



Working in partnership for a safer Glasgow



Glasgow Primary Schools Healthy Relationships Keeping Mum Video Schools Support Pack

Updated version developed Feb 2022

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Welcome Letter

Dear Colleague

Welcome Letter to the Keeping Mum Film - Schools Support Pack

Welcome to this school support pack which contains all the resources and instructions needed to implement the *Keeping Mum* film, in your school. This resource complements existing school resources including the school Sexual Health/Relationships programme. The *Keeping Mum* film an important foundation for children to receive information on the theme of gender based violence while at primary school. The resource is complimented by *Crush*, which is incorporated into the S3 health and wellbeing programme in the majority of Glasgow secondary schools.

Gold Stars and Dragon Marks was initially developed in 2008 with monies awarded from the Scottish Government via the National Domestic Abuse Delivery plan. The drama addresses how domestic abuse affects children at school. Its focus is a storyline about three children's experiences as they negotiate their daily lives at home, in school and at play. In 2018, NHS Endowment funding was received to make an updated film version that can be used in Glasgow schools. The film was made under the new title, *Keeping Mum*.

The resource is designed to be used in a classroom setting by teachers with children in P5 - 7. The film should not be used as a stand-alone resource but should be used alongside the school support pack and lesson in order to fully support children in exploring the themes, issues and learning from the film.

You can access this pack and the Keeping Mum film and resources online at www.nhsggc.scot/your-health/public-health/health-improvement/glasgow-city-hscp-health-improvement/children-and-young-people/gender-based-violence-resources/

The City of Glasgow has white ribbon city status which recognises the zero tolerance approach to violence against women in the city. This pack supports this approach and builds on the good work already going on in partnership with organisations across Glasgow.

We hope you will agree the film and pupil lessons provides a valuable opportunity for pupils and staff to explore this and to meet relevant experiences and outcomes within Health and Well Being.

Jean Miller
Head of Inclusion and Equalities
Glasgow City Council, Educational Services
February 2022

Mutual Responsibilities for using the Keeping Mum Film - Schools Support Pack

Introduction

This document is an agreement which defines what services/activity Glasgow City Health Improvement and schools provide to ensure the successful use of the Film and school support pack.

The following table sets out the agreed expectations and actions.

	Glasgow City Health Improvement	Participating Schools Agreed Actions
1	Provide annual staff twilight sessions that covers further information on Gender Based Violence, on overview of the film and school support pack.	Send staff to the twilight session; this is of utmost importance when involves staff new to using the resource.
2	The provision of a school support pack that includes all the supporting information required to successfully use the film for schools and includes support services for young people.	Follow contents of pack and successfully utilise resource in school.
3	Support to schools in evaluation of resource to measure impact and effectiveness of the programme.	Completion of evaluation.

Staff Information for Using the Keeping Mum Film and Resource Pack in School

This resource was initially created in response to growing concern about the numbers of children young people affected by domestic abuse in Scotland. In 2008 the Scottish Government released figures that 100,000 children and young people are directly affected. Research shows that this is often a hidden issue that is taking place in homes across Scotland. This Film aims to give bullying in the home the name of “domestic abuse” and in turn provides an opportunity for young people to identify the harm it causes, to understand that it is not acceptable and encourages those affected to access support.

It is really important that the Film and accompanying lesson is given the full allocated time to explore and go through the issues thoroughly.

The Pupil Lesson plan allows exploration in a class setting and we would strongly advise that this is used in tandem with the film resource. Neither should be used as stand-alone resources but should be used together in order to fully support children in exploring the themes, issues and learning.

The drama addresses how domestic abuse affects children at school. It introduces this as a type of bullying. Its focus is a storyline about three children’s experiences as they negotiate their daily lives at home, in school and at play. The resource is designed to be used with children in P5 – 7.

It is important to be able to highlight to children where they can go and who they talk to about the issues raised during the film and lessons just now and in future.

We have prepared some Frequently Asked Questions that may come from children in response to the learning or questions that teachers may have. There are some sample answers which offer some ways to address these and as class teachers you will also be aware of further information about a child or family that will influence the manner in how you respond.

Please revisit the film and support pack in advance of delivering to children in your school.

The Keeping Mum film and resource pack are available here:

www.nhsggc.scot/your-health/public-health/health-improvement/glasgow-city-hscp-health-improvement/children-and-young-people/gender-based-violence-resources/

FAQs

Questions children might ask

- My Mum and Dad sometimes argue and shout at each other and I feel worried...
Discuss relationship breakdown vs domestic abuse vs heated debate as part of family life. Reassure children that debate and even heated arguments are normal but also it's ok to feel worried. Encourage them to talk to someone if they are really concerned, ie. if people are really upset by it or they are worried for their own/Mum's/someone else's safety.
- My Mum/Dad tells me I'm useless/stupid/pathetic when I forget to do something, a bit like Mark's Dad...
Discuss whether this is a regular thing, tone of voice used – is it jokey or is it really designed to hurt? Is it something the child can talk to a parent about how it makes them feel or is it something they need support with? You may need to take this discussion out of class into a 1:1 setting.
- Sam was reluctant to tell her Mum because she didn't want her Mum to worry. Sometimes I do that...
Reinforce the messages school gives to children about telling someone when something is worrying them. Parents usually prefer to know if something is up because it means they can help. It's their job to worry so don't feel guilty about it. If they can't tell a parent then tell another trusted adult.
- Why did they have to move house – why can't the police arrest him?
Arrest and court processes might happen if the abuse is proved but this can take time. In the meantime it's important that the rest of the family can be safe. Leaving your home can be difficult but there is lots of support available from different organisations like Women's Aid.
- What is a refuge?/Why do they have a secret house?
A refuge is a safe place where people can go to live when they aren't safe at home. They stay there while they look for a new home. While they stay in refuge there are people who support them.
- My dad criticises my mum all the time but she slags him back, is that ok?
Is it done in a jokey way? Explain that some adults pretend to each other that they are annoyed about things to get a laugh or a reaction and the other adult responds with an answer that involves criticising back but they are just having fun. It can be confusing though and it depends how it's done. Mention that if mum or dad is really upset after it then they probably don't like it but if they are laughing then they more than likely find it ok.
- Is it not really important to keep secrets when your family ask you to?
Explain that there are good secrets and there are bad secrets. A good secret feels good to know and has a time limit. Ask: What is an example of a Good Secret? You can also use the word surprise. An example might be a surprise party or a special gift you helped pick out for your brother/sister. One thing these all have in common is that they have a beginning and an end. At some point everyone is going to hear about the secret. Ask your class – "How does a good secret feel to you?" Some responses: feels good, safe, comfortable, excited, special, and happy.

*Explain that a bad secret is something that you know inside but might be afraid to tell, feel worried, confused, scared, and nervous. Explain that anytime you have any of those types of feelings that is the exact kind of secret that you **NEED** to tell – even if you promised not to. You may need to take this discussion out of class into a 1:1 setting.*

Questions teachers may have

- How to introduce domestic abuse to children who have never experienced it/those who have?

The resource calls it a kind of bullying which is a good way for children to try to understand it. Like all bullying it is very hurtful and can also be dangerous, and people sometimes need support to get it to stop. The work you already do in school around bullying will support this discussion.

- You know that a child in your class lives in a refuge or has had to move home because of DA. How do you discuss the topic without drawing unwanted attention to this?

Chat to the child, and if appropriate the parent, before the lessons happen, about what they would want addressed and how. They may wish to sit out, or have the option to leave if it becomes too much for them, or they may welcome the chance to find out they are not alone in what they have experienced.

- A child discloses, during the lesson that some of this kind of bullying goes on in their home. What do you do?
- A child tells you that something like this happens in another child's home. What do you do?
- Someone brings up the issue of sexual abuse while discussing different kinds of hurting. How do you discuss this in a sensitive way?

For the last three bullet point questions, take this discussion out of class into a 1:1 and speak to your school Child Protection Coordinator/Head Teacher for advice.

- What safeguarding can be put in place?

During or following the video and lesson there may be disclosures from children. Children should be informed of various ways they can tell someone e.g. in school to a trusted teacher or using a worry box, help lines/websites they can access. Once a disclosure has been made, staff should follow child protection procedures and ask their Child Protection Co-ordinator/HT for advice).

Keeping Mum Film Recommended lesson plan

Based on Gold Stars Dragon Marks Teaching Resource Pack

This lesson plan has been developed by a partnership between Glasgow City Council and NHS Greater Glasgow & Clyde Health Improvement. It is based on the Gold Stars and Dragon Marks Teacher's Pack which is available to all Scottish Secondary schools and accompanies the Gold Stars and Dragon Marks DVD.

Note to teachers: Four lesson plans were developed to support the *Gold Stars and Dragon Marks* resource. These cover different types of bullying as well as starting to look in an age appropriate way at domestic abuse and how it affects children. As schools already do a lot of work on bullying, we have provided this alternative **one lesson** classroom resource for your use to accompany the Keeping Mum Film. This contains three of the exercises in the original lesson plans and allows you to focus in on domestic abuse.

We recommend that you show the *Keeping Mum* Film to support this lesson. This can be shown as a whole and you can then revisit excerpts in relation to the activities below.

Please do also use the supporting information in the original pack to ensure you have the appropriate information to support pupils in your class. See resources link at the end of this lesson plan.

You can access the Keeping Mum film and resource pack at:

www.nhsggc.scot/your-health/public-health/health-improvement/glasgow-city-hscp-health-improvement/children-and-young-people/gender-based-violence-resources/

Learning Intentions

Pupils will:

- Discuss different types of bullying
- Be introduced to domestic abuse as a type of bullying that can happen between partners
- Have thought about how bullying can make someone feel
- Understand that domestic abuse can affect children
- Be able to empathise with people who are treated badly
- Learn that people can react in different ways to situations
- Understand that it is important to tell if you or if someone you know is being bullied
- Be able to identify trusted people in their lives

Curriculum Links

Curriculum for Excellence The following indicators relate to the shortened lesson plan on these pages.
I am aware of and able to express my feelings and am developing the ability to talk about them. HWB 2-01a
I know that we all experience a variety of thoughts and emotions that affect how we feel and behave and I am learning ways of managing them HWB 2-02a
I understand that there are people I can talk to and there are a number of ways in which I can gain access to practical and emotional support to help me and others in a range of circumstances. HWB 2-03a
I understand that my feelings and reactions can change depending upon what is happening within and around me. This helps me to understand my own behaviour and the way others behave. HWB 2-04a
I know that friendship, caring, sharing, fairness, equality and love are important in building positive relationships. As I develop and value relationships, I care and show respect for myself and others. HWB 2-05a
I am learning skills and strategies which will support me in challenging times, particularly in relation to change and loss. HWB 2.07a
I understand that people can feel alone and can be misunderstood and left out by others. I am learning how to give appropriate support. HWB 2-08a
I am learning to assess and manage risk, to protect myself and others, and to reduce the potential for harm when possible. Physical wellbeing HWB 2-16a
I know and can demonstrate how to keep myself and others safe and how to respond in a range of emergency situations. Social wellbeing HWB 2-17a
RSHP Education Pack - https://rshp.scot/second-level
Second Level – Friends and Friendships
Second Level – Protecting Me / Abuse and Relationships
God's Loving Plan
This Is Our Faith – P5 RERC 2-02a In the Image of God I know that God Wants me to develop my God – given gifts and I have reflected on how I can use them for the common good.
This Is Our Faith – P5 RERC 2-03a Revealed Truth of God I can examine God's relationship with myself and others. I have reflected on how the gift faith can permeate my whole being.
This Is Our Faith – P5 RERC 2-20a Reign of God I know that I have been called by God to grow in love, justice and peace in my relationships with others
This Is Our Faith - P7 RERC 2-02a In the Image of God I know that God wants me to develop my God-given gifts and I have reflected on how I can use them for the common good.

Lesson Content

Exercise 1: Different kinds of hurting

Time: 20 minutes

Ask pupils to recap what happened in the film. Show the playground scene from *Keeping Mum* where Sam tells Jessica about her secret house (05:17-06:20).

Introduce the idea that **bullying can hurt people in different ways**. Ask pupils to identify ways that people can be hurt, e.g. hit, nipped, shouted at, called names. Write these on the board.

Explain that some kinds of bullying can hurt on the **outside** and these would be physical abuse, while other kinds hurt on the **inside** and these would be emotional abuse. Ask pupils to decide where the examples on the board would hurt – inside or outside (or **both**).

Encourage pupils to think about Sam and Mark's situation:

- What **type of bullying** is happening in Mark's house?
- What **kind of bullying** happened to Sam's Mum?
- **Why** do pupils think that **Sam lives at a secret address**?

Explain that the **kind of bullying** that happened to Sam's Mum is called **domestic abuse**. If it is no longer safe for a family to live together they can move to a **secret house** called a **refuge** where the person who is doing the bullying can't find them. This might mean that children will have to move school and make new friends. *(Teachers should be aware if any children in the class are affected by this and agree with them beforehand how to deal with this. At this point teachers should also be prepared for any disclosures and read the support services on p13-15 of this pack.)*

Success Criteria

Pupils will understand that:

- ✓ Bullying can hurt people in **different ways**
- ✓ There are **different types of bullying**
- ✓ **Domestic abuse** is a type of bullying

Exercise 2: What were they thinking?

Time: 20 minutes

Show the painting scenes from *Keeping Mum* (08:43-12:11).

Pupils can choose to work individually or in pairs to create a storyboard.

Pupils could draw their own storyboard on a scene they choose from the film.

Ask pupils to consider **what the children are thinking**, explaining that sometimes what we say is different from what we are thinking. Working out what the pupils are feeling will help in considering what they are thinking.

- **What is Mark thinking when** his Dad warns/threatens him in the car?
- **What is Mark thinking** when he sees his Dad getting angry with his Mum?
- **What is Sam thinking** when she hears her Mum and Dad arguing outside the car?
- **What is everyone thinking** when Sam's picture is ruined?

- **What is Jessica thinking** before she tells her Mum about Sam, Mark and the painting?
- **What is Mark thinking** after his Action Man gets ruined?

Ask the class to discuss in small groups whether, in their drawings, there is a difference between what the characters are saying and what they are thinking?

Ask the class: **if we knew what other people were thinking or feeling would we behave in the same way towards them? Does this help pupils to understand why some people might bully others?**

Success Criteria

Pupils have an understanding that:

- ✓ We do not always **know** that people have problems at home
- ✓ It is good to **try and understand** how people are feeling
- ✓ That domestic abuse affects children and young people and it is **never their fault**
- ✓ **Bullying hurts people's feelings** and people who bully are sometimes unhappy.

Exercise 3: What would you do? Who would you talk to?
minutes

Time: 20

Explain to the class that we are now going to look at **telling**. **When should you tell?**

Pupils should think about the film and identify where, in the story, the characters could have told.

They may choose one of the following:

- When Sam tells Jessica that she has learned from her mum not to tell
- When Mark tells Mr. Robson about what has been happening at home
- When Mark asks Sam about her secret house
- When Mark pours water on the picture and Jessica threatens to tell
- When Mr Robson asks the girls what happened to the picture
- When Sam tells Jessica her secret
- Or any other scene in the film which focuses on 'telling' and 'not telling'

Remind pupils about work done previously on people who can help. **Emphasise to pupils that if they ask for help and the first person they talk to doesn't listen, they should tell the next person, and keep telling until someone listens.**

Ask the groups to discuss in each case:

- Who the character could have told
- What might have been the advantages of telling?
- What might have been the disadvantages of telling?
- What is a 'grass' or 'clipe'?
- If the characters had told what was happening, would they be a grass or clipe, or would they be protecting themselves/sticking up for their friend?
- Is it braver to keep quiet about something that is upsetting you, or to tell?
- Why is Mark unsure about telling Mr. Robson at first? What do you think will happen now that he has told?

Explain that you are now going to show a 'what happens next' scene where Mark has told Mr Robson what has been going on at home. Mr Robson has spoken to the Child Protection Co-ordinator at school and wants to speak to Mark again before he goes home. Show the final scene of Keeping Mum (32:51-33:30)

As a class, pupils should give ideas on who they could tell if something is worrying them, and what would make it easy to tell. Write these on the board. **Discuss with pupils ways to change the culture in their school from telling being about 'grassing' to telling being about keeping everyone safe. These ideas could be shared with the rest of the school via an assembly, posters or any other ideas the children have.**

Success Criteria

Pupils will understand:

- ✓ That there are trusted adults who will listen to you
- ✓ If someone is hurting you or making you feel uncomfortable you should tell a trusted adult.

Appendix I

Local support agencies

Agency	Contact details	Website/email	Notes
School Counselling Service	Within own school		Lifelink provide school based counselling within Glasgow primary schools for P6&P7. Quarries provide group work in Glasgow primary schools
Cedar		https://www.cedarnetwork.org.uk/	The Cedar programme takes place over 12 weeks with groups for children, young people and their mothers running in parallel. Cedar accepts referrals from children and young people and their mothers, or from any agencies that may already be working alongside a family, providing they have the mother's informed consent.
Lifelink	0141 552 4434	www.lifelink.org.uk	Lifelink provides a range of stress services for adults and young people in communities and schools across Glasgow city and in partnership with partners/networks. Their services include one to one support, group work and training.
Place2Be		www.place2be.org.uk Scotland@place2be.org.uk	Place2Be offers a flexible menu of services, tailored to meet schools' needs. A range of flexible support services are coordinated in the school directly benefiting children needing support through counselling (individual and group), parents/carers (dedicated therapeutic support) and staff (training, individual advice and support). This service is offered in a small number of schools across the city.
Youth Community Support Agency (City-Wide)	0141 420 6600	www.ycsa.org.uk enquiries@ycsa.org.uk	YCSA has expertise in working with people aged 10 to 25 years. They provide specialist support to black and minority ethnic young people and their families in Glasgow. They deliver a range of services including: youth counselling, drug and alcohol outreach, employment support, literacy and numeracy support.
Glasgow Women's Aid	0141 553 2022	https://glasgowwomensaid.org.uk	Offers support, advice and information on domestic abuse as well as refuges for women and families fleeing domestic abuse. Operates across Glasgow.
Drumchapel Women's Aid	(0141) 944 0201		As above but covers Drumchapel area
Glasgow East Women's Aid	0141 781 0230	www.gewa.org.uk	As above but covers Glasgow North East area.
The Daisy Project	0141 634 4053	https://thedaisyproject.org.uk	Provide an advocacy, support and information service for women who are living with, or who have experienced violence or abuse in the South Glasgow area.

Glasgow City Council Homelessness Services		https://www.yoursupportglasgow.org/directory/providerlist/455	<p>If someone is homeless or about to be through gender based violence, direct them to their local homelessness (called casework) team.</p> <p>Community Casework Services: North East 0141 276 6153 North West: 0141 276 6168 South: 0141 276 8201 Hamish Allan Centre Out of Hours/Holiday Contact and for asylum seekers/refugees and those affected by GBV: Freephone 0800 838 502 or 0141 287 1800</p>
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National support agencies

Men's Advice Line	0808 801 0327	www.mensadvice.org.uk	While women continue to be disproportionately affected by domestic abuse, men can be affected too.
Police Scotland Family Protection Units	101 (Ask to be directed to the appropriate department)	-	These units are specialised in dealing with domestic abuse or other forms of gender based violence.
Scottish Domestic Abuse Helpline	0800 027 1234	https://sdafmh.org.uk	Please note that this helpline applies to all forms of abuse e.g. emotional and sexual and to men as well as women. If there is a need to signpost to another service e.g. rape or trauma, their trained staff will do so. It is a good first point of contact.
Childline	0800 1111	www.childline.org.uk	Advice and support for children and young people on a wide range of issues including domestic abuse. They can call the helpline or webchat on the website.
Think U Know		www.thinkuknow.co.uk	CEOP resource for children and young people with age-differentiated sections. Includes film clips to promote discussion on sexting, grooming and online exploitation, and highlighting what to do if young people find themselves in this situation.
Rape Crisis Scotland	0808 801 0302 (Helpline number)	http://www.rapecrisis.scotland.org.uk/	The R.O.S.E.Y. Project (Rape Crisis Offering Support and Education for Young People) is a service that offers awareness raising workshops for boys and girls around sexual violence within schools and youth groups. It is the Prevention Programme for Glasgow Rape Crisis. For further information on this service for young people please call 0141 552 3201.

Amina Muslim Women's Resource Centre	Tel no. 0808 801 0301 (Scotland Wide) Tel no. 0141 212 8420 (Glasgow)	https://mwrc.org.uk	Amina aims to encourage Muslim women to participate fully in society. The organisation deals with issues affecting Muslim women including forced marriage, domestic abuse and other forms of gender based violence. 20 languages spoken on helpline.
Scottish Women's Aid		www.scottishwomensaid.org.uk	Advice, support and information on domestic abuse. Provides links to all the local
Women's Support Project	0141 418 0748	http://www.womenssupportproject.co.uk/	The Project works to raise awareness of the extent, causes and effect of male violence against women, and for improved services for those affected by violence.
Wise Women		http://www.wisewomen.org.uk/	Wise Women pro-actively address women's fears and experiences of violence and crime by providing free Personal Safety and Confidence Building Courses and Workshops to women living in local communities in Glasgow.
SAY Women	0141 552 5803	http://www.say-women.co.uk/	Offers safe, supported accommodation and related services for young women, aged 16-25 years, who are survivors of childhood sexual abuse, rape or sexual assault and who are homeless or threatened with homelessness
LGBT Youth Scotland	0141 552 7425	https://www.lgbtyouth.org.uk	Information and support for young people identifying as LGBT. Leads on preventing domestic abuse in LGBT relationships in Scotland.
Mentors in Violence Programme		https://education.gov.scot/development/practice-exemplars/mentors-for-violence-prevention-mvp-an-overview	A mentoring programme from the US that aims to address sexism and violence against women. Being promoted across Scottish schools by Police Scotland.
White Ribbon Scotland		http://www.whiteribbonScotland.org.uk/	A campaign encouraging men to take a stand against violence against women. Glasgow City Council is working towards becoming a White Ribbon City and is promoting the campaign across its departments.
The R.O.S.E.Y. Project	08088 00 00 14	https://www.roseproject.co.uk/	The R.O.S.E.Y. Project (Rape Crisis Offering Support and Education for Young People) is a service that offers awareness raising workshops for boys and girls around sexual violence within schools and youth groups. It is aimed at young people aged 13-25 It is the Prevention Programme for Glasgow Rape Crisis. For further information on this service for young people please call 0141 552 3201.

Appendix II

Resources for School Use

Respect Education Resource Pack

A pack developed by Zero Tolerance promoting positive relationships and exploring the links between violence against women and wider gender equality issues. Primary and Secondary packs available free online: <https://www.zerotolerance.org.uk/work-children-young-people/>

The Expect Respect Education toolkit

Developed by Women's Aid for use in English schools. One easy to use 'Core' lesson for each year group from reception to year 13, based on themes that have been found to be effective in tackling domestic abuse. Published November 2008. Available free online:

<https://www.womensaid.org.uk/what-we-do/safer-futures/expect-respect-educational-toolkit/>

Gold Stars and Dragon Marks *(This Keeping Mum Resource Pack and Film is an update based on the original GSDM resource)*

Primary schools resource aimed at P4-7. The original script and teacher pack with lesson plans are available here:

<http://www.womenssupportproject.co.uk/userfiles/file/uploads/GoldStarsDragonMarks-ResourcePack.pdf>

RSHP

RSHP is the national resource for **relationships, sexual health** and **parenthood** (RSHP) education for children and young people. The resource can be used in early learning settings, schools, colleges and community-based learning. It is organised to sit within Curriculum for Excellence.

<https://rshp.scot>

Appendix III Further Reading

Policy Context

Equally Safe: (Scottish Government 2018)

Scotland's strategy for preventing and eradicating violence against women and girls
<https://www.gov.scot/publications/equally-safe-scotlands-strategy-prevent-eradicate-violence-against-women-girls/>

Research & Further Reading

Partner exploitation and violence in teenage intimate relationships (NSPCC 2009)

Research by NSPCC into young people's attitudes towards abuse in teen relationships which revealed alarmingly high acceptance of coercion and violence.
<http://www.nspcc.org.uk/globalassets/documents/research-reports/partner-exploitation-violence-teenage-intimate-relationships-summary.pdf>

Care Versus Control (Girl Guiding, 2013)

A girlguiding report into attitudes of girls towards inequality and relationships
http://girlsattitudes.girlguiding.org.uk/pdf/2025_Care_Versus_Control.pdf

Appendix IV



GBV- Guidelines for Use of External Agencies

1. Introduction

1.1 This guidance focuses on the use of external agencies in Glasgow schools to supplement learning around violence against women.

1.2 A recent review of the use of external agencies in Glasgow schools identified inconsistency across the city about how and when agencies were used. It was also established that external agencies were often not aware of the ethos and content of existing school programmes on this subject matter.

1.3 In addition, increasingly the impact of learning requires to be demonstrated. It is important, therefore, that external agencies add value to what is already delivered.

1.4 This guidance seeks to provide clarity for headteachers about the questions they should ask before allowing external agencies to deliver lessons or provide materials within their school establishment and what practical steps can be taken to ensure that learning is maximised.

2. The approach in Glasgow to addressing issues of violence against women

2.1 Glasgow City Council is committed to taking steps to tackle all forms of violence against women.

Using the definition from the Scottish Government, Glasgow City Council understands violence against women as:

“Physical, sexual and psychological violence occurring in the family, within the general community, or in institutions including: domestic abuse; rape; sexual assault; stalking and sexual harassment and intimidation at work and in the public sphere; commercial sexual exploitation, including prostitution, trafficking and pornography; child sexual abuse and adult survivors of child sexual abuse; dowry related violence; female genital mutilation; forced and child marriages and ‘so called honour crimes.’”

2.2 As part of its commitment, Glasgow City Council seeks to promote and encourage a range of activity in schools which allows children and young people to develop an understanding of violence against women and critical-thinking skills that assist them to challenge the very existence of violence against women in all of its forms.

2.3 Key messages for learning within a school environment include:

- The gendered nature of violence against women.
- The importance of challenging gender-stereotypes and the sexualisation of children and young people. (Girls and young women are disproportionately affected).
- Children and young people are given clear information which is both age-and-stage appropriate and in line with the above agreed definition.
- Children and young people are given a voice to challenge violence against women and that their views are listened to and taken seriously.

2.4 In the main, most direct learning in this area takes place within PHSE time, either through the Sexual Health & Relationships Education (SHRE) programme or through

Religious & Moral Education (RME). However, issues associated with violence against women can and should be addressed across the whole of the curriculum, thus ensuring that learning is dynamic and is embedded within a whole-school approach.

3. Guidance

3.1 When deciding on the appropriateness of engaging an external agency to deliver an input in this subject area, headteachers should ask:

1. Does the agency adopt and promote an understanding of violence against women as indicated in section 2?
2. Does the proposed input reflect the ethos and content of existing SHRE / RME programmes? In what ways does the input by the external agency supplement and add value to existing programmes?
3. Is the material age-and-stage appropriate? Does it compliment the SHRE / RME material already delivered to the year-stage?
4. Is the agency clear about the outcomes they are attempting to achieve? Do these outcomes fit with what the school and the Council is seeking to achieve?

3.2 To assist headteachers to reach decisions on the above questions it is advised that discussions are undertaken with the deputy headteacher or principal teacher with responsibility for health and wellbeing. It is advisable that written information is sought from agencies to ensure that there is clarity around the aims and outcomes that the agency's input is seeking to address.

3.3 If, after discussion with the agency, there is a negative response to any of the questions in 3.1 the external agency should not be used in Glasgow schools to deliver learning around violence against women.

3.4 Once the headteacher is satisfied that there is merit in engaging an external agency, there are a number of practical steps that should be taken to optimise the learning experience for students. They are:

- A meeting should take place between school and agency staff to view and discuss lesson plans before they are delivered.
- It is vitally important that teachers are actively involved in delivering the input alongside the external agency. Teachers provide continuity for children and young people, therefore it is important that they can provide on-going advice and guidance.
- Schools should require external agencies to provide written guidance for teachers with whom they will be co-delivering. (Not all teachers will have the opportunity to meet with agencies beforehand).
- Schools should be advised by the agency staff as to the resources they require well in advance of the lesson being delivered e.g. IT equipment, flipcharts etc so the time for learning is maximised.
- Schools should advise external agencies of the need to ensure that a range of abilities (including language needs) and learning styles are taken into account when devising inputs.

3.5 Finally, the school needs to ensure that there is a process in place to gather feedback from pupils and from staff on the sessions that are led by an external agency. This feedback should then be discussed with the external agency to inform future involvement with the school.