

Session Title:
VAWG Teacher Training Conference
Session Aims:
<ol style="list-style-type: none"> <li>1. Increase awareness and understanding of Violence against women and girls, in particular DV, CSE and sexual violence</li> <li>2. Consider professional responses to incidences of Violence against Women and Girls</li> <li>3. Explore how schools can continue to address Violence against women and girls and appropriately support children</li> </ol>

Times	Activity	Interaction patterns	How to Deliver	Facilitators notes
2mins	<b>Introductions</b> Purpose: Introduce Safer London, get to know staff, explain session aims	Whole group	Introduce session aims and what will be covered throughout the workshop	Highlight what the whole school approach is and the services provided by Safer London outside of the VAWG project.
5 mins	<b>Icebreaker</b> Purpose: encourage engagement	Whole group	Write down a <u>word</u> to describe: <ol style="list-style-type: none"> <li>1. Your favourite teacher as a child</li> <li>2. Your favourite teacher as a professional</li> <li>3. Your least favourite teacher as a child</li> <li>4. Your least favourite teacher as a professional</li> </ol>	Aim: Learn a bit more about participants in relation to the specific topic as well as generally. It can also be <b>related back to disclosures</b> and what characteristics make a young person

			<p>5. Your most memorable teacher (at any stage)</p> <p>Additional: Participants rate their knowledge of CSE using a traffic light system: green, amber or red</p>	<p>more comfortable to disclose to certain teachers</p> <p>Interactive: Use <b>sticky notes</b> and <b>flipchart paper</b></p> <p><b>Note:</b> For large groups participants can raise their hands based on their knowledge of CSE.</p>
5 mins	<p><b>Defining key terms: VAWG, CSE, DV and Sexual violence</b></p> <p>Purpose: Increase understanding</p> <p><b>Something to think about</b></p>	Whole group	<p>Define all key terms with examples as well as risk indicators/vulnerabilities</p> <p>Place statistic or question on board and get them to think about it – answer later on in the session</p> <p>Suggestions: In the year ending March 2018 CSEW:</p> <ul style="list-style-type: none"> <li>incidents of violence against children were most likely to be committed by someone known well to the victim (56% of incidents), with a small proportion being committed by strangers (8%)</li> <li>the perpetrator was a pupil at the victim’s school in 86% of violent incidents, and was a friend (including</li> </ul>	<p>Explore how a young person might react to experiencing these forms of VAWG – signs</p> <p>Explain the different forms of CSE e.g. grooming, familial, opportunistic etc.</p> <p>Answer question or reveal statistic later on in the session – relate to the aims of the session</p>

			<p>boyfriend or girlfriend) in 13% of incidents</p> <ul style="list-style-type: none"> <li>the perpetrator was most likely to be male (62% of incidents) and aged between 10 and 15 years (78%; <a href="#">Nature of crime tables, children aged 10 to 15 violence</a>)</li> </ul>	
10 mins	<b>ADU activity to explore diffusion of responsibility and false consensus (Bystander model)</b>		<p>Questions:</p> <ul style="list-style-type: none"> <li>The kitchen bin is full but I have only just arrived. Somebody else should take it outside.</li> <li>Sexual violence is, ultimately, a matter for the police.</li> <li>Violence against women and girls is an issue only for women to address and deal with</li> <li>When a young person breaks the law, they are beyond the level of help a mainstream school can provide.</li> <li>Safeguarding concerns are only for SLT and the DSL to deal with</li> <li>Waltham Forest has a problem with sexual violence.</li> <li>Teachers and support staff should only be accountable for the academic progress of the students.</li> </ul>	<p>Remind staff that these ADU activities can be implemented in their teaching to encourage students to have discussions on VAWG, CSE etc., and to stimulate classroom debates</p> <p>ADU stands for Agree, Disagree and Unsure- participants are asked to move to a particular section of the room based on whether they agree, disagree or are unsure about the topics. There is then an opportunity to discuss it.</p>

			<ul style="list-style-type: none"> <li>• Support staff have a small/ limited impact on the academic progress of students.</li> <li>• VAWG only applies to a certain type of person e.g. from a certain culture, sexuality, age etc.</li> <li>• Perpetrators of violence cannot be victims too</li> </ul>	
10 mins	<p><b>Barnardo's Night Watch CSE clip (3.51 mins)</b> Purpose: To provoke thought on role of everyone in preventing CSE</p> <p><b>Pyramid of sexism and Bystander effect</b> Define, explain and relate back to subject</p>	Whole group/ smaller groups	<p><b>Question:</b> What CSE is happening here? (ask before video) Play Barnardo's Night watch video to highlight bystander effect and explore contextual safeguarding</p> <p><b>Answer:</b> grooming, older love interest, opportunistic</p> <p><b>Follow up questions</b> (to the group as a whole or one to each group): How would you feel/what would you do if:</p> <ol style="list-style-type: none"> <li>1. This was one of your students?</li> <li>2. This was a neighbour's son/ daughter?</li> <li>3. You didn't know this student at all?</li> </ol> <p>Explain pyramid of sexism and bystander effect and relate back to responses to disclosures and societies reaction to CSE</p>	<p><b>Youtube link:</b> <a href="https://www.youtube.com/watch?v=rhX2gzxjhdM">https://www.youtube.com/watch?v=rhX2gzxjhdM</a></p> <p><b>Ask participants:</b> Do you think she is a victim of CSE? What would you do if you were working with this YW?</p> <p>Explore why young people might not come forward when experiencing CSE, DV and SV Explore professional responses to young people experiences these forms of violence – consider points</p>

				<p>raised in 'Safeguarding in Public Spaces' Safer London research report 2017</p> <ul style="list-style-type: none"> <li>- Adults not recognising vulnerabilities.</li> <li>- Adults not looking at peer on peer relations but instead adult/young person</li> <li>- Victim blaming, missing not reported, schools not addressing sexual harassment</li> </ul>
2 mins	<p><b>Statistics – reveal and discussion</b></p> <p>Purpose: provoke thought</p>		<p>Reveal answer to statistic/ question asked at the start of the session</p> <p>Use the previous discussion to highlight that (especially with youth violence) those involved usually know each other, and even attend the same school. This means that there are many bystanders who witness each instance of violence (whether physical, emotional, sexual etc.)</p> <p>“A bystander approach focuses both on increasing a person’s knowledge that these behaviours are wrong as well as giving an individual the skills and confidence to intervene to prevent such behaviour as well as supporting the victim”</p>	

<p>5 mins Either/Or</p>	<p><b>Language Matters</b> Purpose: Emphasise how our thoughts and the language we use can allow CSE to go undetected and to continue.</p> <p><b>Victim blaming - Women's issue (Jackson Katz)</b></p>		<p>Discuss barriers to spotting CSE</p> <p>The way we talk about children impacts the way we safeguard them, in particular when bad things have happened.</p> <p>And for them to be careful about how they use language that falls into the victim/ perpetrator model e.g. gang, bully, troublemaker, aggressive, attention seeker etc.</p> <p>Relate back to previous slides and say risk indicators/vulnerability factors are often misinterpreted by Professionals.</p> <p>Show victim blaming video <a href="https://vimeo.com/159372082">https://vimeo.com/159372082</a> (Time: 1:49)</p> <p>Staff to consider:</p> <ul style="list-style-type: none"> <li>• Professional blockages to reporting</li> <li>• Rethinking how we use language</li> </ul> <p>Play Jackson Katz Video (4.10m – 6:30m: <a href="https://www.youtube.com/watch?v=KTvSfeCRxe8">https://www.youtube.com/watch?v=KTvSfeCRxe8</a> and discuss whether VAWG is only a Women's issue.</p> <p>Discuss possible barriers to disclosing</p>	<p>Explain the video was developed and created in WF with safer London staff and yp's from the youth independent advisory group. It was created due inappropriate language used locally and was aired on national CSE awareness day.</p> <p>It is important to clarify that there is a time and a place for most words, however, casual usage of victim blaming language can have an adverse effect when used without care.</p> <p>Moreover many, if not all, children who exhibit problematic, aggressive or harmful behaviour have themselves had challenging experiences or backgrounds that are the root cause.</p> <p>Victim/ perpetrator language can run the risk of presenting an inaccurate and limited picture of a young person and their actions.</p> <p>Professionals to consider the impact of victim blaming and barriers to seeking help</p>
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10 mins	<b>How to implement in school / design an activity or intervention</b>	Whole group	<p>Discuss how VAWG can be implemented into the school e.g. within policies, curriculum etc.</p> <p>Set the participants a task to design or complete a short activity that could be used with the children that reinforces or includes discussions on VAWG in their subject field. E.g. History – looking at VAWG experienced within history, explore how sexual violence is dealt with abroad. P.E – explore how women are treated differently to men in sport</p>	<p>Some example activities can be found on the PowerPoint. Ideally this will give the staff something additional that they can take away and use in the classroom.</p>
5 mins	<b>Trauma</b>		<p>Staff to consider: How trauma might it present itself, especially during these discussions with students - Use case study from experience delivering session</p>	
1 mins	<b>Reminder: Importance of self-care</b>	Whole group	<p>Discuss the need for professionals to also take care of themselves and to not carry the burden alone. Recap the aims of the session and touch on key pointers they should take away from the session</p>	