



Home Office



Government
Equalities Office

Discussion Guide

**DISRESPECT
NOBODY**

PSHE
Association

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Background and context to the Disrespect NoBody campaign

Abuse in relationships is never acceptable, but evidence suggests that relationship abuse among young people is prevalent. A 2011 report by the NSPCC and Bristol University¹ and figures from the NSPCC's Childline services² showed that:

- Two-thirds of girls and a third of boys reported experiencing emotional abuse, most often controlling behaviour
- Around half of girls thought that control was an integral aspect of an intimate relationship.
- A quarter of both girls and boys reported instigating partner control in their relationships.
- The number of counselling sessions for online sexual abuse rose by almost a quarter in 2015-16, especially among children aged 12-15.
- Two-thirds of young people seeking help were girls, and 1 in 8 sessions related specifically to grooming.

In addition, a report by the 'Boys to Men Project'³ found that:

- over half of the 13 and 14-year-olds surveyed had already experienced domestic abuse, whether as targets, witnesses or perpetrators;
- a quarter of these carried out at least one abusive act — often emotional abuse or controlling behaviour - against a boyfriend or girlfriend;
- the social acceptability of violence was reduced through exposure to preventative education.

The Disrespect NoBody campaign has been funded and developed by the Home Office and Government Equalities Office to address issues around abuse within relationships. It builds on and develops the 'This is Abuse' campaign, which ran from 2010-2014.

Disrespect NoBody aims to prevent young people from becoming perpetrators and targets of abusive relationships by:

- encouraging them to understand what a healthy relationship is;
- teaching them about controlling behaviour, violence, abuse, sexual abuse and what consent means within their relationships;
- directing them to places for help and advice.

Further details of all resources referenced in this Discussion guide can be found in **Resource A**.

Links to other resources, including the evaluation of the 'This is Abuse' campaign, are contained in **Resources D** and **E**.

1 NSPCC (2011) 'Standing on my own two feet'

2 NSPCC (2016) 'Unhealthy relationships highlighted new Childline campaign'

3 From Boys to Men Project (2013) Research carried out by the Universities of Manchester, Bath and Keele and the Economic and Social Research Council

Using the Discussion guide and teaching materials

Because of the sensitive and challenging nature of the session contents, it is essential to read this guide in full and familiarise yourself with the support materials before starting any sessions with young people.

This Discussion guide has been produced for teachers and other professionals who work directly with young people aged 13-18. The teaching sessions should form part of a comprehensive RSE programme, and should be used alongside the following documents:

- Sex and Relationship Education Guidance (DfEE 0116/2000) (statutory guidance for schools):
<https://www.gov.uk/government/publications/sex-and-relationship-education>
- Sex and Relationships Education (SRE) for the 21st Century:
<http://www.sexeducationforum.org.uk/media/17706/sreadvice.pdf>

Teaching sessions

The teaching materials consist of three sessions:

Session 1: What is relationship abuse?

Session 2: Consent

Session 3: Sharing sexual images

The sessions are designed to help young people discuss issues around abusive and healthy relationships, set in the context of online and offline behaviours.

The objectives of the sessions are to:

- help young people recognise what a healthy relationship looks like, and which behaviours are abusive;
- encourage young people to consider and question their views of violence, abuse or controlling behaviour in relationships;
- improve understanding of what constitutes rape, sexual assault and abusive and controlling behaviour;
- build understanding of consent, and in particular the responsibility of the seeker of consent to ensure that the other person has the freedom and capacity to give it;
- empower young people to avoid, challenge and report sexually violent or abusive behaviour;
- direct young people to appropriate sources of further help and advice.

Photocopiable learning materials to support session activities follow the session in which they appear.

There are also a number of key messages in the campaign which are emphasised throughout the teaching sessions. A list of these can be found in **Resource A**.

¹ Statutory guidance on Relationships and Sex Education currently being updated by government. New guidance is due to be published in 2018.

Creating a safe learning environment for session delivery

Due to the sensitive issues covered within the sessions, the following best practice principles should be observed for each session to create a safe learning environment for everyone.

1. Set ground rules

Establish clear 'ground rules', including the concepts of confidentiality and anonymity at the start of the session. These need to be consistently kept to, and, if necessary, renegotiated and reinforced.

Ground rules are most effective when they have been negotiated and agreed with students, rather than imposed by the teacher. Areas to explore for ground rules could include:

- **Openness**

The classroom setting should feel like a safe and supportive environment for discussions that are positive and affirming, but give pupils the opportunity to share any concerns.

However, students should understand that lesson time is not the appropriate setting to directly discuss their own personal experiences or the private lives of others. General situations can be used as examples, but they should not 'name names', or give identifying descriptions.

- **Keeping the conversation in the room**

Students need to feel confident that anything they say will not be repeated by teachers or pupils beyond this setting. However, it is important to make it clear that if you become concerned that a pupil may be at risk then you will need to follow the school's safeguarding and child protection policies (see Resource B below for more detail) and this may require sharing information with the school's Designated Safeguarding Lead, and that you cannot guarantee that no other pupil will repeat what has been said outside the classroom.

- **Non-judgemental approach**

Discuss with students the idea that it is okay – and often healthy – to disagree with another person's point of view, but it is never okay to judge, make fun of or put down others. If someone disagrees with another's point of view, they should challenge the belief and not the person. They should also not make assumptions about others' attitudes and beliefs.

- **Right to pass**

Students should have the right to choose to pass on taking part if a topic touches on personal issues which they should not disclose in a classroom setting, or if the topic of the activity or discussion makes them feel uncomfortable in any way. If any member of the group feels upset or uncomfortable with anything being covered they should also be given the option to leave. Students could be invited to discuss their concerns with the teacher individually. (See also 'Vulnerable pupils' below).

- **Listen to others**

Everyone in the class has the right to feel listened to, and they should respect the right of their peers to feel listened to as well.

- **Use of language**

Students should be reminded to think about the language they use in lessons. They should not be using vocabulary that is inappropriate or offensive.

- A ground rule for this could be: 'We will use the correct terms for the things we will be discussing rather than the slang terms as they may be offensive. If we are not sure what the correct term is, we will ask our teacher'.

2. 'Distance' the learning

It is important in these sessions to distance the learning from the learner – students should explore a situation through the use of characters or scenarios, allowing them to consider it objectively and feel safe to discuss it in class.

Activities within each session have already been distanced by using case studies, scenarios and puppets. However, during class or group discussion, teachers should be careful to use ground rules and should not put any student on the spot or ask them to share personal information. Any personal disclosures should be supported in a safe context outside of the main lesson.

3. Handle questions safely

It is important to foster an open environment where pupils feel safe asking questions and exploring their understanding about a topic. Because of the sensitive nature of the sessions' content, teachers should consider how they might handle potentially challenging questions from students.

Ways of managing questions include:

- Making an anonymous question box available for students to ask questions they may feel uncomfortable about asking in front of a class. You can make this available before, during or after the lesson.

- Be conscious of the message you give the rest of the group, especially if you think a question has been posed as a 'test' or to elicit a particular response from you or from peers. If the response is angry or dismissive, for example, 'that's completely inappropriate and if you think I'm going to answer that, you've got another thing coming!' – then the message given to other pupils is 'don't bother asking questions'.

When faced with a challenging question:

- Stay calm; value it: thank the student; praise; check you have understood the question.
- Buy time if necessary: explain you do not know the answer/are not sure how best to answer and that you will find out more and respond later. Do you need to consult senior colleagues? Or relevant school policies? Is there a potential safeguarding issue?
- Before answering ask the pupil what they think the answer is and build on their existing understanding
- Consider the appropriate response, for example:
 - short, simple answer to the whole class;
 - answering privately after the lesson;
 - explaining the question goes beyond today's learning objectives but you'll return to it at an appropriate time.

4. Consider vulnerable pupils

The sessions cover challenging themes so you should discuss them with the school's designated safeguarding lead to make sure they are suitable for all students in the class and consider any possible vulnerabilities amongst students. You should consider that there may be young people in the group who have experienced or witnessed abuse who have not disclosed this to anyone.

At the start of the sessions themselves, ensure that the group understands that you will be showing films and discussing relationship abuse issues, including rape. You should make clear that everyone has the right to pass (see above) and that if any member of the group feels upset or uncomfortable with anything being covered that they can leave.

If a young person is upset or uncomfortable and does want to leave the room, always ensure that they have somewhere safe to go. You may already have your own organisational procedures in place for such this; if not, make a member of the pastoral staff aware that you are running the session and ask anyone who needs to leave to go to their office. You should also make yourself available at the end of the lesson if a young person wants to speak to you privately.

5. Signpost support

Although it is important that students do not make personal disclosures during the course of the lesson, ways to seek help and sources of support and advice should be clearly signposted in each session. These should include internal support available in the school, such as counselling services or pastoral care, as well as the details of relevant external websites and helplines given in each session (see **Resource D** for a list of sources of help for young people).

As a result of session discussions, young people may share information which raises safeguarding issues. If a disclosure is made you should follow your own child protection and safeguarding policies, which you should be familiar with before starting the lesson. Further advice and detail on dealing with disclosures can be found in **Resource B**.

Detailed guidance on best practice in PSHE education can be found at <https://www.pshe-association.org.uk/curriculum-and-resources/resources/pshe-education-review-evidence-and-effective>

Preparing for the sessions

While planning for delivery of each session, teachers and facilitators should consider:

1. Which year group?

The sessions have been developed for young people aged 13-18. They should not be taught outside the context of a wider RSE programme, and should only be used if you judge it appropriate for the age and stage of your students.

2. Group dynamics

Consider:

- the gender composition of the group, remembering that it is a key principle of PSHE education that all pupils receive the same learning
- sexual orientation and gender identity of members of the group, bearing in mind that there will probably be LGBT+ young people in the group who have not come out or who may be questioning their sexual orientation or gender identity
- the age and relationships within the group: what does the age of the group mean for the areas of content you include or dedicate more time to? Do the young people know each other? Familiarity might help the session as they are comfortable with one another or it could present a challenge as young people may feel self-conscious in front of peers.

3. Timings

Each session takes between approximately 60 and 80 minutes to run in full, and timings are given for each section within a session. If you have less time for delivery, a shorter version is indicated at the start of each session. Alternatively you can run the activities over two or more lessons. The total length of all sessions together is approximately 5 hours.

4. Technology

You will need a room with internet access to show the films which form the basis of each session (available online on the 'Disrespect NoBody' campaign website www.disrespectnobody.co.uk). The adverts are also available on a DVD: to order please email VAWGcampaigns@homeoffice.gsi.gov.uk)

Annex of Resources

Resource A

Disrespect NoBody campaign support materials and key messages

You can view all the 'Disrespect NoBody' films used in the sessions on the campaign website www.disrespectnobody.co.uk.

Alternatively, you can order a DVD of the campaign adverts by emailing VAWGCampaigns@homeoffice.gsi.gov.uk.*

Other campaign resources including audio adverts, posters in English and Welsh and online adverts. Hard copies of the posters can be downloaded and printed from this link: <https://www.gov.uk/government/collections/disrespect-nobody-campaign>.

*Please note that there is a maximum of 10 DVDs per order. However, if you do need more than the maximum order limit please email VAWGCampaigns@homeoffice.gsi.gov.uk stating how many you need, where and when they will be used and how many young people you estimate will come into contact with the materials. Each application for materials over the order limits will be considered on a case-by-case basis.

Key campaign messages

- A person seeking consent is responsible (ethically and legally) for ensuring that consent is given by another person, and for ensuring that the person has the freedom and capacity to do so.
- In healthy relationships both parties respectfully seek consent from one another, regularly check that consent is still being given and respect one another when it is not.
- Agreement that is brought about by wearing the other person down, intimidation, physical threats or emotional threats is not consent.
- Pressurising someone to have sex or take part in sexual activity (such as. groping, sexual touching, sending a 'nude') who doesn't want to or hasn't given their consent is never acceptable.
- Abuse is never OK – blaming abuse on anger, jealousy, alcohol or the other person's behaviour is unacceptable.
- It's not just physical violence that makes a relationship abusive – behaviour such as threatening with violence, controlling what someone says or does, or being constantly critical, is also abuse.
- Abuse can happen in any relationship; in heterosexual relationships the male or the female could be the perpetrator, and it can also happen in same-sex relationships.

- Abuse can include threatening to 'out' someone who is lesbian, gay, bi or transgender.
- Sex with someone who doesn't want to, or someone who has not given their consent, is rape – it makes no difference whether the people know each other or not, or what their relationship is. If a woman has sex or does something sexual with another woman who didn't want to and didn't give consent, this is 'sexual assault'. The crime and the consequences for both the target and the perpetrator are still serious.
- Rape does not have to involve physical force – threatening violence, or having sex with someone who is incapable of consenting (for example because they're drunk or asleep) is rape.
- Someone should never have to do something sexual that they don't feel comfortable with, even people they know are comfortable with similar situations.
- Pornography can give young people an unrealistic expectation of sex, which can have a damaging effect on their lives and relationships.
- No one should pressure someone into doing something they don't feel comfortable with, or into acting or looking like someone in pornography.
- If someone under the age of 18 is persuaded, coerced or forced into sexual activity in exchange for, amongst other things, money, drugs/alcohol, gifts, affection or status, it is child sexual exploitation, a form of child abuse. Consent is irrelevant, even if someone believes they are voluntarily taking part in sexual activity. Child sexual exploitation does not always involve physical contact and may occur online.

Resource B

Dealing with disclosures

A young person may disclose that domestic abuse is happening in their home because they are hearing or witnessing the abuse of a family member; they may also be experiencing abuse directly. Any disclosure of domestic or sexual abuse should be treated as a child protection concern, and appropriate steps taken [using the three-step approach outlined below. Always ensure that any action is undertaken](#) in line with your organisation's safeguarding policies and information sharing procedures, and statutory safeguarding guidance.

A three-step approach: Receive, Reassure, Respond

This approach should always be taken in line within the context of your organisation's safeguarding and information sharing policies and procedures.

Receive

- listen: do not look shocked or disbelieving
- do not be judgemental
- take what the young person is saying seriously and believe them
- don't put responsibility on the young person, e.g. by saying things like 'You should have told me earlier'.

Reassure

- stay calm; tell the young person that they have done the right thing in telling you
- acknowledge how hard it must have been to tell you
- tell them that they are not to blame
- empathise – but don't tell them how they should be feeling
- don't promise confidentiality – explain that only those that need to know will be told
- be honest about what you can and can't do

Respond

Don't:

- interrogate – let the young person tell you as far as possible
- ask probing questions – it's not your job to find out 'who, where, when?' etc.
- criticise or judge the abuser – remember abuse often happens by someone known to and trusted by the young person, and they may have feelings for the abuser

Do:

- sign and date everything that you record
- record only the words said to you; never interpret what was said and put it in your own words (this information could be used as evidence)
- make a note of any injuries you have seen or been shown; bruises, cuts, marks, etc. mostly heal, and your notes could be used as evidence
- explain what will happen next – e.g. the designated safeguarding lead will be informed, and may need further information; if it is safe, the non-abusing parent or carer might also be informed; the police and social services might also be informed
- record what you did next and with whom you shared the information in line with your organisation's policies and procedures
- try to follow next steps through yourself so the young person doesn't need to repeat their story to other staff
- get support for yourself. It can be distressing dealing with disclosure

(Adapted from the Expect Respect toolkit for addressing teenage relationship abuse)

If you're worried about a specific incident that was brought to your attention during a session, then you should follow safeguarding procedures as set out in [Working Together to Safeguard Children](#) (Department of Education, 2015). You should contact the local authority children's social care team, or the local police.

As an additional source for safeguarding, [Brook's traffic light tool \(https://www.brook.org.uk/our-work/the-sexual-behaviours-traffic-light-tool\)](https://www.brook.org.uk/our-work/the-sexual-behaviours-traffic-light-tool) gives information on identifying potentially harmful sexual behaviours in different age groups, and advice on how professionals can respond in an appropriate way. Please note it should be used within the context of the guidance provided alongside it, and not in isolation, nor as a teaching resource for young people.

Resource C

Warning signs of abusive behaviours within a relationship, including sexual exploitation

Abusive behaviour can be:

- violent (e.g. hitting, kicking, slapping)
- emotional (e.g. humiliating and putting someone down)
- sexual (e.g. forcing someone into sexual acts without their consent)

Abuse in relationships can start with verbal or emotional abuse, and can happen to anyone (including men, transgender people and those in same-sex relationships). It can often escalate into physical abuse.

Some warning signs of potential abusive and violent behaviour:

- extreme jealousy
- anger when someone wants to spend time with their friends
- isolating someone from friends and family
- trying to control someone's life (e.g. how they dress, who they hang out with, what they say)
- humiliating someone; putting them down
- threatening to harm someone or to self-harm if the other person leaves the relationship
- demanding to know where someone is all the time
- monitoring calls and emails, threatening someone if they don't respond instantly
- excessive alcohol drinking and drug use
- explosive anger
- using force during an argument
- blaming others for problems or feelings
- being verbally abusive
- threatening behaviour towards others
- pressuring someone to send sexual texts and images of themselves
- sharing sexual text and/or images of another person

Sexual exploitation

This 'young person friendly' explanation of child sexual exploitation and its warning signs is adapted from the Thinkuknow website (<https://www.thinkuknow.co.uk>):

Some people form relationships with young people to use them for sex.

People who do this want young people to think they are a friend, or a boyfriend or girlfriend. They want to gain their trust to get power over them. They might also use bribes, threats, humiliation and even violence to get power over them.

They use that power to force a partner to have sex, or do sexual things with them, and sometimes with other people. This is sexual exploitation and it's a crime.

Sexual exploitation happens to boys and girls and can be difficult to spot. Often people think they're in a good relationship, even after things have turned bad.

It is important to know how to spot the warning signs so you can protect yourself and your friends.

Met someone new? Five signs they are not all they seem

It can be hard to spot when someone is using you. Here are some possible signs:

1. To get to know you they give you lots of attention.

We all like attention and it's nice to feel wanted. But if someone tries to get to know by giving you lots of attention, ask yourself – what do they really want?

2. They give you gifts, like phone credit, alcohol, drugs or jewellery.

This can be exciting and make you feel good about someone but if they want sex in return they are trying to exploit you.

3. They try to isolate you from your friends or family.

They will say that they are the only person you need. They might tell you that your friends or family won't understand, or you'll be in trouble. Remember, the people who care about you will want to protect you.

4. They have mood swings.

If someone flips between being 'very nice' and 'very nasty', you can feel like you need to do things to keep them happy. This can be a sign they are trying to control you.

5. They control you with promises and threats.

Abusers use many tricks to control their target. They may make promises they can't keep, ask someone to keep secrets or threaten them. Some abusers become violent.

Resource D

Further sources of help for young people

All the organisations listed below are signposted on the Disrespect NoBody campaign website (www.disrespectnobody.co.uk). You can also print this list to hand out.

If handing out the list, do not make taking one optional, as young people may not wish to be seen taking one if others aren't.

There are also a range regional sources of help and advice available to young people affected by abuse or those supporting them. You may be aware of local services in your area which you can also highlight.

Childline

Childline provides free confidential advice and support for all young people up to 19 years old. Whatever your worry, Childline counsellors are here to help. Speak to them by phone, online or email 24 hours a day.

A video is available online so you can see what happens when you call Childline, which you can view on the Childline website. You'll speak to someone who takes your details and puts you through to a counsellor. The number won't appear on any bill (landline or mobile).

Tel: 0800 1111

Website: www.childline.org.uk

Childline also has a free app called Zipit. If you're feeling uncomfortable or under pressure to say or do something, Zipit helps you take control of the situation. You can access the app on the Childline website: <https://www.childline.org.uk/Play/>

National Domestic Violence Helpline

If you are a girl who is experiencing domestic violence, or has experienced it in the past, or if you are worried about someone you know, the National Domestic Violence Helpline can support you. The helpline is staffed by fully-trained female support workers who can provide confidential, non-judgmental emotional support and information on a range of issues – from reporting to the police, to accessing local services in your area. All calls are completely confidential.

Calls are free from landlines, but other mobile services providers may charge. The helpline number will not show up on BT landline phone bills. If you have another service provider, you'll need to check with their customer services team whether the number will be visible on your bill.

Tel: 0808 2000 247

Website: www.nationaldomesticviolencehelpline.org.uk

Live Fear Free

If you live in Wales and are experiencing domestic abuse or sexual violence, you can contact the Live Fear Free helpline. The helpline provides a bilingual information service that helps and guides people who are targets of abuse, and are in need of information or access to support services. This service is also available to those who are worried about a friend or relative.

All calls are confidential and are taken by experienced staff. The website tells you more about what happens when you call the helpline.

Calls are free from landlines and most mobiles, and will not show up on your phone bill. Some mobile networks may charge for calls to our helpline; contact your network for more information.

Freephone 24 hours: 0808 8010 800

Email: info@livefearfreehelpline.wales

Website: www.gov.wales/livefearfree

Rape Crisis

If you are a girl who has experienced rape, sexual abuse or sexual assault you can get help, information and support from trained female support workers via the Rape Crisis helpline. They also provide information for partners, family, friends and other people who are supporting a survivor of sexual violence. You can get more information on the website.

Freephone: 0808 8029999
(12am–2:30 / 7pm–9:30pm every day)

Website: www.rapecrisis.org.uk

Survivors UK

If you are a boy and have experienced rape or sexual assault you can get help and advice from specialists in the field of male sexual violence.

You can phone them or use their web chat service to have a confidential one-to-one chat with a trained professional.

Web chat: access via the website
(Mon-Fri 10:30am–9pm and Sat-Sun 10am–6pm)

SMS chat: 020 3322 1860

Whatsapp: 074 9181 6064

Email: help@survivorsuk.org

Website: www.survivorsuk.org

Galop

Galop provides emotional and practical support for all LGBT people experiencing domestic or relationship abuse. The helpline is run by trained LGBT people and provides a space where you can talk through what is going on and explore your options. You can call them on their helpline, or via email.

help@galop.org.uk

0800 999 5428

(free phone from landline and some mobile providers)

or 020 7704 2040 (free from landline and mobile providers)

or 0300 999 5428 (billed as 01 and 02 landline numbers and may be included in mobile packages)

Opening times: 10am–8pm Monday
10am–5pm Tuesday (1pm–5pm Tuesday is a trans* specific service)
10am–5pm Wednesday
10am–8pm Thursday
1pm–5pm Friday

Outside of these hours, you can ring and request a call back

Website: <http://www.galop.org.uk>

Respect Phoneline

If you are abusing your partner, you can get help to change your behaviour. Call to talk to trained advisors who provide help and support to men or women.

Freephone: 0808 802 4040 (Monday to Friday 9am to 5pm, free from landlines and most mobile providers)

Email: info@respectphoneline.org.uk

Website: www.respectphoneline.org.uk

Webchat available

The Men's Advice Line

If you are a boy who is experiencing abuse, or has in the past, you can speak to trained advisors who can offer you emotional support and practical advice. All calls are confidential.

**Helpline: 0808 801 0327
(free from landlines and most mobile phones)**

Email: info@mensadviceline.org.uk

Website: www.mensadviceline.org.uk

Webchat available

Brook

Brook has clinical services in England, Scotland, Northern Ireland and Jersey. All our services provide free and confidential sexual health advice, contraception, pregnancy testing, and screening and treatment for sexually transmitted infections (STIs).

To find your nearest service visit brook.org.uk/find-a-service

If you have questions about your sexual health or relationships right now, go to brook.org.uk/ask-brook for all the answers.

Website: www.brook.org.uk

CEOP (Thinkuknow programme)

If someone has asked you to do things online that you don't feel comfortable with, you can report this directly to CEOP by clicking on their online CEOP 'report it' button here: www.ceop.police.uk/safety-centre. Following a report to CEOP, you will be contacted by a Child Protection Advisor who will work with you to make a plan to keep you safe. You can also report to CEOP if you are worried about a friend, or someone you know.

Website: www.thinkuknow.co.uk

Southall Black Sisters

For women or children who are Asian, African-Caribbean or from other minority background and you are experiencing domestic or sexual violence (including forced marriage, dowry abuse and honour crimes), Southall Black Sisters provides information, advice, advocacy, practical help, counselling and support in English, Hindi, Punjabi, Gujarati and Urdu (interpreters are used for other languages).

Helpline: 020 8571 0800 (Monday – Friday 9.30 am – 4.30pm)

General enquiries: 020 8571 9595 (Monday – Friday 9am – 5pm)

Both lines closed every day from 12.30pm to 1.30pm

Website: www.southallblacksisters.org.uk

The Iranian and Kurdish Women's Rights Organisation (IKWRO)

If you are a female from a Middle Eastern, North African or Afghan community, IKWRO can help you if you are at risk of 'honour'-based violence, forced marriage, female genital mutilation and domestic violence. They provide confidential advice, advocacy and make referrals to ensure needs are met as well as offering professional individual and group counselling. They speak Farsi, Arabic, Kurdish, Dari, Pashto, Turkish and English.

**Tel: 0207 920 6460 (Farsi/ Dari/ Turkish)
(Monday – Friday 9.30am – 5.30pm)**

**24 hours out-of-hours emergencies:
07846 275 246 (Arabic/ Kurdish)
07846 310157 (Farsi/Dari/Turkish)**

Website: www.ikwro.org.uk

SAFELINE

Safeline has over 20 years' experience provides a range of services to support people who have been raped or sexually abused, including free online and telephone counselling. Research shows that their clients report a significant improvement in their mental health and wellbeing, enabling them to regain control of their lives and play a more active role within their communities.

Helpline: 0808 800 5005 Text chat: 0786 002 7573

Opening times:

10:00 – 16:00 Monday & Friday

08:00 – 20:00 Tuesday & Thursday

10:00 – 12:00 Saturday

Email: support@safeline.org.uk

Website: <http://www.safeline.org.uk> (webchat available)

NHS CHOICES

The NHS Choices website has information, advice and help for young people, including depression, anxiety and stress.

Youth mental health pages:

<https://www.nhs.uk/Livewell/youth-mental-health/Pages/Youth-mental-health-help.aspx>

Resource E

Further resources for teachers and facilitators

More information and resources are available for teachers on the PSHE Association website www.pshe-association.org.uk. These include:

- The PSHE Association Programme of Study: www.pshe-association.org.uk/programmeofstudy
- Guidance on producing a school's sex and relationships education policy: <https://www.pshe-association.org.uk/curriculum-and-resources/resources/creating-pshe-education-policy-your-school>
- SRE for the 21st Century – guidance produced by the PSHE Association, Brook and the Sex Education Forum: www.pshe-association.org.uk/SREadvice
- Guidance on teaching about consent at key stages 3 and 4: <http://www.pshe-association.org.uk/consent>

Other resources

Women's Aid

- Expect Respect: a toolkit for addressing teenage relationship abuse in key stages 3, 4 and 5: <https://www.womensaid.org.uk/what-we-do/safer-futures/expect-respect-educational-toolkit/>
- Leaflet for parents to help them talk to their children about relationship abuse: <https://www.womensaid.org.uk/controlling-behaviour-in-relationships-coercive-control/>

CEOP

- 'Exposed', a short film about a girl who sends naked pictures to her boyfriend. To download the film and accompanying resource pack, visit thinkuknow.co.uk/teachers

Home Office

- This is Abuse: summary report of the development and evaluation of the campaign www.gov.uk/government/publications/this-is-abuse-summary-report

Online abuse and bullying prevention guide

This guide has been developed for professionals who work with young people, to help them understand what constitutes abusive behaviour online, the consequences of that behaviour, and where they can get help. The guide applies to professionals working in England and Wales.

www.gov.uk/government/publications/online-abuse-and-bullying-prevention-guide

Resource F

Crimes within the Sexual Offences Act 2003

Rape

Rape is classified as penetration by the penis of somebody's vagina, anus or mouth, without their consent.

(Consent is when a person gives permission or agrees to something by choice, and has the freedom and capacity to make that choice.)

Rape can be committed against men or women, but since it involves penile penetration, it is only committed by men.

Assault by penetration

It is an offence to penetrate the anus or vagina of someone else with any part of the body or with an object, if the penetration is sexual and if the person does not consent.

Sexual assault

This law covers any kind of intentional sexual touching of somebody else without their consent. It includes touching any part of their body, clothed or unclothed, either with your body or with an object.

Causing a person to engage in a sexual activity without consent

This law covers any kind of sexual activity without consent. For instance, it would apply to a woman who forces a man to penetrate her, or an abuser who makes their target engage in masturbation.

Administering a substance with intent

This law makes it a separate offence to give someone any substance – for instance spiking their drink – without their consent, and with the intention of stupefying them so that sexual activity can take place. In this instance, sexual activity could include stripping someone or taking pornographic photos of them. Someone can be charged with this offence on top of any separate charge for rape or sexual assault. They can also be charged if the intended sexual activity did not take place, for instance when someone sees what is going on and intervenes to stop it.

Other ‘intent’ offences

Two laws – ‘committing an offence with intent’ and ‘trespass with intent’ – cover situations where abusers commit one offence (such as violence, trespass, or detaining someone against their will) with the intention of then committing a sexual offence.

Other offences

Other offences under the Act include exposure (‘flashing’), voyeurism, sex in public toilets, and sex with animals or with corpses. Voyeurism is a new offence which applies to watching people without their consent when they are involved in private acts. It includes setting up, viewing or recording people through electronic equipment such as webcams or cameras.

There are also important sections of the Act which deal with prostitution and trafficking, and with sexual offences against people with mental disorders, including learning disabilities.

Coercive controlling behaviour offence

Coercive or controlling behaviour does not relate to a single incident; it is a purposeful pattern of incidents that occur over time in order for one individual to exert power, control or coercion over another. It is a pattern of abuse, which takes place over time, and perpetrated within a context of power and control intended to subjugate the individual.

This new offence focuses responsibility and accountability on the perpetrator who has chosen to carry out these behaviours and carries a maximum five years in prison, a fine, or both.

