

Violence against Women and Girls

Domestic abuse, child sexual exploitation and sexual violence

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Session Aims

- Increase awareness and understanding of violence against women and girls, in particular **DA, CSE and sexual violence**
- Consider **professional responses** to incidences of Violence against Women and Girls
- **Explore** how schools can continue to address violence against women and girls and appropriately support children

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We believe every young person should be given the opportunity to live free from violence and exploitation.

At SaferLondon, we work tirelessly to make this happen through our services.

- LGE
- Empower
- Young Men's Service - HSB
- Education
- Housing Reciprocal

Icebreaker



Write down a word to describe:

1. Your favourite teacher as a child
2. Your favourite teacher as a professional
3. Your least favourite teacher as a child
4. Your least favourite teacher as a professional
5. Your most memorable teacher (at any stage)

Violence against Women and Girls

What forms of violence do women and girls experience?

Where does it occur?

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What is Violence against Women and Girls?



Any act of gender based violence that results in, or is likely to result in, physical, sexual or mental harm or suffering to women or girls, including threats of such acts, coercion or arbitrary deprivation of liberty, whether occurring in public or private life. (UN General Assembly, 1993)

- ✓ Domestic Abuse
- ✓ Sexual Abuse incl. Assault, Exploitation and Harassment
- ✓ Grooming
- ✓ Stalking
- ✓ Trafficking
- ✓ 'so called' Honour Based Violence
- ✓ Revenge Pornography
- ✓ Female Genital Mutilation (FGM)

All forms of gender-based violence are against the law

What is Domestic Abuse?

Domestic abuse is defined as any incident, or pattern of incidents, of controlling, coercive, threatening behaviour violence or abuse between those aged 16 or over who are, or have been, intimate partners or family members.

(Keeping Children Safe in Education, 2019)



- This includes: Coercive control (threats, isolation etc), Financial abuse, Physical abuse, Emotional abuse and Sexual abuse
- Whilst the vast majority of those who experience domestic violence – and all forms of gender-based violence – are women, it can affect boys and men too.
- Most people can identify physical abuse as it is the most ‘obvious’ form of domestic violence/abuse.
- **Remember: non-physical forms of abuse can be as destructive and undermining as physical violence**

What is Child Sexual Exploitation?

Child sexual exploitation is a form of child sexual abuse. It occurs where an individual or group takes advantage of an **imbalance of power to coerce, manipulate or deceive a child or young person under the age of 18 into sexual activity (a)** in exchange for something the victim needs or wants, and/or **(b)** for the financial advantage or increased status of the perpetrator or facilitator. This does not only occur in person, but can occur through the use of technology. (Keeping Children Safe in Education, 2019)



Types of CSE:

- Inappropriate relationship (familial, authoritative figure)
- Organised Network and Trafficking
- Group or Peer on Peer (sexual bullying)
- Older 'Boyfriend/Girlfriend/Bestfriend'
- Opportunistic
- Online

What is Grooming?

Grooming is when someone builds a **trusting relationship** and **emotional connection** with a young person, for the purpose of **manipulating**, **exploiting** and **abusing** them (NSPCC)

- This form of CSE, usually takes place without the victim's knowledge.
- Grooming can take place over a short or long period of time and can happen online, in person or both – by a stranger or someone they know.
- The groomer could take on the role of a boyfriend/girlfriend, friend, mentor or authoritative figure.
- Children can be groomed online through various means e.g. social media networks, Text messages or messaging apps e.g. whatsapp, Email or Text, voice and video chats in forums, games and apps.
- **Remember:** Children and young people may not understand they've been groomed. They may have complicated feelings, like loyalty, admiration, love, as well as fear, distress and confusion.

Sexual violence and harassment

- **Rape:** A person (A) commits an offence of rape if: he intentionally penetrates the vagina, anus or mouth of another person (B) with his penis, B does not consent to the penetration and A does not reasonably believe that B consents.
- **Assault by Penetration:** A person (A) commits an offence if: s/he intentionally penetrates the vagina or anus of another person (B) with a part of her/his body or anything else, the penetration is sexual, B does not consent to the penetration and A does not reasonably believe that B consents.
- **Sexual Assault:** A person (A) commits an offence of sexual assault if: s/he intentionally touches another person (B), the touching is sexual, B does not consent to the touching and A does not reasonably believe that B consents.
- **Sexual harassment:** ‘Unwanted conduct of a sexual nature’ that can occur online and offline, e.g. sexual comments, sexual “jokes”, physical behaviour(e.g. inappropriately brushing past or interfering with clothing)

(Sexual Offences Act, 2003, Legislation.gov.uk)

Girls, children with SEND and LGBT children are at a greater risk.

(Keeping Children safe in Education, 2019)

Where does it occur?

Violence against women and girls does not only occur in the **home** and in **intimate relationships**. It can happen in the **community**, **public spaces** and in **institutions** – including schools and between peers.

There is no definitive list of vulnerabilities or indicators as it happens in many ways and has many different impacts on children. However, these signs might indicate a child has experienced something that impacts them:

- Aggression, withdrawal or changes in behaviour
- Non-compliance at school or reduction in attendance/attainment
- Difficulty concentrating
- Difficulty developing relationships
- Eating disorder
- Low self-esteem, depression or anxiety
- Self-harm
- Substance misuse

THIS CAN AFFECT ANYONE REGARDLESS OF THEIR SOCIAL OR ECONOMIC STATUS, RACE, RELIGION, SEXUALITY, UPBRINGING OR CULTURAL BACKGROUND



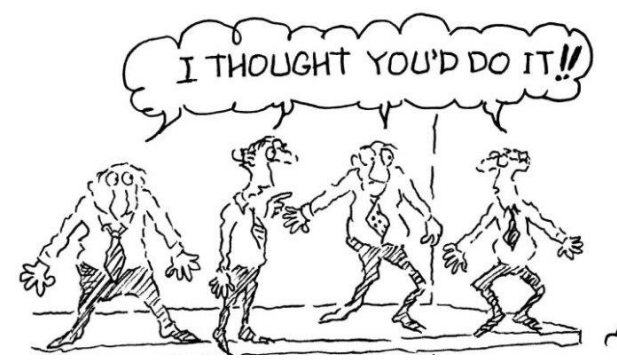
In a 2019 survey of university students conducted by the charity Brook, what percentage of those surveyed said **unwanted sexual behaviour** counted as **sexual harassment**?

Agree? Disagree? Unsure?



- The kitchen bin is full but I have only just arrived. Somebody else should take it outside.
- Violence against women and girls is an issue only for women to address and deal with
- When a young person breaks the law, they are beyond the level of help a mainstream school can provide.
- Safeguarding concerns are only for the SLT and DSL to deal with
- Teachers should only be accountable for the academic progress of the students.
- Support staff have a small/ limited impact on the academic progress of students.
- Perpetrators of violence cannot be victims too

What is the Bystander Effect?



Bystander: a person who is present at an event or incident but does not take part

Diffusion of responsibility– shifting the responsibility for intervening onto someone else (Darley and Latane, 1968)

False consensus - the tendency for people to assume that everyone else thinks the same way they do

False Consensus + Diffusion of Responsibility = Bystander Effect

Bystander Effect: The greater the number of bystanders, the **less likely** it is for any one of them to provide help to a person in distress.

Being a Bystander



Whilst watching the following clip consider:

- Who are the **bystanders**?
- Who is the **perpetrator**?
- Who is the **victim**?
- What kind of **CSE** is taking place?

Being a Bystander



Initial Questions:

- Who are the **bystanders**?
- Who is the **perpetrator**?
- Who is the **victim**?
- What kind of **CSE** is taking place?

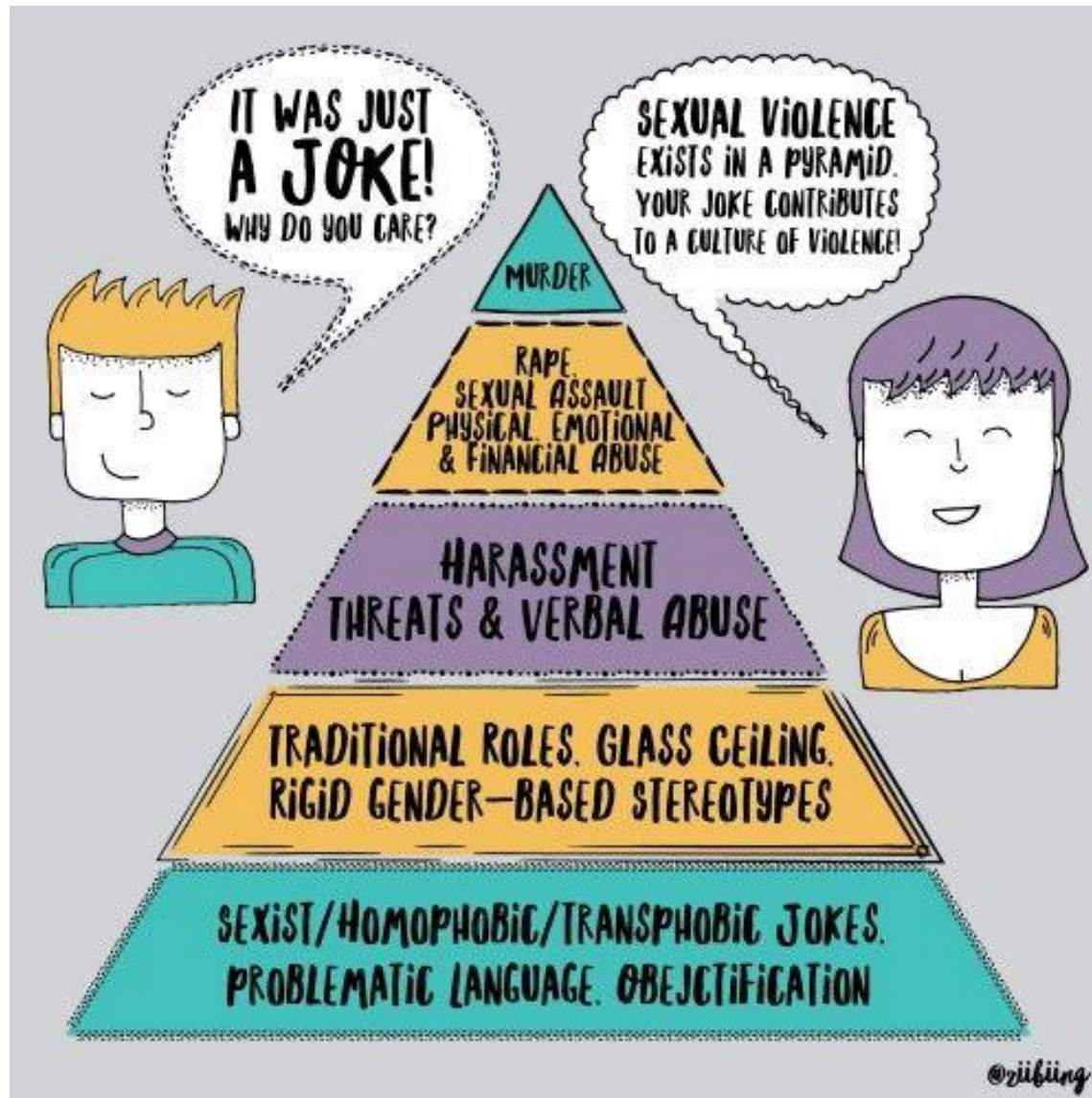
Group Questions:

How would you feel/what would you do if:

1. This was one of your students?
2. This was a neighbour's son/ daughter?
3. You didn't know this student at all?

“The standard you
walk past is the
standard you
accept”

General David Morrison



Be aware of the importance of:

- Making clear that sexual violence and sexual harassment is not acceptable, will never be tolerated and is not an inevitable part of growing up
- Not tolerating or dismissing sexual violence or sexual harassment as “banter”, “part of growing up”, “just having a laugh”
- Challenging behaviours (potentially criminal in nature), such as grabbing bottoms or breasts, flicking bras and lifting up skirts.

Dismissing or tolerating such behaviours risks normalising them.

(Keeping Children safe in Education, 2019)

Contextual Safeguarding

Contextual Safeguarding is an approach to understanding, and responding to, young people's experiences of significant harm beyond their families. It recognises that the different relationships that young people form in their neighbourhoods, schools and online can feature violence and abuse. (Contextual Safeguarding Network, 2019).

Findings from Safeguarding in Public Spaces survey (Safer London, 2017):

- 80% of adults interviewed had heard of CSE before but **less than half** felt able to identify young people at risk of, or experiencing, sexual exploitation.
- Over ¼ of adult participants had witnessed something that would make them think a young person was at risk of CSE.
- Responses also demonstrated some victim-blaming attitudes, in particular towards young girls.
- The majority of adults believed it was the parent's responsibility to keep young people safe in public places, despite them coming to public places alone or with friends.

This highlights a general lack of awareness that it is **everyone's duty to safeguard young people** and signals a real need to raise awareness about peer-on-peer abuse and safeguarding in public spaces.



Only **15%** of those surveyed said unwanted sexual behaviour counted as sexual harassment.

(Brook, sexual harassment and violence at UK universities, 2019)

“



The 2018 Crime Survey for England and Wales found that:

- *Victims aged 10 to 15 years were able to say something about the perpetrator in **92%** of violent incidents in the year ending March 2018 CSEW:*
- *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%**)*
- *the perpetrator was a pupil at the victim's school in **86%** of violent incidents, and was a friend (including boyfriend or girlfriend) in **13%** of incidents*
- *the perpetrator was most likely to be male (**62%** of incidents) and aged between 10 and 15 years (**78%**)*

”

The nature of violent crime in England and Wales: year ending March 2018,
The Office for National Statistics

“



The #metoo school campaign found:

- *24% of 16-18-year-olds say that their teachers never said unwanted sexual touching, sharing of sexual pictures or sexual name calling are unacceptable*
- *1/3 of 16-18 year old girls say they have experienced unwanted sexual touching at school*
 - *59% of young women aged 13-21 say they had faced some form of sexual harassment at school or college in the past year*
- *Nearly three-quarters (71%) of all 16-18 year olds say they hear terms like “slut” or “slag” used towards girls at school on a regular basis*

”

End Violence against women, #metoo at school campaign

Bringing about change

Professional responses

Language (victim blaming)

How to implement VAWG discussions into school

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Next Steps – Language Matters



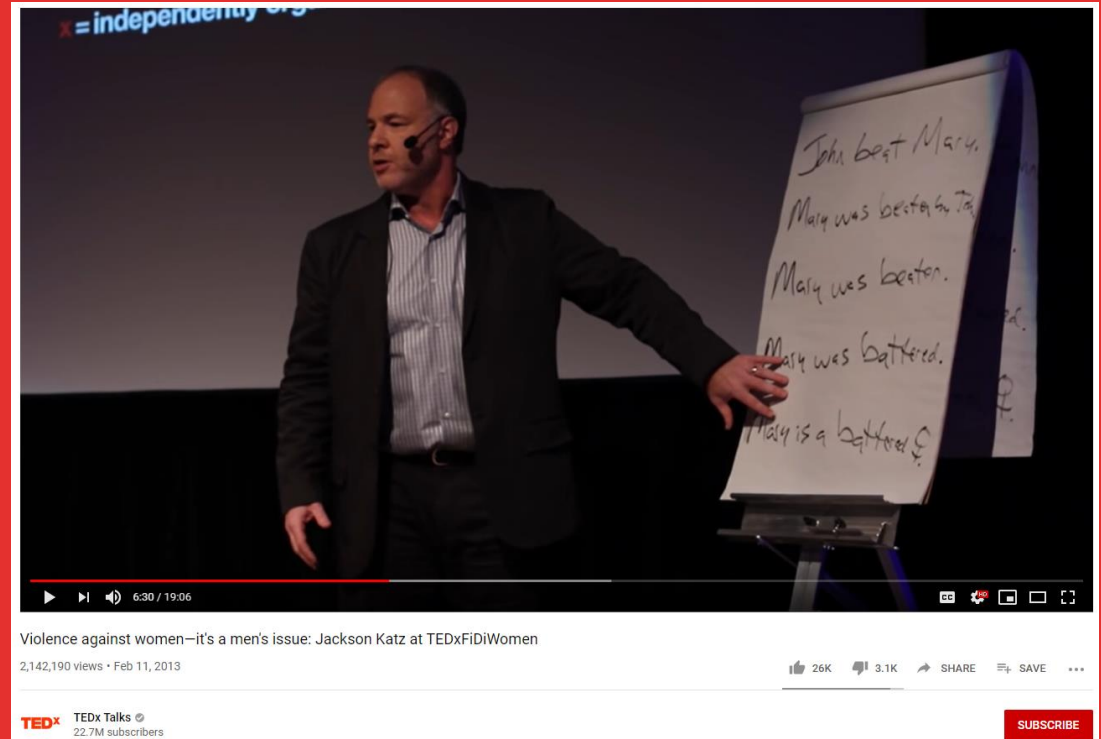
Consider:

- Professional blockages to reporting
- Rethinking how we use language
- Barriers to disclosing

[YIAG & Safer London: Victim blaming language](https://vimeo.com/159372082)
Vimeo: <https://vimeo.com/159372082>

Jackson Katz – Victim Blaming Language

- **Jackson Katz** is discussing violence against women by men, specifically, domestic violence and how language is used to take the focus off the actions of men
- This demonstration is based on work by feminist linguist **Julia Penelope**
- How does this pattern of thought appear in how “we” think about young people in our schools and communities?
- Is VAWG a women’s only issue?



[Violence against women – It's a men's issue: Jackson Katz](#) (4:10m – 6:30m)

Next Steps – Implementing VAWG discussions

Speaking about gender based violence can be difficult for children to speak about. Some won't understand that what they have experienced is abuse and others may feel judged or not trust that the adults around them will be able to protect them.

What can schools do?

- ✓ Include Violence against women and girls in your curriculum and policies
- ✓ Create safe spaces to talk about relationships (gendered and mixed groups)
- ✓ Explore the topic of relationships
- ✓ Create **focused** and **interactive** sessions that include discussions on VAWG

Next Steps – Design an Activity

In pairs or small groups design a short 15 minute activity that reinforces discussions on VAWG within your subject field.

Examples could include:

- Creating an activity that focuses on the characteristics of healthy / unhealthy relationships
- Creating an activity on the experiences of women historically and in present day
- Exploring the experiences of male and female characters in literature
- Writing statements for an Agree/Disagree exercise.

Next Steps – Be Mindful

✓ Language

When talking to a child be aware of the language that you are using. Victim blaming language is often used to blame children for the violence they experience. This suggests that children are responsible for their own abuse. Survivors need to know what happened is not their fault and it is important that the language people use does not reinforce any messages that places blame with them and not the perpetrator of the abuse.

✓ Trauma

Past experiences and trauma can greatly impact a young person's life and so consider the impact of trauma, especially when having these discussions with students, e.g. outbursts, disruptions, denial etc. Recognise that behavior's that students might engage in could be the consequence of experiencing gender based violence.

✓ Responding to a disclosure

How you respond to a disclosure is very important! Your response can be really helpful in supporting the child through this process. **Receive** the information and always take a disclosure seriously. **Reassure** them that you will take steps to help and support them. **Respond** by referring to your school' safeguarding procedures and seek help from the Designated Safeguarding Lead.

Any questions?

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