



RESPONDING TO YOUNG PEOPLE'S EXPERIENCES OF SEXUAL VIOLENCE

A GUIDANCE FOR SCHOOLS



Glasgow and Clyde Rape Crisis
30 Bell Street
Glasgow
G1 1LG
www.glasgowclyderapecrisis.org.uk

November 2020

Table of Contents

Introduction	2
About this guidance	2
What is sexual violence?	2
What is Consent?	4
Extent of the issue	5
Impact on Education, Health & Wellbeing	8
Summary – Best Practice Responses to Sexual Violence.....	8
Supporting Young People with Experience of Sexual Violence	9
Disclosure.....	9
Retraction	9
Confidentiality and Information Sharing	10
Practical Actions & Support	11
Wider Organisational Culture & Prevention.....	12
Perpetrators of Sexual Violence	143
Resources.....	17
Appendix 1 – Sharing Information	19

Responding to Young People's Experiences of Sexual Violence: Guidance for Schools

Introduction

This guidance is to support staff working with young people who have been affected by sexual violence. We understand that this can be an emotive area of work and it can sometimes be difficult to know what to do to support young people who have experienced this or who have been identified as potential perpetrators. Young people tell us that we can improve our response to them, and this guide has been written to reflect their comments and experience. This guidance was initially created by the Rape and Sexual Abuse Service Highland and has been amended for use by The Rosey Project. The Rosey Project is the support and prevention project for young people aged 13-25 at Glasgow and Clyde Rape Crisis.

About this guidance

This guidance is aimed primarily at staff working in education, but many of the issues apply to staff and volunteers in other settings, for example within youth work or third sector specialist services for young people.

This Guidance does not replace Child Protection Procedures, MARAC or MAPPA processes, but is intended to be used by staff to safely support students within school and other environments. It is designed to support staff with the challenges where both the reported perpetrator(s) of sexual violence and the survivor¹ are in the same school, youth group or organisation. This guidance applies regardless of where the incident has taken place (within school, at a youth group or in the wider community), acknowledging the impact that will be experienced within the school / youth environment.

94% of young people in Glasgow think that they should learn about sexual violence in schools

National Prevention Project, 2018/19

What is sexual violence?

Sexual violence is what happens when someone does not consent to a sexual act.² It can involve a range of behaviours, including rape, groping and flashing, focused and unwanted sexual attention, harassment in the form of comments or jokes, displaying pictures or videos

¹ Rape Crisis chooses not to use the word "victim" to acknowledge that the women we support can recover from their experiences

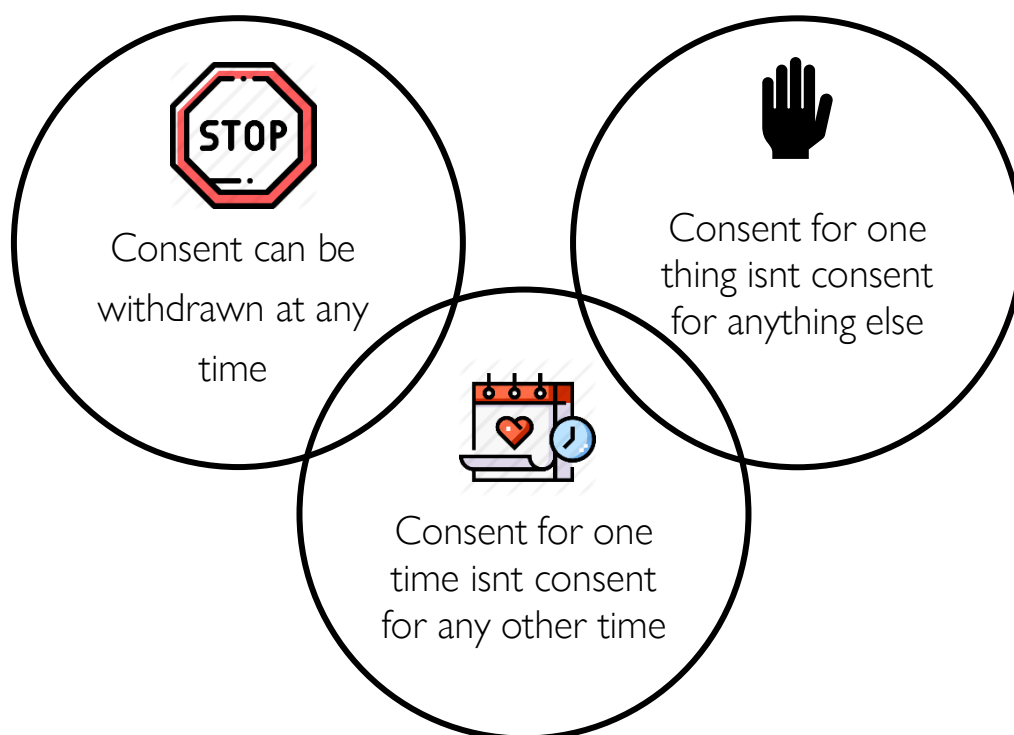
² <https://www.rapecrisisscotland.org.uk/help-about-sexual-violence/>

of a sexual nature, online sexual harassment such as comments on social media, threats, coercion, and can include child sexual exploitation. Sexual violence is part of a continuum of gendered violence. Minimising the seriousness of incidents, dismissing reports of sexual harassment, and making excuses for behaviours (eg. boys will be boys) are all common examples of how sexual harassment is condoned. This creates conditions for serious sexual violence to occur, makes it more difficult to challenge sexual violence and increases barriers to those affected to come forward and seek support.



What is Consent?

In Scot's law, consent is defined as 'free agreement'. This agreement must be free of factors such as violence, threats of violence, pressure, coercion or manipulation. It cannot be given if the person is incapacitated due to a substance (alcohol or drugs); or if the person is unconscious or asleep. Key points to remember about consent -



Consent (or the lack of) can be communicated verbally and non-verbally, through facial expressions and body language. Consent should be negotiated by both parties, checking in to see how the other person is feeling, especially if consent is not clear. It is okay for someone to change their mind about sexual activity at any point.

Teaching young people about consent should be a core element of a school's Relationships, Sexual Health and Parenting (RSHP) curriculum. The Rosey Project can deliver workshops to young people about consent as part of the National Sexual Violence Prevention Programme. This project is coordinated by Rape Crisis Scotland and is an evidence-based programme, complementing the work already done by schools by providing workshops on the following topics:

- Gender
- Consent
- What is sexual violence?

- Sexualisation & Pornography
- Impacts and Support
- Social Media
- How can we help prevent sexual violence?

Extent of the issue

Staff and volunteers working with young people will come into contact with survivors of sexual abuse and sexual violence whether they know it or not.

- 64% of girls (13-21) experienced sexual violence or sexual harassment at school or college in the last year³
- 33% of young women (13-17) experience sexual violence from a partner⁴
- Only 8% of recorded rapes in Scotland are perpetrated by strangers⁵
- In 2017/18, 2,136 rapes and 119 attempted rapes were reported to the police in Scotland⁶

Sexual violence is widespread and significantly under reported. It can have a devastating impact on someone's life. Whilst anyone can be affected, and this guidance applies to all young people, not everyone is equally at risk. Sexual violence is disproportionately experienced by women and girls and overwhelmingly perpetrated by men.⁷ Women and girls are at increased risk of rape and other forms of sexual violence from family members, boyfriends, peers and acquaintances. Most often, people experience sexual assault from someone known to them.⁸ Being young is not a protective factor, in fact, for women, it is a significant risk factor.⁹ Young people with learning and physical disabilities are also at increased risk of sexual violence.¹⁰ Another risk factor can include being (or suspected of being) part of the LGBT community.¹¹

³ Girlguiding Girls' Attitudes Survey 2017 – a number of large scale surveys report similar findings

⁴ "Asking about Abuse", 2011, Health Scotland

⁵ ibid

⁶ <https://www.gov.scot/publications/recorded-crime-scotland-2017-18/> Note - Scottish Crime & Justice Survey estimates 15% of rapes are reported to the police

⁷ <https://www2.gov.scot/Resource/0047/00474316.pdf>

⁸ <https://www2.gov.scot/Publications/2014/06/3479> 83% of those who had experienced serious sexual assault since the age of 16 said that they knew the offender in some way and 54% said that the perpetrator was their partner.

⁹ <https://www.theguardian.com/uk-news/2016/feb/11/30-of-female-victims-under-16>

¹⁰ <https://inclusionscotland.org/wp-content/uploads/2015/08/Inclusion-Scotland-MSP-briefing-Violence-against-Disabled-Women1.docx>

¹¹ <https://www.scottishtrans.org/trans-rights/practice/sexual-violence-abuse/>

Myths and Facts about Sexual Violence

- **The majority of sexual violence is perpetrated by strangers**

The majority of sexual violence that takes place is perpetrated by someone who is known to the young person: in particular by intimate partners (boy/girlfriends) or by close family members.

- **Sexual violence is unusual**

Sexual violence is much more common than most people think it is: according to the Scottish Crime and Justice Survey one in ten women and 2% of men in Scotland will experience rape. The majority of these take place when the survivor is under the age of 16: this means that there will be young people in your school who have experienced sexual violence.

- **Sexual Violence is only perpetrated by adults**

Many of the young people supported by the Rosey Project experienced sexual violence from their peers. This will create specific issues for schools to manage, some of which are covered in this guidance. If schools require further advice on how to safely manage this, they should contact the Rosey Project to discuss it.

- **It's not possible to experience sexual violence from your partner**

Most sexual violence is perpetrated by partners. Being in a relationship does not mean that you consent to any and all sexual acts within that relationship. A young person has the right to change their mind at any point that they no longer wish to engage in sexual activities and continuing without this consent is sexual violence, as is confirmed by the definition of consent in the Sexual Offences (Scotland) Act 2009.

- **If you were really assaulted, you would fight back or run away**

The body automatically responds to a significant threat in one of three ways: to fight, flight or freeze. The majority of survivors of sexual violence will freeze as a response: this is a totally normal biological response and part of the bodies mechanism to stay safe. It is extremely damaging to communicate to a young person that they should have fought back or run away as this encourages the young person to blame themselves for what happened to them.

- **It's easy for a young person to speak out about what happened to them**

There are many reasons why survivors of sexual violence may not tell other people about it. The young person may not understand that what they have experienced was not okay. They may fear being disbelieved, they may have been threatened or they may fear repercussion from making a disclosure about a friend or family member. It can be a long process for

someone to acknowledge that they have experienced sexual violence and can take even longer to tell someone else about it. If someone is brave enough to tell you that they have experienced sexual violence, you should be clear that you believe and support them and won't put any pressure on them to do anything they don't want to do.

- **People who have experienced sexual violence remember everything that happened to them**

When someone experiences a traumatic event, the brain puts in place various protective responses which often means that a survivor's memory of what happens is fragmented. A young person may remember few details of what has happened to them. This is a completely normal response to trauma and does not mean that they are not telling the truth.

- **There is a right and wrong way for someone to react after experiencing sexual violence**

Young people may present in very different ways after experiencing sexual violence and all of these responses are valid: some young people may be very distressed, whereas others might seem very detached. Some young people will disclose very quickly: the majority will find this very difficult to do. In the school setting, a young person who has experienced sexual violence may start missing more school, may show a deterioration in their behaviour and may not appear their normal selves.

- **Sexual violence always involves physical force**

There are many situations where a young person might experience sexual violence that does not involve physical violence. The perpetrator may use manipulation, threats or coercion; the survivor may be heavily under the influence of alcohol or asleep; or they may immediately go into the 'freeze' response.

- **Women lie about being raped**

The evidence shows that false allegations of rape are no more common than false allegations of any other crime. Cases may not proceed to court because of high evidentiary requirements, but this does not mean that the survivor was lying. Talking about rape and sexual violence can be really scary and it takes a lot of courage to do it. Therefore, as a trusted adult, it is very important to believe a young person when they are disclosing abuse to you.

- **Women cause sexual violence by drinking and wearing revealing clothing**

Survivors of sexual violence are never to blame for the abuse they have experienced. The choice to commit a sexually violent act is made by perpetrators. No one asks to be raped or sexually abused. There is no evidence that a woman is more likely to be raped based on the clothes she is wearing or whether she has had a drink.

Relevant Duties in Applying this Guidance

Schools and other youth settings should create the conditions to:

- Prevent sexual violence occurring
- Provide appropriate support for those affected when it does happen
- Respond to and support those identified as potential perpetrators of sexual violence
- Put appropriate measures in place to manage risks

In doing this, we are complying with:

- Human Rights legislation
- Equality Act (2010) – Public Sector Duties
- Child Protection Guidance
- Getting it Right for Every Child
- Implementation of “How Good is our School?” (4th ed)

Impact on Education, Health & Wellbeing

Experience of sexual violence and harassment can lead to a range of issues. In the short term, young people may be recovering from physical injuries, dealing with feelings of anger and shock at what has happened to them and want to spend time alone, missing school and social opportunities. Longer term, the impact on mental and sexual health can be significant, including use of alcohol/drugs, self-harm, development of phobias, nightmares, flashbacks, pregnancy, STIs, sexual risk-taking behaviour, Post-Traumatic Stress Disorder (PTSD), inability to have or enjoy sex. Young people’s behaviour can also deteriorate over time, and this can result in them being suspended or excluded from school thus resulting in them losing their education. Staff and volunteers can reduce the potential long-term impacts by believing young people when they disclose, ensuring they adopt a non-judgemental approach and by providing appropriate support.

Peer groups can respond in unexpected ways to survivors of sexual violence. Young people may feel that they are not understood or believed by their friends which can increase feelings of isolation. A good way to support a young person might be to support their friends to understand the causes and consequences of sexual violence and enable them to also support the survivor.

Summary – Best Practice Responses to Sexual Violence

- Believe survivors and ensure a non-judgemental approach
- Provide opportunities for disclosure
- Explain processes and procedures, particularly around confidentiality and sharing information
- Move at the young person’s pace

- Put measures in place to support the survivor that do not penalise them for disclosing
- Always challenge gender stereotypes and attitudes endorsing sexual violence
- Ensure that risks from potential perpetrators are identified and a risk management plan is in place
- Signpost/refer survivors to local agencies
- Discuss consent, sexual violence and healthy relationships in PSE and in other parts of the curriculum as appropriate

Supporting Young People with Experience of Sexual Violence

Staff should already be confident in dealing with sensitive and potential child protection issues. Staff should follow existing child protection procedures in their organisation. Advice can be sought from Police Scotland, Social Work (Children and Families Team) and the Rosey Project.

Disclosure

Young people should never be pressurised to disclose what has happened to them. An individual should not have to tell you the detail of what has happened – conversation should be focused around the impact of the experience and what support the person needs now. Consideration should be given to where this conversation takes place, who is present and what advice might be needed from a specialist service, such as the Rosey Project.

Try saying,
“That must have been very difficult for you. How do you think it is affecting you now?”

Try saying,
“We are here to support you, regardless of the outcome of any investigation.”

It is not your role to investigate what has happened and determine whether or not the person is telling the ‘truth’. As a trusted adult, your role is to deal with the impact and provide support to the young person, regardless of any conclusion of child protection or criminal proceedings. Be mindful that these processes can take some time and consider how the young person is supported by statutory and third sector agencies whilst any investigative processes are ongoing. How you discuss the outcomes of these (criminal or otherwise) is very important – ensure that you still believe the young person and communicate this to them.

Recognise that some things can be difficult to talk about. A strategy to support young people and enable disclosure might be to ask “Has something happened to you?”. Remain curious and understand that for some young people it might be easier to write it down for you to read, rather than having to say it out loud. Writing can give a little distance which is helpful for disclosure.

Retraction

Occasionally a young person who has disclosed sexual violence or abuse may retract their disclosure. They might say that they can't remember what happened or that they made it up. This can be a normal response to a traumatic experience because of the pressure that comes with disclosing. For example, having to repeat their story a number of times, feeling disbelieved, reactions from family and friends and lack of support can lead to a young person feeling overwhelmed and retracting what they have said. Young people can often also feel out of control of the situation once any investigation starts. Whilst any retraction should be acknowledged, the chances of it happening are minimised if individuals are supported appropriately and sensitively. If someone changes their mind about what happened, unless there is clear evidence to the contrary, staff should still take actions to reduce risk and take measures to increase the safety of the individual – always provide as many opportunities for individuals to come back and speak to you. Always follow existing child protection procedures in your organisation.

Confidentiality and Information Sharing

If a young person trusts you enough to share this very personal information it is your responsibility to believe them, respect their confidentiality and to share information appropriately, safely and with their knowledge - unless it is likely to increase risk of further harm. Child Protection procedures should always be followed. Consider who in the school needs to know the information and if you must inform any other professional. Also, informing parents should only happen in cases where the young person expressly wishes this to happen or in cases where Child Protection measures are to be taken. Education staff should seek advice from the Quality Improvement Officer (Child Protection). Please see Appendix 3: Referral Pathways for further information.

Try saying,
“Sometimes we do have to share information, for example if you or someone else is at risk of harm, but I will tell you what I have to share, why I need to share it and whom I will share it with.”

If information has been received by staff e.g. from another young person or from another agency, that a young person has been affected by sexual violence the Child Protection Coordinator should be notified. It may be appropriate for the Child Protection Coordinator to sensitively question someone about their experiences in order to put supports in place.

[Appendix 1](#) could also be given to a young person to explain why information is being passed on and for them to refer to later.

Practical Actions & Support

There are a number of adjustments that schools and other organisations can make to support a young person who has experienced sexual violence. The list below is not exhaustive, and it is best to discuss what might be the best approach with the young person themselves. The young person should never feel punished or disadvantaged. Therefore the presumption should always be to change the perpetrator's mode of transport, registration class, etc, unless the survivor requests this for themselves. When the perpetrator(s) is also part of the same school or group, specific consideration may need to be given to:

- How individuals get to school/group – is there the potential for further harassment, repeat victimisation, etc – changes to transport and timings may be required.
- Altering times into and times from school so that there does not have to be contact between the parties.
- Supporting a young person to move registration class (if requested) or making arrangements to ensure separation in shared classes.
- Be mindful of contact during physical education activities; for example, during Scottish Country Dancing, progressive dances can mean contact with the perpetrator so allow the student to not participate or to only participate in certain dances, team sports or swimming.
- Consider the use of single toilets if available.

The guiding principle should always be that it is the survivor's decision on how he/she would like to deal with the situation and how to make his/her school days comfortable.

Other supports can be put in place, for example:

- Ask the person what they need to feel safe and what support they want.
- Go at the young person's pace when talking about the issues and avoid pressurising for further information.
- Assist the young person to put their own plans in place to manage contact with the perpetrator.
- Be flexible to ensure that someone can get access to specialist support – e.g. leaving classes early, allowing support services to come to school / youth group.
- Identify someone within the school environment to talk to about what's happened e.g. a Pupil Support Teacher, School Nurse or a Children's Services Worker.
- Alternative measures of schooling may need to be sought for a period of time, or a reduction in physical time at school; this should be done with a view to reinstating normal arrangements as soon as is possible.
- Be aware and supportive if there is a decline in educational attainment, recognise that lack of concentration on schoolwork is a common result and may last for some time.

- Provide advanced warning of coverage of issues of sexual violence in class (e.g. in PSE), and give the option of not attending, whilst ensuring that alternative arrangements are made so that young people do not lose out on learning more about the issues.
- Consider single sex groups when delivering inputs on relationships, consent and sexual violence, particularly if there are survivors who have disclosed in the group.
- Consider how and when the young people will be changing for sport and put provisions in place.

When delivering to group settings where sexual violence is to be discussed or any other health and wellbeing issue where there is a cross over to sexual violence (see [Impact on Education & Wellbeing Section](#)), it is important that staff have clear ground rules. For example, staff should give a time and a place when they are free for listening to any issues that the session has raised for young people. Staff should also acknowledge that there might be individuals in the room affected by sexual violence and that those in the group should try to keep themselves safe. This means reassuring participants that no one is expected to disclose and, if someone needs time out, they should have clear guidance on where they can go. Information on support agencies should also be given. Reassure the group that sexual violence is never the fault of the survivor and, if possible, have another person available in the room who can offer immediate support if anyone becomes distressed.

Schools should also consider the composition of their Pupil Support Team and ensure that there are staff of different gender available for people to talk to. Research is clear that survivors of sexual violence prefer to seek support from women.

Wider Organisational Culture & Prevention

Sexual violence exists today because of continuing gender inequality between women and men and society's acceptance of this. Prevention starts with adopting an approach to improve equality and tackling gender stereotypes. Schools and youth organisations have access to a range of materials to support this – included in the [resources](#) section here. It is best to tackle these issues directly and in advance of an issue being reported by a young person. Young people should be recognised and valued as experts – professionals have much to learn about the extent of sexual violence and how it impacts young people. Young people themselves will have creative suggestions for how we can improve our responses and we should value them as contributors and partners in continuing to address issues that affect their lives.

All organisations have a responsibility to tackle what might be perceived as low-level sexual harassment. Clear messages should be given about the unacceptability of behaviours such as wolf whistling, using sexualised or sexist language, calling people 'gay', bra-pinging, etc. This would include staff, without fail, calling out young people every time these behaviours are identified. Comments such as 'boys will be boys' and 'it's just banter' normalises

behaviours which are very damaging and does young people a disservice. Actions to address behaviours at the lower end of the spectrum will make a solid foundation for not tolerating gender-based violence in any of its forms. Staff remaining silent or turning a blind eye to certain 'lesser' seeming behaviours directly enables gender-based violence to thrive and flourish.

Organisations such as the Rosey Project and Women's Aid are involved in delivering prevention education directly to young people in schools. It is widely recognised that whilst key messages around the unacceptability of sexual violence and discussions around the issues can (and should) be led by staff, including teachers, young people also value the additional input of specialist organisations on this topic. This is because they feel more able to discuss the issues openly and they recognise the organisations as highly skilled and knowledgeable.

Staff working with young people in schools have reported being concerned about the high number of students who believe that there are high proportions of false allegations made about rape. Information about the level of sexual violence in society and the reasons why someone may wish to retract a report should be explored with young people. Myths about rape and sexual abuse should be explored with young people.

Pupil Support staff in schools, and others with a responsibility for young people's health and wellbeing, should be knowledgeable about sex, relationships and sexual violence.

This includes being appropriately trained in issues, including gender equality, sexual orientation, gender-based violence, rape culture and how these issues specifically impact on children and young people. More generic skills in being

confident and able to respond positively to young people, dependent on their needs, will also help in implementing this guidance and supporting young people with a range of issues. If you are interested in receiving further training on this topic, please contact the Rosey Project on info@roseyproject.co.uk

“equal male to female staff and more training in certain departments such as sexual harassment support, as at times they can be, without meaning to, quite blunt or they ask the wrong questions which makes people who were about to tell them their issue, recoil back into themselves”

Best practice would be to work with young people to enable them to lead on developing guidance and policies on issues around their safety and wellbeing, including relating to sexual harassment, sexual violence and bullying. An example of where young people have led on this work includes this guidance and the:

- [Positive Relationships & Bullying Prevention Policy & Guidance](#), developed with the Misty Isle Youth Forum

Perpetrators of Sexual Violence

This part of the guidance outlines good practice in responding to young people who have been identified as potential perpetrators of sexual violence.

Only the police and social work have the power to investigate reports of sexual assault, although other staff may have information that is relevant. Staff have a role to play in reducing potential risks posed by the individual(s).

When considering what risks may be posed by an individual, the following factors should be taken into account:

Try saying, "We have a responsibility to make sure that young people are safe. We take reports of sexual violence very seriously and we will have to conduct a risk assessment."

- Is this a pattern of behaviour – are there previous reports or suspicions of sexual violence?
- Is this an escalation of behaviour – was there previous concerning conduct?
- What does the person think about sex, women and girls – what attitudes have been expressed and behaviours observed?
- What was the nature of the incident - was the victim incapacitated, was violence used, was it filmed, was the victim vulnerable for other reasons, etc?
- What contact does the individual have with other vulnerable people, e.g. young children, peers with learning disabilities?
- What is the young person's status within the school, as this may have an impact on how others respond and may require clear management?
- Where did it happen – in school, on school transport, after youth group, at a party, as this may have an impact on active measures that the school may have to take to reduce risk?

This should help inform a risk management plan where any current or future risks are reduced and should be developed even if any investigation concludes there is no evidence that the incident took place or if the individual maintains their innocence. It is the duty of staff to ensure the wellbeing of other young people they work with whilst providing positive support to any potential perpetrators of sexual violence.

Problematic sexual behaviour can be an indicator that someone has experienced sexual abuse themselves. However, the majority of sexual violence perpetrators have not been victims - any previous experience of victimisation does not cause perpetration of sexual violence. Options for support for perpetrators can be explored in discussion with Social Work Services.

The Rosey Project

The Rosey Project provides support to young women between the ages of 13-25 who have experienced any kind of sexual violence at any point in their lives. This takes the form of one to one sessions of emotional support for between ten and twenty sessions, depending on the needs of the young person. What these sessions look like will vary but may well include:

- Exploring feelings about what happened in the context of a safe, therapeutic relationship.
- Psychoeducational work on the impacts of trauma and coping strategies
- Working through self-blame and impacts on confidence and self-esteem as a result of what happened.
- Young people often find it more difficult to talk about what happened, so we can also use creative tools to support young people to explore how they are feeling such as through art work or sand tray.

Once the young woman has been through one to one support, they may also be able to access support groups with other young survivors of sexual violence and engage in participation opportunities.

There are a variety of ways that a young person can access support from the project:

- They can present without an appointment at the Rosey drop-in which runs every Thursday between 4pm and 7pm at our offices at 30 Bell Street in Glasgow City Centre. Young people can bring a supporter with them to the drop-in if that makes them feel more comfortable.
- Schools can make a referral by sending the referral form (Appendix 2) to info@roseyproject.co.uk We will then contact the young person directly within 3 working days to arrange for them to come into the centre for a chat about the support we can offer them. Schools should be aware that, once a young person is engaging with the service, what they say here is confidential, unless child protection procedures apply.
- Young people can also self-refer to the service by calling our helpline on 08088 000014 which runs every day between 11-2pm and from 5.30 till 7.30pm Monday – Thursday. During these times young people can also speak to us on our instant messaging service which is available through the Glasgow and Clyde Rape Crisis website.

Glasgow and Clyde Rape Crisis also have a service called “Support to Report” which can support young people through reporting what happened to them to the police. This part of our service is open to anyone of any gender. Our advocacy workers can provide young people with information about the reporting process and support them during every aspect of what can be a very lengthy process- from sitting in on statements to the police through to attending court if applicable.

All members of the school community can be affected by sexual violence and staff members dealing with a young person who has disclosed sexual violence may also be confronting memories of their own experiences of sexual violence. We are also aware that dealing with these issues can be distressing generally and you may need to seek support to help you to manage your emotions. If you need to speak to someone, you can contact the Glasgow and Clyde Rape Crisis helpline on 08088 000014, or email us at support@rapecrisiscentre-glasgow.co.uk

Resources

Prevention Education	Violence Against Women Education Framework	www.hvawp.scot.nhs.uk (also available on GLOW)
	GLOW resources for schools	
	<p>Zero Tolerance Resources:</p> <ul style="list-style-type: none"> • Under Pressure – Preventing Teen Abuse & Exploitation • Just like a child – Early Years approaches to promote gender equality • Respect – Primary – Lesson Plans & Activities for children • Respect – Secondary – Lesson Plans & Activities for young people • Respect – Youth Groups – Youth Group Activities for young people 	https://www.zerotolerance.org.uk/
	<p>The Rosey Project at Glasgow and Clyde Rape Crisis</p> <p>More information about the National Prevention prevention programme can be found at:</p>	<p>https://www.roseyproject.co.uk/</p> <p>https://www.rapecrisisscotland.org.uk/national-sv-prevention-programme/</p>
	<p>Women’s Aid Services</p> <p>Some Women’s Aid groups provide specific education programmes for young people around the prevention of sexual violence and the development of healthy relationships.</p>	https://womensaid.scot/
	<p>Mentors in Violence Prevention</p> <p>A peer education approach to reducing violence, including gender based violence.</p>	https://education.gov.scot/improvement/practice-exemplars/Mentors%20for%20Violence%20Prevention%20(MVP)%20-%20An%20overview
	<p>Improving Gender Balance and Equalities (Education Scotland)</p> <p>A suite of resources to support settings in exploring and assessing interventions to address gender imbalances in participation, curricular preferences and learner pathways.</p>	https://education.gov.scot/improvement/learning-resources/improving-gender-balance-3-18

Support Services	The Rosey Project Support services for women aged 13-25 who have experienced sexual violence	https://www.roseyproject.co.uk
	Rape Crisis Scotland National Helpline and on line resources for survivors of sexual violence	https://www.rapecrisisscotland.org.uk/ 08088 010302 – open every evening from 6pm till midnight
	Women’s Aid Local women’s aid groups provide support services for young people who are affected by domestic abuse	https://womensaid.scot
	LGBT Youth Scotland Advice and support for LGBT Young people	https://www.lgbtyouth.org.uk/
Further information and guidance	Glasgow Child Protection Committee	https://www.glasgowchildprotection.org.uk/
	National Guidance for Underage Sexual Activity	https://www.gov.scot/binaries/content/documents/govscot/publications/advice-and-guidance/2010/12/national-guidance-under-age-sexual-activity-meeting-needs-children-young/documents/0108880-pdf/0108880-pdf/govscot%3Adocument/0108880.pdf
	MARAC Risk Assessment for Young People For identifying risk in young people’s abusive relationships	http://www.safelives.org.uk/sites/default/files/resources/YP%20RIC%20no%20guidance%20FINAL%20%281%29.pdf
	Scottish Government key messages for young people	https://www.gov.scot/publications/key-messages-young-people-healthy-relationships-consent-resource-professionals-working-young-people/
	Relationships, Sexual Health and Parenting	https://rshp.scot/

	A resource for RSHP education for young people.	
--	---	--

Appendix 1 – Sharing Information

Question: Why might we share what you tell us?

Answer: Because making sure you are safe is our top priority.

We provide a confidential service to you so you can talk openly about your personal business. But we also have a responsibility to be sure you are safe. This means that we might have to share some information if we are worried that you or someone else isn't safe.

Today you told us something that has caused us to be concerned and we have written it down. We've also talked with you about what we need to do with the information now.

Sometimes staff can't do their best to help young people without getting help and advice from other people. So they will share just enough information with people like pupil support teachers, social workers, school nurses or other helpful organisations e.g. the Rosey Project or the Police, to get you the best help possible.

Remember - we only start asking others for advice and sharing your information, so that we can help you or anyone else that we think is not safe.

We will always try to talk with you first about what's happening with your information and make decisions with you to plan the next steps. If you tell us not to share your information or in other words 'don't give your consent' we still might have to tell other people.

If you have any questions or worries about what we have talked about today or any information on this leaflet, please contact _____

Our follow up appointment is on:

Date: _____

Time: _____

With: _____

Where: _____

Adapted from information developed by Waverley Care

Rosey Project

School Referral Form



Survivors Details

Please clarify that the survivor is ok to be contacted directly by the Rosey Project and has given consent for all the details on this referral to be shared.

Name

Contact details

Please provide details on how best to contact the survivor (e.g. phone, email)

Safety

Please tick or cross if the survivor is okay with us:

- Identifying ourselves when we contact?
- Leaving a voicemail message
- Sending them a text

Access needs

If the survivor has any accessibility needs please provide relevant details

Referee Details

Name

School

Contact details