aid Group]	[insert local 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
Glasgow & Clyde Rape Crisis Centre Or [Insert local Rape Crisis Centre]	https://www.glasgowclyderapecrisis.org.uk/ 08088 00 00 14 [insert local contact information]	Glasgow & Clyde Rape Crisis Centre helpline. Free and confidential support and information for women and men affected by sexual violence no matter when or how it happened. • Freephone, open 7 days, 6pm to Midnight. • Open 7 days a week between 11am and 2pm and Monday to Thursday between 5.30pm and 7.30pm
Hemat Gryffe Women's Aid	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	www.mensadviceline.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 (Rest of UK)	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/ 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
National Rape Crisis Helpline (Scotland)	www.rapecrisisscotland.org.uk/help-helpline/ 08088 01 03 02 Or if you are deaf or hard of hearing on minicom number 0141 353 3091	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.

NSPCC	www.nspcc.org.uk 0808 800 5000	Helpline for adults to get advice or share their concerns about a child. <ul style="list-style-type: none"> • Helpline open 24/7 • Online reporting available
Refuge	www.refuge.org.uk	Provide safe refuge accommodation to women, children and young people who are experiencing domestic abuse. <ul style="list-style-type: none"> • Contact via National Domestic Violence Helpline
Say Women	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. <ul style="list-style-type: none"> • Offer information about the issues • Online referral available
Scotland's Domestic Abuse and Forced Marriage	http://sdafmh.org.uk/ 0800 027 1234	Helpline is there to support anyone with experience of domestic abuse or forced marriage, as well as their family members, friends, colleagues and professionals who support them. They provide a confidential, sensitive service to anyone who calls us. <ul style="list-style-type: none"> • Freephone 24hour helpline
Scottish Woman's Right's Centre	https://www.scottishwomensrightscentre.org.uk/ 08088 010 789	Available to any woman in Scotland looking for legal information or advice. The helpline is run by our solicitor and advocacy worker, staff from JustRight Scotland supported by Rape Crisis Scotland and students from the University of Strathclyde Law Clinic <ul style="list-style-type: none"> • Freephone Tuesdays 6-9pm; Wednesdays 1.30-4.30pm; Fridays 10am-1pm
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 <ul style="list-style-type: none"> • Online referral form, telephone
UCU/NUT	[insert contact information]	Unions recognised by University of Strathclyde <ul style="list-style-type: none"> • Email contact
Victim Support	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 <ul style="list-style-type: none"> • Online Support • Telephone , face to face for local Victim Support
Women's Support Project	www.womenssupportproject.co.uk 0141 418 8420	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. <ul style="list-style-type: none"> • 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 <ul style="list-style-type: none"> • Drop in for current client only, telephone support, face to face

