

## **Equally Safe Action Plan, November 2025**

### **Introduction**

The University of Strathclyde is committed to fostering a safe, respectful, and inclusive environment in which Gender-Based Violence (GBV) is actively prevented and appropriately responded to. This action plan sets out our priorities and commitments over a four-year period (June 2025 – June 2029), ensuring that students, staff, and members of our wider community are supported, protected, and empowered to thrive.

Our approach recognises that GBV is a complex issue that intersects with wider inequalities, including gender, race, ethnicity, culture, disability, sexual orientation, and socioeconomic background. Tackling GBV requires a whole-institution effort, aligned with our values and informed by national policy frameworks and best practice in Higher Education.

This plan consolidates and strengthens work already underway across the University, bringing together existing commitments from [Athena Swan](#), the [EmilyTest Charter](#), [Suicide Safer](#), [Safe360™](#), and other ongoing initiatives, and aligning with the five themes of our [Equality Outcomes](#). It also introduces new actions that respond to emerging needs and the voices of our students and staff.

The actions in this plan are organised into four categories:

1. **Prevention and Education** – equipping our community with the knowledge and tools to challenge harmful behaviours and attitudes.
2. **Support and Reporting** – ensuring that survivors have clear, accessible, and compassionate pathways to disclosure and support.
3. **Policy and Governance** – embedding robust structures to sustain progress.

4. **Culture Change** – promoting a community-wide shift towards inclusivity, respect, and shared responsibility in tackling GBV.

Through this plan, the University of Strathclyde affirms its commitment to addressing GBV in all its forms, supporting those affected, and driving positive cultural change across our campuses in Glasgow and Bahrain.

Within each key priority area are several individual actions accompanied by important milestones and success measures.

**Key:**

Highlighted in pink: linked to Emily Test

Highlighted in blue: linked to Athena Swan

Actions in **red**: new

## Action Areas & Activities

1. PREVENTION AND EDUCATION						
No	Action	Related theme(s)	Milestones	Timeframe	Responsibility	Success Measures
1.1	<b>Increase the number of staff taking part in GBV training</b>	Safety	<p>Develop clear processes for evaluating GBV education programmes for staff, based on approach developed through the Suicide Safe project</p> <p>Increase the number of general staff taking part in GBV education.</p> <p>Progress with LISTEN 'train the trainer' plans.</p>	<p>Beginning August 2026</p> <p>Ongoing</p> <p>Rollout of targeted and open sessions from semester two 25/26</p>	<p>Student Experience (E&amp;D, D&amp;W)</p> <p>Student Experience, OSDU</p> <p>Student Experience</p>	<p>Evidence of training evaluation processes and any findings from completed evaluations.</p> <p>Evidence of processes in place to track staff training and ensure knowledge is kept up-to-date and gaps in training are identified.</p> <p>Evidence of delivery or planned delivery of LISTEN training by staff trained in LISTEN 'Train the Trainer'</p>
1.2	<b>Increase the number of students undertaking GBV training</b>	Safety, Power, Representation	<p>Rolling out of GBV prevention workshop offered by Glasgow &amp; Clyde Rape Crisis</p> <p>Development of supplementary content/material with GCRC.</p>	2025/26	E&D, Strath Union	Evidence of delivery or planned delivery of GCRC workshops.

			Engage with student groups and societies regarding training topics.  Student society officers engage with training as standard	2026/27  2027/28		Evidence of supplementary material developed.  Evidence of student engagement.
1.3	<b>Encourage more men to become involved in GBV prevention activity</b>	Representation, Belonging, Voice	Engagement with external organisations such as White Ribbon Scotland and Beyond Equality to run educational programs, social media campaigns, facilitating peer education, and organising events that highlight men's strengths and potential as allies in ending violence.  Explore potential for student placement to develop strategy for male engagement	From January 2026  2026/27	E&D, Strath Union	Evidence of training evaluation processes and any findings from completed evaluations. Statistics showing number of male staff and students who have engaged in GBV training in the past year and their roles (if relevant).  Confirmation of training having been carried out or scheduled (or equivalent).
1.4	<b>Raise awareness of BAME/internati</b>	Representation, Belonging, Voice	Co-create awareness campaigns with BAME and international students and staff to highlight unique barriers,	2026/27	E&D, Strath Union, Corp Comms, Race Equality Staff Network.	Engagement with charities and specialist organisations.

	<b>onal women's experiences of GBV</b>		<p>cultural contexts, and experiences of GBV.</p> <p>Align with Sanctuary activity to undertake activity to support forced migrants in relation to GBV</p> <p>Host annual events, panels, and workshops led by diverse voices (students, academics, community organisations) during 16 Days of Action each year.</p> <p>Establish partnerships with local organisations experienced in supporting BAME and migrant women (e.g., Scottish Women's Aid, Amina MWRC).</p> <p>Embed case studies and voices of BAME/international women into GBV training to strengthen cultural competency.</p> <p>Integrate messaging into wider university GBV prevention campaigns that address BAME/International women's experiences.</p>			<p>Evidence of events organised, attendance lists, and feedback from evaluation forms.</p> <p>Case studies embedded into training.</p> <p>Messaging integrated into relevant campaigns/communication.</p>
<b>1.5</b>	<b>Raise awareness of disabled and neurodivergent people's</b>	Representatio n, Belonging, Voice	<p>Disabled people have significantly higher reporting rates of GBV (<a href="https://www.officeforstudents.org.uk/data-and-analysis/sexual-misconduct-survey-2025-data/">https://www.officeforstudents.org.uk/data-and-analysis/sexual-misconduct-survey-2025-data/</a>), co-create awareness campaigns with disabled</p>	2025/26	E&D, StrathUnion, Comms, Disability & Wellbeing Service, HR, Disabled and Neurodiverse Staff Network	<p>Engagement with charities and specialist organisations.</p> <p>Evidence of events organised, attendance</p>

	<b>experience of GBV</b>		<p>people and students and staff to highlight unique barriers, cultural contexts, and experiences of GBV.</p> <p>Host annual events, panels, and workshops led by diverse voices (students, academics, community organisations) during 16 Days of Action each year.</p> <p>Establish partnerships with local organisations experienced in supporting Disabled and neurodivergent People (e.g. National Autistic Society, RNIB, RNID)</p> <p>Embed case studies and voices of disabled people into GBV training to strengthen cultural competency.</p>			<p>lists, and feedback from evaluation forms.</p> <p>Case studies embedded into training.</p> <p>Messaging integrated into relevant campaigns/communication.</p>
<b>1.6</b>	<b>Strategic Alliance Framework priority – Campus Campaigns Forum</b>		<p>Coordinate with Estates to ensure physical safety measures (lighting, signage, access routes) consider both GBV and disability inclusion.</p> <p>Establish group to take forward joint activity and campaigning around all aspects of campus safety GBV</p>	2025/26 onwards	Strath Union, Student Experience, Security, Estates, Education Enhancement, Safeguarding	Group works effectively to deliver series of campaigns
<b>1.7</b>	<b>Raise further awareness of Report &amp; Support, and</b>	Belonging, Voice	Collaborate with Strath Union to organise and facilitate a specific Safe360 event for students and staff	2025/26	Student Advice & Support, Strath Union, Safeguarding,	Increased number of reports from students generally, and specifically from BAME



No	Action	Related theme(s)	Milestones	Timeframe	Responsibility	Success Measures
2.1	<b>Collect data on GBV reports</b>	Safety, Power, Representation	Define data categories across institution and implement in analysis and reporting from Report and Support	2026/27	Student Advice and Support, Safeguarding Team	Data categories agreed and employed in all internal and external reports
			Define and approve data categories across all reporting elements	2026/27	Equally Safe Group, Safeguarding Committee	
2.2	<b>Accessible information on financial impacts &amp; options</b>	Safety, Belonging	State more clearly where and how students can access financial support in relation to GBV i.e. on a dedicated GBV webpage.	2025/26	Student Money Team	Webpages updated regularly to provide information.
			Consider ringfencing funding for wellbeing support in relation to GBV.	2025/26	Student Money Team	Data on new GBV fund update
			Ensure continued rollout of Student Experience chatbot provides GBV information and support	2026/27	Student Experience	Ask Strathclyde chatbot evaluated and regularly reviewed
2.3	<b>Centralised monitoring of student welfare</b>	Safety, Belonging	Implement further monitoring of student welfare, alongside attendance monitoring (for example, with mental health).	2026 onwards	Student Experience, Education Enhancement	Flow chart or alternative evidence of procedure where student welfare has been flagged.  Examples of how data enhancements have impacted monitoring of student welfare.



			<p>Development of student engagement and attendance policy and implementation process</p> <p>Develop improved personal circumstances system</p> <p>Develop attendance, engagement and welfare policy and implementation procedure on Bahrain campus</p>	<p>2026/27</p> <p>2025/26</p> <p>2025/26</p>	<p>Student Experience, Education Enhancement</p> <p>Student Experience</p> <p>UoSB Student Experience and faculty staff</p>	<p>Policy approved</p> <p>New PC policy and system launches</p> <p>Policy and process published</p>
<b>2.4</b>	<b>Have trauma-informed accommodation adaptations</b>	Representation, Safety, Belonging	<p>Reslife Assistants and Student Village Staff trained in LISTEN. Ongoing schedule and roll out of training</p> <p>Further rollout of ResLife programme, with evaluation of impact</p> <p>Keep an accurate record of which staff members have received GBV training.</p> <p>Develop a matrix, like the matrix developed by the University to track uptake of Mental Health courses, to track GBV training.</p> <p>Ensure trauma-informed approaches are inclusive of disabled survivors, especially in accommodation and support services.</p>	2025/26 onwards	Residences, E&D	<p>Attendance list for LISTEN training delivered by EmilyTest.</p> <p>Matrix or other tool used to log attendance and evaluation of GBV training.</p> <p>Evaluation undertaken and shared internally</p>
<b>2.5</b>	<b>Support male survivors of GBV</b>	Voice, Representation	Develop dedicated awareness materials (leaflets, webpages, workshops) highlighting that GBV services are inclusive of male survivors.	2025/26	E&D, Disability & Wellbeing, Corp Comms, Human Resources.	Increase in male survivor disclosures to university support services (tracked anonymously).

			<p>Partner with specialist organisations (e.g., SurvivorsUK, AMIS Scotland) to provide referral pathways.</p> <p>Integrate messaging into wider university GBV prevention campaigns that challenge myths (e.g., "GBV doesn't affect men") and encourage disclosure</p> <p>Include case studies in Tackling GBV registration course</p> <p>Ensure new Staff Policy on Domestic Abuse is inclusive of male victim-survivors, encourages disclosers and refers to appropriate support.</p>	<p>2026/27</p> <p>2026/27</p> <p>March 2026</p>		<p>Engagement with charities and specialist organisations.</p> <p>Messaging integrated into relevant campaigns/communication.</p> <p>Staff policy on Domestic Abuse implemented which provides support to all staff affected by domestic abuse, both male and female.</p>
2.6	<p><b>Link to Suicide Safe Strategy</b></p> <p><b>Priority 3: "our plan prioritises work to ensure those who are affected by suicidal thoughts and/or behaviours or are affected by the loss of someone to suicide, have compassionate</b></p>	Safety	<p>Consultation &amp; engagement with Suicide Safer &amp; training facilitators on how messaging around self-harm and suicide is joined up &amp; considers the impacts of GBV.</p> <p>Embed information in GBV training and campaigns about the relationship between GBV, trauma, suicidal thoughts, and feelings of entrapment.</p> <p>Ensure crisis pathways (e.g., Nightline, student wellbeing services, NHS24, Samaritans) are clearly signposted in all GBV-related materials.</p>	2026/27 onwards	E&D, Suicide Safer, Disability & Wellbeing	<p>Evidence of consultation &amp; engagement with Suicide Safer.</p> <p>Evidence of training and campaign including relevant materials and information.</p> <p>Evidence of relevant crisis pathways being signposted.</p>

	support available to them when they need it. In addition, we will develop opportunities to restrict access to means and ensure safe spaces for anyone who is in crisis” and in particular 3.20: “Improve our communities’ understanding of the dangers of harmful behaviours, such as Gender Based Violence and how this can lead to impulsive actions and feelings of entrapment.”					
2.7	<b>Implement new Report and Support Platform</b>	Safety, Power, Representation	Gain approval, funding, and process through Procurement.  Implement system to replace current Report and Support system, concurrently implement for the Senate	By June 2026	Student Advice and Support	Improved holistic institutional information reporting  Reduction in errors throughout process

			Discipline team so we have joined-up approach to monitoring student discipline (non-academic misconduct).			Improved productivity and capacity for staff members
<b>2.8</b>	<b>Rollout new GBV Supporters network</b>	Safety, Voice, Belonging	<p>Review the current role of GBV supporters, and the nominated supporters</p> <p>Explore training opportunities for reviewed staff network</p> <p>Promote and raise awareness of network</p> <p>Develop robust referral pathways to network, particularly from Student Conduct &amp; Support team</p> <p>In line with the Disability Inclusion Action Plan, ensure this training includes disability awareness, and the complexities of supporting disabled or neurodivergent people.</p>	2026/27	Student Advice and Support	<p>Evidence of student use of service, and anticipated student retention following report being made</p> <p>Evidence of staff network training</p>
<b>2.9</b>	<b>Support staff experiencing domestic abuse</b>	Safety	Explore options for financial support for employees experiencing domestic abuse (e.g. interest free loan, advance of wages, or ring-fenced funding/one off payments to help with cost of temporary accommodation, or to help an employee become financial independent from an abuser).	2026 onwards	Human Resources	<p>Evidence that financial options have been explored and considered by appropriate decision making committee (e.g. Options paper presented to Executive Team).</p> <p>Staff policy on domestic abuse includes explicit reference to the financial</p>

						<p>support options available</p> <p>Number of employees accessing financial support options (tracked anonymously).</p> <p>Positive feedback from staff who have availed of the support (via confidential policy feedback forms or wider staff surveys)</p>
2.1 0	Continued		<p>Explore where amendments could be made to existing staff policies to increase awareness and support for those experiencing domestic abuse or other GBV. This could include our Sickness Absence Policy and Procedures, our Pregnancy and Baby Loss policy, and our Alcohol and Drug Misuse policy</p>	2026 onwards	Human Resources	<p>Evidence that a review of relevant policies (e.g., Sickness Absence, Pregnancy and Baby Loss, Alcohol and Drug Misuse) has been completed.</p> <p>Updated versions of policies include explicit references to domestic abuse and GBV support.</p> <p>Positive feedback from staff who have availed of the support (via confidential policy feedback forms or wider staff surveys)</p>

### 3. POLICY AND GOVERNANCE

No	Action	Related theme(s)	Milestones	Timeframe	Responsibility	Success Measures
3.1	<b>Annual Review of GBV Policy</b>	Power, Safety, Voice, Belonging	Review the GBV Policy on annual basis  Explore development of GBV Policy for Bahrain campus or creation of global policy	Annual  2026/27	Equally Safe at Strathclyde, Student Experience, Human Resources	Annual review takes place with updates published online  Bahrain-specific policy published
3.2	<b>Revise job descriptions in line with GBV responsibilities</b>	Safety, Power	Include reference to GBV in all relevant job descriptions at point of review or recruitment  Evaluate impact of ResLife assistants in relation to GBV support  Include reference to GBV in student representative role descriptors  Include EmilyTest Charter information on job adverts and job descriptions.	2025/26 onwards  2026/27	Residences, Student Experience, Strath Union, Human Resources	Job descriptions reviewed and updated  Evaluation undertaken and learning incorporated into future plans
3.3	<b>Ban casualised contracts</b>	Belonging, Representation	Provide evidence of the University's ongoing commitment to never using zero-hours contracts.  Continue to embed a commitment to responsible use of fixed-term and flexible contracts within our People Strategy.	Ongoing	Human Resources	Further reduction in the proportion of staff on fixed term contracts with over three years' service.  Evidence that career support and advice has been provided to those on fixed term contracts

			Continuing with our commitment to ensure as much certainty as possible for those engaged on fixed-term or flexible contracts and early confirmation of what will happen at the end of each contract along with appropriate career development and support for those whose contracts are coming to an end.			Continued public statements made by the University around our commitment to providing stable contracts.
3.4	<b>Review non-academic misconduct policy and procedure</b>	Safety, Power, Belonging	<p>Establish a working group to oversee and guide the necessary procedural revisions, with representation from relevant internal teams such as Safeguarding, Student Experience, Education Enhancement, Legal Services, and Faculties</p> <p>Identify an appropriate pool of Misconduct Officers who can be appropriately trained in investigation skills, with a specific focus on investigating allegations of GBV and sexual violence, with a trauma-informed approach.</p>	2026/27	Student Advice and Support/Education Enhancement/Safeguarding, Human Resources	<p>Evidence of appropriate training for Misconduct Officers</p> <p>Consistent outcomes and penalties applied for GBV related student discipline matters</p>
3.5	<b>Introduce policy and support for staff experiencing GBV</b>	Belonging, Safety	Develop a dedicated policy, manager guidance and resources to support staff affected by domestic abuse.	March 2026	Human Resources	Evidence of policy being developed, approved and published both internally on the People Hub and externally on Strath website.

						Evidence of guidance and other resources available to staff and managers on the People Hub.
<b>4. CULTURE CHANGE</b>						
No	Action	Related theme(s)	Milestones	Timeframe	Responsibility	Success Measures
4.1	<b>GBV Campaigns are co-created with relevant student and staff groups</b>	Voice, Power	<p>Improve external communication of partnership with Student Union on GBV Campaigns.</p> <p>Engage with different societies across the University in GBV campaigning</p> <p>Co-create campaigns that highlight how GBV intersects with disability, neurodivergence, and mental health.</p> <p>Include disabled voices and case studies in GBV awareness materials, especially during 16 Days of Action.</p>	Ongoing, in line with key EDI observances (16 Days of Action, Women's History Month)	E&D, Strath Union, staff equality networks	<p>Examples of recent GBV campaigning and student involvement.</p> <p>Examples of consultations with student groups and societies.</p>
4.2	<b>Continue to seek and secure opportunities for paid and credit-bearing student internships to work on EDI</b>	Voice, Representation	Continue to identify and secure internal and external sources of funding for paid student internship opportunities (similar to the Race Equity Intern roles and the Autism Friendly University Intern roles via Enhancement Themes funds).	Ongoing	E&D, Student Experience	<p>Placement students are provided with paid or credit-bearing opportunities to contribute to EDI initiatives and research.</p> <p>Project outputs are widely shared with</p>



	<b>projects focusing on student participation and coproduction</b>		<p>Continue to host a placement student on an annual basis from 1) MSc Applied Gender Studies 2) MSc Information &amp; Library Sciences.</p> <p>Identify and extend invitation to other courses that require credit-bearing placement opportunities for students with an interest in EDI and/or lived experience</p>			relevant EDI Committees and groups and recommendations are considered.
<b>4.3</b>	<p><b>Develop, implement and embed a Security strategy for the whole University.</b></p> <p>Rationale: Evidence collected via staff and student surveys, the STEM Equals and Equally Safe research, the REWG engagement, and the Emily Test Charter work indicated specific</p>	Power, Voice, Safety, Representation	<p>Campus Security Strategy developed, approved and implemented.</p> <p>Identification of at-risk groups on campus and needs-led approach to security support.</p> <p>Enhanced training for Security team to respond to incidents on campus including GBV etc.</p> <p>Review and development of digital technology to empower everyone on campus to feel safe and be able to report concerns and receive support immediately.</p> <p>Engagement with Estates around works on campus to ensure security is considered as a key requirement when developing projects e.g.</p>	Ongoing	SWR / Head of Security	<p>Security Risk assessment completed, key risks identified and managed.</p> <p>Security warden training increases.</p> <p>Positive feedback from incidents responded to by security indicates the University community feels safe and supported.</p> <p>New digital security system is accessible for all staff and students with high usage</p> <p>Regular meetings with local emergency services, local authorities. Key issues and threats identified and managed / mitigated</p>

	<p>areas where safety and security could be improved for women and minoritised groups. <b>(AS 4.3)</b></p>		<p>lighting, CCTV coverage etc.</p> <p>Ongoing provision and development of campus chaperone service for colleagues and students who are lone working or may feel vulnerable.</p> <p>Continued engagement and liaison with local emergency services in particular Police Scotland to identify any threats and provide appropriate mitigation.</p>			<p>as appropriate.</p> <p>Positive feedback from students/ colleagues on campus security provision.</p> <p>Use of Report and Support to disclose/report issues increases annually from baseline of 80 reports in 2021/22.</p> <p>Completion of review of Security Service priorities, and implementation of recommendations from review, with success measures to be developed as appropriate.</p>
<b>4.4</b>	<p><b>Fully implement Safe 360°, Strathclyde's unique and tailored safeguarding framework that sets out our commitment to the welfare and wellbeing of our community</b></p>	<p>Safety, Belonging</p>	<p>Communications plan implemented to support increased awareness and use of Report &amp; Support system, re-launched in Jan 2023</p>	<p>2025/26 onwards</p>	<p>Safeguarding team</p>	

	<p>Rationale: Internal and external data and research (including Strathclyde's Equally Safe in Higher Education project) indicates that rates of GBV, harassment and bullying remain high on campuses, particularly for women and people from minoritised backgrounds <b>(AS 4.5)</b></p>					
4.5	<p><b>Strengthen GBV Safeguarding for Under-18s in line with the Safe360<sup>o</sup>™ Child Safeguarding Policy and Child Protection Procedure</b></p>	Power, Safety	<p>Embed GBV considerations explicitly within the Safe360<sup>o</sup>™ Child Safeguarding Policy and Child Protection Procedure, ensuring clear procedures for under-18 survivors.</p> <p>Train staff working with under-18s (academic, residences, outreach, placements) in recognising and responding to GBV-related safeguarding disclosures.</p>	2025/26	Access, Equality and Inclusion, Safeguarding Team	<p>Evidence of GBV considerations embedded into policies and procedures related to under-18s.</p> <p>Evidence of delivery or planned delivery of training.</p>

			Ensure all outreach programmes, summer schools, and recruitment events include safeguarding risk assessments with specific reference to GBV.			Completed risk assessment.
4.6	<b>Embed GBV Awareness and Support in the Bahrain Campus</b>	Voice, Belonging, Representation	<p>Adapt or create GBV policies, reporting procedures, and awareness materials that reflect both University of Strathclyde standards and the legal/cultural context of Bahrain.</p> <p>Adapt existing online training or deliver tailored induction sessions for Bahrain-based students and staff that cover GBV, consent, and the support available.</p> <p>Partner with local organisations or charities (where feasible and culturally appropriate) to provide additional survivor support and awareness training.</p> <p>Create safe and inclusive spaces on the Bahrain campus where students can access wellbeing services and peer support.</p>	2026/27	Safeguarding Team, Student Conduct & Support, Student Experience, E&D, Human Resources	<p>Evidence of Bahrain-specific policies and awareness raising materials.</p> <p>Increased student awareness of GBV reporting/support options at Bahrain campus (measured through training evaluation surveys).</p> <p>Evidence of engagement with local organisations/charities.</p> <p>Evidence of integration of Bahrain campus GBV work into wider</p>

						Strathclyde GBV Action Plan (e.g., annual reporting, shared campaigns).
4.7	<b>Lead Fearless Glasgow consortium</b>	Voice, Safety, Representation	Chair and rejuvenate the Fearless Glasgow group of FE and HE institutions in the West of Scotland.	2025/26	Student Experience	Group remit and membership agreed.  Regular meetings held with rollout of partnership activities.
4.8	<b>Promote support for staff experiencing GBV and domestic abuse</b>		Staff Domestic Abuse policy formally endorsed by the Principal and the CPO to demonstrate senior level buy-in.  Explore potential press release when policy launches	March 2026	Human Resources Media & Corporate Comms Team	Evidence that the policy endorsed by the Principle and the CPO e.g. article in Inside Strathclyde and on our People Hub.

## Roles and Responsibilities

Stakeholder	Role
E&D Office	Oversee policy development and training
Strath Union	Campaigns, student engagement, peer support

<b>Stakeholder</b>	<b>Role</b>
Security Services	GBV response protocols and safety audits
Accommodation Services	GBV response protocols and safety audits
OSDU	Staff-specific training
Report & Support	Collecting data on reports, supporting those who have reported
Equally Safe	University Group providing oversight and accountability on GBV activity and Equally Safe plan
HR	Staff support and policy development
External Partners	Training delivery and survivor support
Corporate Comms	Supporting development of campaigns and awareness raising materials.