



Education
Scotland
Foghlam Alba



Mentors in Violence Prevention

Challenging Gender Based Violence, Everyone's Responsibility

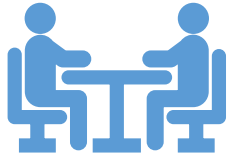
Mentors in Violence Prevention

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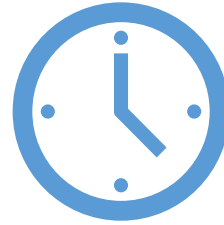
**Angela McDonald – Development Officer, MVP programme
Inclusion, Wellbeing and Equalities Team**

For Scotland's learners, with Scotland's educators

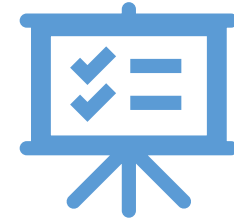
Gender-Based Violence (GBV)



This session will involve discussion about issues and behaviours that some people might find especially difficult.



Please take time out from the session if you need to.



A list of supports will be available at the end.

Setting the scene – the gendered nature of violence

In Scotland 80% of serious assault victims are male, 84% of cases had a male or all male group of perpetrators

71% of women in the UK report experiencing sexual harassment in a public space

Every 3 days in the UK a man kills a woman

The suicide rate of males is 3 times that of females

In Scotland 64,807 cases of domestic abuse were reported to the Police (2021/22), a decrease of 1% from the previous year. 81% male perpetrator and female victim, 15% male victim and female perpetrator

In Scotland 94% of crimes of rape and attempted rape had a female victim

87% of crimes of sexual assault had a female victim and 95% of the perpetrators were male

Sexual violence



What is Gender-Based Violence?



Domestic Abuse And children

Coercive control



Domestic abuse in teenage relationships



'I'd feel like my problems weren't valid stood next to a 40-year-old mum with two kids and a story much worse than mine.'

- Over a third (36%) of young women had been in an intimate relationship with someone who was abusive or harmed them physically or emotionally
- Almost three quarters (74%) knew someone who had been in an intimate relationship with someone who was abusive or harmed them physically or emotionally
- 57% of respondents did not learn about unhealthy relationships or domestic abuse in school.
- Some described one-off lessons about consent, but that this was not in depth or linked to relationships. Lessons were often not inclusive of LGBT+ relationships
- Barriers to seeking support include not feeling services are for younger people and fear of escalation

<https://womensaid.scot/project/young-women-rise/>

Behaviour in online communities



58 per cent of girls reporting that they have personally experienced online abuse

47 per cent of those threatened with sexual or physical violence.

Women and girls are often targeted just for existing online or for speaking up and being actively engaged.

The impacts are often young women being silenced, policing their own behaviour and feeling unsafe both online and in the physical world.

Anyone can experience this, but women and girls are disproportionately impacted

<https://plan-international.org/publications/free-to-be-online/>

School setting

- Groping/touching
- Up skirting
- Trousers pulled down
- Comments about body
- Wolf whistles
- Pornography being watched
- Airdropping intimate photos
- Homophobic comments
- Controlling behaviour in intimate relationships



Intersectionality

Women are not one homogenous group

The intersection of other protected characteristics such as race, disability and sexual orientation means that some women experience violence differently or disproportionately as a result.



Disabled women and girls are more vulnerable to exploitation and coercion. Disabled women are twice as likely to experience male violence as non disabled women



Black and minority ethnic women experience higher rates of domestic abuse than white women

In some minority ethnic communities, traditional gender roles can be stronger and cultural practices can involve violence such as Female Genital Mutilation and forced marriage.



Lesbian, bisexual and transgender women and girls experience violence and abuse which targets their sexual orientation, gender identity or both.

37% of LGBT+ respondents in a recent health survey reported having experienced relationship abuse

What are the potential impacts on learners of experiencing gender-based violence?

Mental health difficulties

Trauma

Poor school attendance

Isolation from family/friends/community

Distress behaviour

Changing behaviour/loss opportunities

Relationship difficulties

Feeling shame

Cognitive difficulties

Physical health problems

Self harm

Avoiding going out/places/people

Suicide

Low attainment

Responding to gender-based violence

Use a trauma informed and rights based approach

Follow safeguarding processes where appropriate

Provide safe spaces for disclosure/support

Explain procedures i.e. child protection and safeguarding

Move at young person pace where possible

Put support in place/signpost to specialists

Model positive bystander action

Avoid victim blaming

<https://education.gov.scot/media/ex0ljrvb/guidance-for-schools-responding-to-sexual-violence.pdf>

<https://education.gov.scot/resources/safeguarding-identify-understand-and-respond-appropriately-to-sexual-behaviours-in-young-people/>

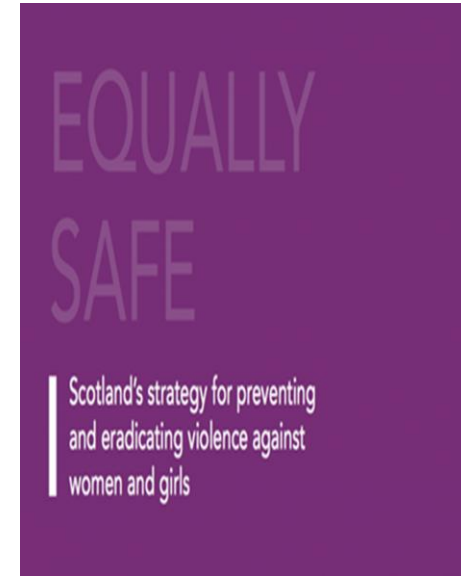
<https://education.gov.scot/resources/safeguarding-domestic-abuse-information-for-educators/>

Prevention

The WHO (World Health Organization) points to growing evidence which **“highlights the need to address the economic and sociocultural factors that foster a culture of violence against women. This also includes the importance of challenging social norms that support male authority and control over women and sanction or condone violence against women”**

1993 The UN Declaration on the Elimination of Violence Against Women (DEVAW)

UN Sustainable Development Goals – Goal 5 Gender Equality



‘addressing the systematic inequality, attitudes and assumptions that give rise to violence and abuse...’

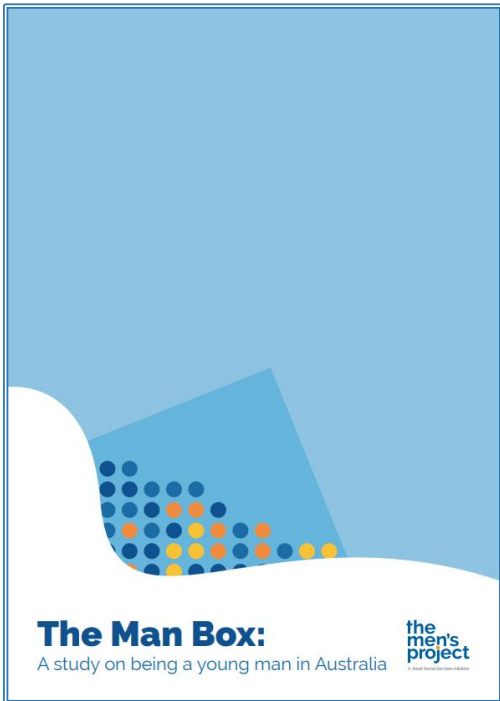
<https://www.gov.scot/publications/equally-safe-scotlands-strategy-prevent-eradicate-violence-against-women-girls/>

Culture and social gender norms



The Man Box

Men who adhere to rigid gender stereotypical views are more likely to display abusive behaviours towards women or not challenge those that do...



Over one third of all young men agreed that a man deserves to know where his wife or girlfriend is at all times.

Those identifying as inside the Man Box were over six times more likely to perpetrate sexual harassment.

Those inside the Man Box were over five times more likely to do nothing or join in when they witnessed verbal or physical harassment of women.

Young men who most strongly agree with the Man Box rules report poorer levels of mental health, engage in risky drinking, are more likely to be in car accidents and to report committing acts of violence, online bullying and sexual harassment.

<https://jss.org.au/programs/tmp-research/the-man-box/>

The Whole School Approach



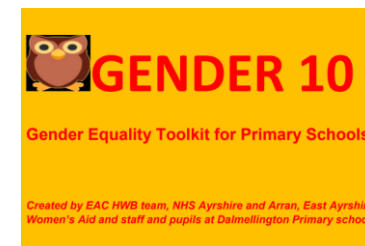
Resources to support a whole school approach

- [Equally Safe at School](#)
- [Mentors in Violence Prevention](#)
- [Improving Gender Balance and Equalities](#)
- [Gender 10 toolkit for primary schools](#)
- Technology Assisted Harmful Sexual Behaviour Professional Learning
- [Imagine a Man – Positive Masculinity Resources](#)
- Gender-based violence – Wakelet
<https://wakelet.com/wake/Gkn8IKf1W62hmbJoBYTez>
- Gender Based Violence in Schools working group
- [Safeguarding and child protection | Resources | Education Scotland](#)



equally safe
at school

a whole school approach to
preventing gender based violence



For Scotland's learners, with Scotland's educators



equally safe at school

a whole school approach to
preventing gender based violence

Equally Safe at School - A whole
school approach to preventing
gender-based violence

For Scotland's learners, with Scotland's educators

Improving Gender Balance and Equalities

- Challenging gender stereotypes
- Addressing unconscious bias
- Promoting whole-establishment approaches to equality
- Improving gender balance in subject uptake and learner pathways



IMPROVING
GENDER
BALANCE

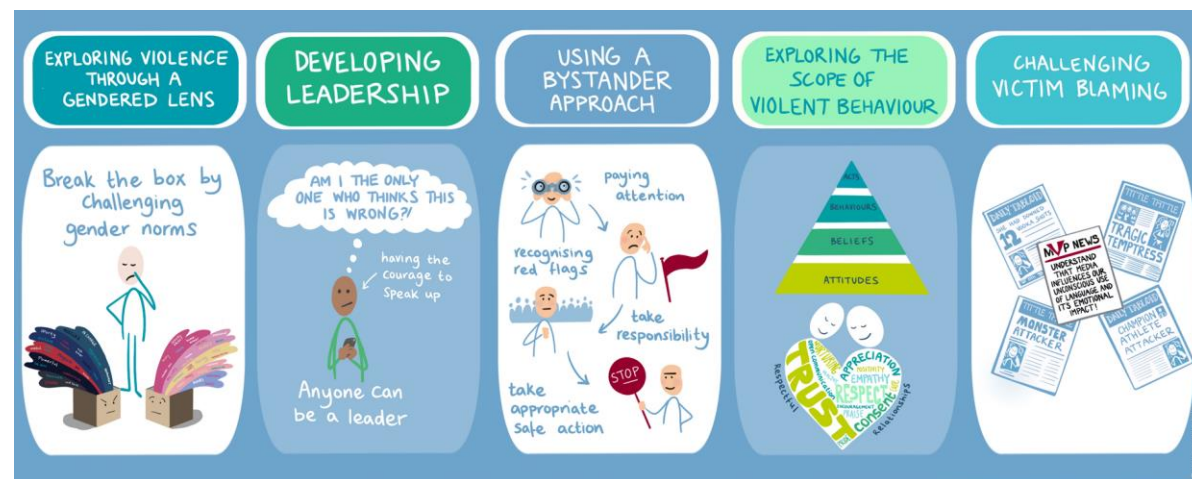
“ All young people know they are free to choose any activities or subjects they want”



MVP

Mentors in Violence Prevention (MVP) is a peer education programme providing young people with the language and framework to explore and challenge the attitudes, beliefs and cultural norms that underpin gender-based violence.

- Places young people in the role of bystander rather than victims or perpetrators
- Breaks down unhealthy perceived social norms
- Gives a safe supportive space to explore issues
- Raises awareness of and explores potential harms and their impact
- Encourages empathy and a sense of personal responsibility within the school community
- Develops the skills and confidence to act



MVP sessions

SESSION NAME

TOPIC

*CORE SESSION 1	What is GBV/ A gendered lens
*CORE SESSION 2	The Bystander/Scope of Violence
CORRIDOR	Domestic abuse
MESSAGING	Controlling behaviour
PRESSURE	Image-based abuse
PHOTOS	Image-based abuse
LABELLED	Shaming
KNIFE	Carrying of weapons
WORDS	Homophobia

SESSION NAME

TOPIC

NAMES	Transphobia
EXPOSURE	Viewing pornography
EXPLOITED	Child Sexual Exploitation
HARASSMENT	Sexual harassment
HONOUR	Honour-based abuse (new)
BODY IMAGE	Body image and gender (new)
MISOGYNY	Misogyny (new)
EXPECTATIONS	Impact of pornography on relationships
PARTY	Alcohol and consent

*** MANDATORY**

Professionals working with children and young people



As someone who works with young people, you are in a unique position to help them understand what a healthy relationship is.

You will also know the young people you work with and may often be the first person to spot the signs if something is wrong.

Let's talk!

Relationships matter – young people need to be comfortable with the person they are speaking to and feel as though they can trust them.

Create an atmosphere and ethos to encourage young people to speak to someone they trust whenever they need to.

Conversations should take place somewhere that a young person has the confidence to speak freely without being overheard.

These conversation starters were designed with a group of young women and girls and are intended to provide a guide in having these conversations.

Help the young person feel comfortable – be friendly, approachable and let them know that they are not in any trouble.

Use positive language to help them feel at ease and be positive about themselves e.g. you deserve to be happy/safe.

Ensure that the young person knows reputable and safe resources and agencies that they can turn to for additional support.

Talk to the young person about confidentiality and let them know that you will only tell others about this if you are concerned about their safety or wellbeing.



Conversation Starters

Everyone is different and how you approach these conversations will depend on you and the young person you are working with. Below are some conversation starters which you might find helpful.

Ask how they are feeling.

Ask what a healthy relationship means to them.

Ask about their friendships and relationships with others, and how they make them feel.

Talk about examples in films or TV of healthy and unhealthy relationships.

Let them know that you are there if they ever need to talk about something.

If you are worried about them, you might want to:

Ask if they feel happy and safe.

Let them know that they should feel respected and safe in their relationships – including friendships.

Reassure them that they have not done anything wrong.

Let them know where they can get help/what you will do next.

You should avoid simply telling them to end a relationship or giving ultimatums as this may mean that they shut off.



ywcascotland.org/oor-fierce-girls

Yello! are a young expert group aged 13-19, all of whom have experienced domestic abuse. Their role is to advise the Improving Justice in Child Contact project within Scottish Women's Aid. They created two animations, during lockdown, which were aimed at children and young people, encouraging them to reach out for support. Here is what they want to say to other children and young people and what they want to say to teachers.

Messages for children and young people experiencing domestic abuse

There is always someone to talk to

You are NOT alone

You're not alone isn't just words – it means something, you are never alone

There will be a time in the future when you don't feel scared and alone

Domestic abuse is horrible and wrong, your feelings are valid and things can get better.

Messages for teachers

- Sometimes you never know what is happening at home and sometimes teachers put too much pressure on you and you have an emotional rollercoaster.
- I want teachers to know that anybody could experience these things, and everybody deals with it differently.
- Some young people might not want their teachers or friends to know, so if teachers or the school are informed of what's going on at home, they should handle it very carefully and make sure the young person is comfortable and wishes to talk about it.
- I want teachers to know that they should do everything they can to make a child or young person who is experiencing domestic abuse to feel safe with them and help them feel less alone.

Take away from today...



What can you do to improve your schools' responses to gender-based violence at an individual and/or structural level?

WHERE CAN I GET SUPPORT?



Rape Crisis Scotland 08088 01 03 02
<https://www.rapecrisisscotland.org.uk/>

Scottish Women's Aid 0800 027 1234
<https://womensaid.scot/>

AMIS Male Domestic Abuse Service 03300 949 395
<https://abusedmeninscotland.org/>

Victim Support Scotland 0800 160 1985
<https://www.victimsupportsco.org.uk>

Thankyou

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For Scotland's learners, with Scotland's educators