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| **Responding Effectively to Disclosures of Gender-based violence (GBV) in Higher Education**  **Level 3**  **Providers**:**Glasgow Rape Crisis Centre, Safe Lives, Police Scotland, Safe Lives, ASSIST Glasgow**  **Short Description**:  This course will allow participants to undertake a specialist role in responding to disclosures of Gender-based Violence.  Duration: **Two days**  **Target Audience:** This two-day course will be beneficial to those who work in a front-facing support or advisory capacity with students or staff who wish to undertake a more specialist role in responding to confidential disclosures or reports about gender based violence. You will already have undertaken initial GBV first responder training at levels 1 and 2 and work in key roles for example University Residences, Estates and Security services, Human Resources, Student Advice and Health Services, Student Union Advice Services, Occupational Health, Academic Course Administration and Management or have a representative role in Trades Unions or USSA. The course is also suitable for those investigating staff or student GBV misconduct or disciplinary cases and those working in Equality and Diversity roles.  **Course Description:** The University’s Gender-based Violence (GBV) Policy outlines its commitment to supporting members of the campus community who have experienced any form of GBV. GBV can include domestic abuse, rape and sexual assault, stalking and harassment. Experiencing or recovering from any form of GBV can have a detrimental impact on a person’s ability to work or study. The University can be a vital source of support for students and staff who are experiencing or have experienced GBV both on and off campus and is keen to build a network of staff who are able to undertake a more specialist role in responding to GBV disclosures. The University understands that disclosing any form of GBV is not something undertaken lightly and is committed to supporting those who do so. Participants on the course will become part of a growing network of staff and others in key roles who have the knowledge and skills necessary to fulfil a more specialist role in the University’s response to those affected by GBV. The course is led by specialists from Glasgow and Clyde Rape Crisis, Safe Lives, Police Scotland and ASSIST Glasgow. The course will include specialist input, discussion, exploring scenarios and case studies.  **Delivery:** 9.30 –4.30 (both days)  **Objectives/Outcomes of the workshops:**   * **Role and responsibilities for the First Responder (Level 3)** * **The gendered power dynamics present in all forms of GBV and their impact on victims/survivors** * **Effective communication for First Responders (Level 3)** * Risk assessment and safety planning: principles and best practice * Scottish criminal justice responses to GBV * Scottish multi-agency responses to GBV * Documentation and case management * HEI internal response pathways * Principles of self-care for First Responders * Aware of services and referral pathways | | | | |
| **ESHE Level 3 GBV Responder Training Course** | | | | |
| **Day 1** | | | | |
| **MORNING** | | | | |
| **TIME** | **TOPIC/REF** | **Input** | **Facilitator/s** | **RESOURCES** |
| 9.30 | Welcome, introductions, course outline | **Group Exercise: Read and discuss Case study in small groups** | Glasgow & Clyde Rape Crisis (G&CRCC) | **Case Study: Emily** |
| 9.50 | **Reviewing the range and forms of GBV:**  **How Domestic Abuse happens;**  **Being aware of the particular needs of LGBT, BME, disabled victims/survivors and those with additional or complex needs** | **Facilitator Input: Brief recap – covered in Levels 1 & 2 courses**  **Facilitator input:**  **Safe Lives presentation on domestic abuse.**  **Group Discussion: Biderman model of coercion using example of going on a first date.**  Impact of Trauma and coping. | Safe Lives | Safe Lives powerpoint  Flip Chart: Divide into four quadrants: Isolation; Humiliation;Exhaustion; Threats.  Biderman’s Chart of Coercion handout. |
|  | **3. Understand the gendered power dynamics present in all forms of GBV and its impact on victims/survivors** | Input: Finkelhor – 4 preconditions/stages of abuse.  Group Discussion | G&CRCC |  |
| 11.00 | Break |  |  |  |
| 11.20 | **Be confident in working with victims/survivors and others in safety planning and management.** | Case Study: What are the key communication issues here and how would you address them?  Group Discussion: What barriers are there/do you anticipate? | G&CRCC | Open session/discussion |
|  | **Effective Communication for Level 3 Responders.** | The role of the First Responder: do’s and don’ts | G&CRCC | Flip chart to record responses. |
| 12.30 | **Lunch** |  |  |  |
| **AFTERNOON** | | | | |
| 1.30 – to 4.00 with break midway | **Risk assessment and safety planning:**  **Using Safe Lives Domestic Abuse Sexual Harassment and Honour-based Violence (DASH) Risk Assessment and processes appropriate to the role of Champion** | Group Exercise | **SL** | Case Study: Emily  Safe Lives DASH Checklist |
| 4.00 | **Reflecting on the day (1)**  **Shifting the frame – self care** | Group exercise:  What nice thing will you do for yourself tonight? | G&CRCC | Flip chart to record responses |
| 4.15 | **Reflecting on the day (2)** | Individual exercise:  Please record the following on a piece of paper and hand to facilitator at the end of the session (anonymously):  Up to 3 things you liked about today.  Up to 3 question you have about any aspect of the day.  Up to 3 things you learned today. | G&CRCC/SL | Participants hand in to facilitators on leaving. |
| **DAY 2** | | | | |
| **MORNING** | | | | |
| 9.30 – 10.30 | **Scots Criminal Law in relation to GBV: including domestic abuse, rape and sexual assault, stalking and harassment, forced marriage, child sexual abuse; interdicts, NHOs, FMPOs** | Facilitator Input | Police Scotland | Link to Day 1 content  Police Scotland Powerpoint |
| 10.30 – 11.15 | **Court processes for victims and witnesses of GBV** | Facilitator Input: | Police Scotland  ASSIST |  |
| 11.15 | **Break** |  |  |  |
|  | **Local external multi-agency GBV related public protection arrangements (including MARACs, MATACs, MAPPA, Child and Adult Protection)** | Case Study | Police Scotland/ASSIST | Case Study  DASH  Perpetrator Guidance for MARAC  Working with Male Victims of Domestic Abuse Powerpoint |
|  | **15. Contribute effectively to a multi-agency and coordinated response to GBV** | Facilitator Input: ASSIST | Police Scotland/ASSIST | ASSIST Powerpoint: Managing the Risk  MARAC Crib Sheet Actions |
| **AFTERNOON** | | | | |
|  | **University of**  **[insert name of university] and Student Union’s internal GBV response pathways, policies and safeguarding procedures.** | Input: University’s internal Policies and Response Pathways.  Group Discussion | University Department Representatives:  HR  Student Services  Security  Student Union Services | University GBV Staff and Student Policies  GBV Response Flow Charts  Support information sheet |
|  | Internal case management | University input: | HR/Student Services Manager or equivalent | Secure storage and info sharing guidance |
|  | Documentation | IT Secure storage and sharing procedure | HR/Student Services Manager or equivalent |  |
|  | Support and self-care | Input: Internal and external sources of support for staff  Group Discussion:  Establishing a peer support group; exchange of group email/contact details. | HR/University Wellbeing Manager or equivalent. | Guidance for Responding to Student GBV Disclosures in HE Settings. |
|  | Feedback and open group discussion | Feedback/evaluation form | All | GBV Level 3 Course Feedback From |
| 4.30 | Close |  |  |  |