

# Violence Against Women and Girls Training Standards 2017



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## 1. Introduction

This document outlines the training framework and training standards for violence against women and girls (VAWG) in Haringey. It aims to align all existing training and provide a framework for the partnership approach to tackling VAWG. The framework and standards have been developed by the Training and Development Task and Finish Group of the VAWG Strategic Group<sup>1</sup>.

To support the development of the work, a training audit was conducted over 4 months between April and August 2017. The audit highlighted areas of good practice on training but also gaps in provision of training, learning and education on the wider VAWG areas including: female genital mutilation (FGM); trafficking; sexual violence and abuse; so-called 'honour' based violence and forced marriage.

The framework has also been mapped to existing frameworks<sup>2</sup>, including child protection and safeguarding vulnerable adults, ensuring that professionals with a specific safeguarding remit can ensure that the learning does not duplicate or contradict any training that needs to be undergone as part of their professional development.

This document has been split into the framework which outlines the strategic approach to training and development and into the training standards which detail the recommended approach for each professional working in Haringey.

## 2. Strategic Approach

The cross-cutting nature of the violence against women and girls agenda means that responsibility for tackling these issues cuts across a wide range of different agencies. Coordinating service provision and ensuring clear governance and accountability for this agenda is therefore a key challenge.

Addressing violence against women and girls (VAWG) forms part of our local partnership approach to improving health, safety and wellbeing in the borough. Tackling VAWG is a priority within the 2015-2018 Corporate Plan's Clean and Safe objective. The Community Safety Partnership (CSP) is accountable for tackling violence against women and girls with strategic oversight by the Violence Against Women and Girls Strategic Group which reports to the CSP. The Health and Wellbeing Board (HWB), Local Safeguarding Children Board (LSCB) and Safeguarding Adults Board (SAB) contribute to this agenda and ensure appropriate partner engagement.

In 2014/2015, a Scrutiny Review of Violence Against Women and Girls was undertaken by the Environment and Community Safety Panel. The Overview and Scrutiny Panel made a number of recommendations about developing the strategic approach to addressing and preventing violence against women and girls which were taken into account in the development of the training standards and framework.

The 10-year Violence Against Women and Girls Strategy was launched in November 2016. Developing training and providing capacity building support for professionals was a key element of all four of our strategic objectives of Developing a Coordinated Community Response, Prevention, Support for Victim/Survivors and Perpetrator Accountability.

Improving responses across the partnership as well as providing a uniform approach to training and development has also been a key recommendation in all of our Domestic Homicide Reviews, Safeguarding

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<sup>1</sup> See Appendix 1 for details.

<sup>2</sup> Mapping included: Royal College of Paediatrics and Child Health (2014); NICE (2014); NICE (2016); DH (2017) and HM Government (2015) as well as Haringey's Safeguarding Competency Framework for Adult Safeguarding.

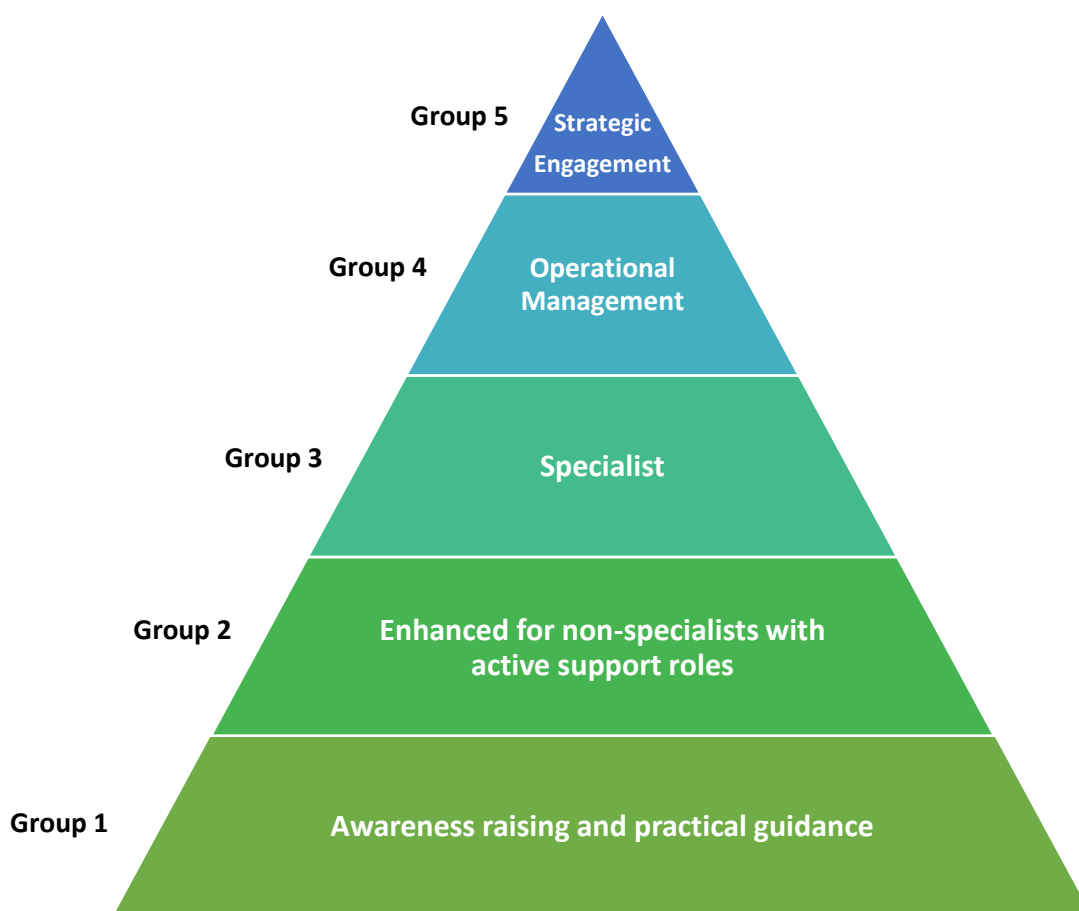
Adult Reviews and Serious Case Reviews. By working in partnership to develop the training standards and framework, we believe that there will be greater ownership and input across Haringey which will lead to a reduction in inappropriate interventions as well as maintaining a highly skilled workforce who can refer or provide holistic support packages depending on their role.

Although we are ensuring that there is an integrated approach between approaches (including health and social care) it is important that violence against women and girls is not only presented and considered as an issue of child protection or safeguarding vulnerable adults.

### 3. Training Framework

The Training Framework is formed of five groups with specific training as well as specialist, advanced modules. Each group has their own specific training although there is scope to progress through the groups within the Framework from Group 1-3. Groups 4 and 5 are specifically aimed at operational management level (Group 4) and strategic engagement level professionals (Group 5).

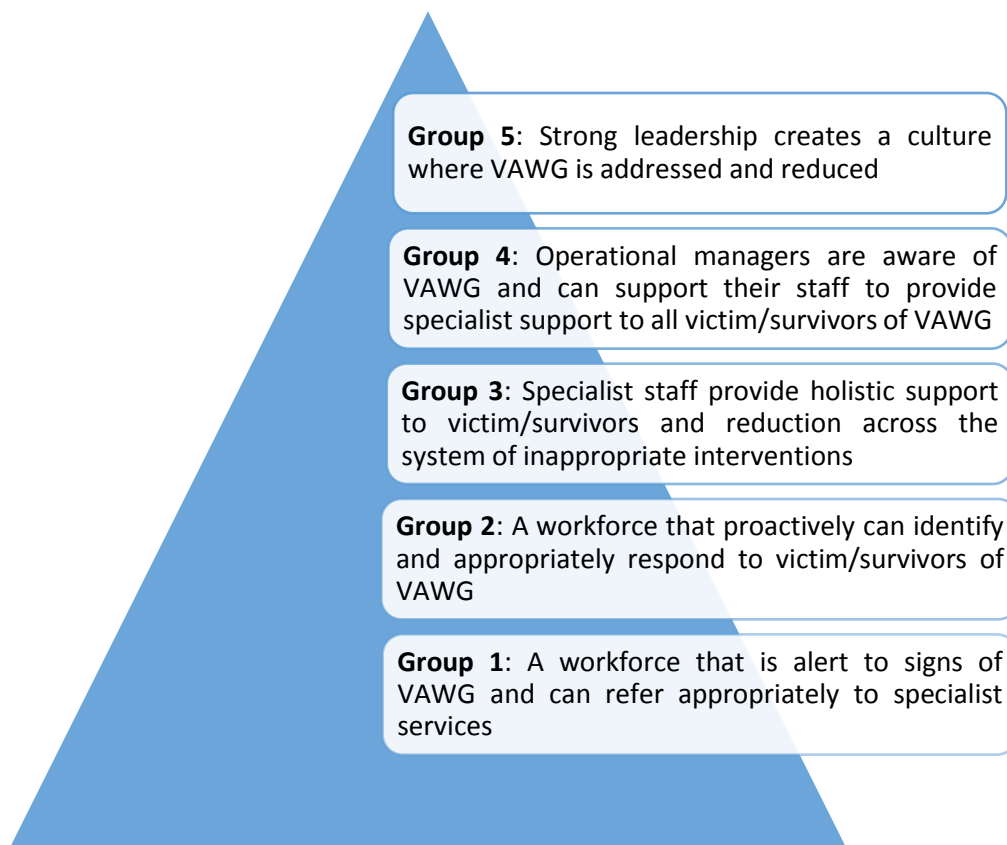
Figure 3.1: Pyramid of Groups



**Table 3.1: Groups and Responsibility**

<b>Group</b>	<b>Responsibility</b>	<b>Examples</b>
<b>Group 1</b>	All staff working in settings where they are unlikely to have direct access to victim/survivors	Small organisation receptionists; repairs staff; customer service officers
<b>Group 2</b>	Minimum level required for staff who have some degree of contact with victim/survivors	Generic floating support workers; front-line office staff; waiting room receptionists
<b>Group 3</b>	Specialist staff working directly with victim/survivors who assess and evaluate risk and needs of victim/survivors or where there are safeguarding/child protection concerns	IDVAs, social workers; specialist floating support services; specialist nurses and other health professionals.
<b>Group 4</b>	Operational management level staff who manage teams of specialist staff or have oversight of areas with responsibility for providing direct support	Named nurses and doctors; team managers and service managers in social care
<b>Group 5</b>	Strategic engagement level including all strategic professionals; senior management team members and designated professionals	Heads of service; Directors; Chief Executives; Directorate Management Teams; Councillors; Trade Union leaders; Borough Commanders of the Police and Fire Brigade and Designated nurses and doctors

**Proposed Outcomes**



## 4. National Occupational Standards

Each of the standards outlined below are mapped against the National Occupational Standards (NOS) for domestic and sexual violence as well as for leadership and care of vulnerable children and young people. National Occupational Standards “are statements of the standards of performance individuals must achieve when carrying out functions in the workplace, together with specifications of the underpinning knowledge and understanding.”<sup>3</sup> They are useful as they define best practice in the performance in the workplace and should be regarded as the benchmark for qualifications as well as:

- Bringing together the skills and knowledge required for each area of competency into a uniform framework
- Provide operational and strategic managers with workforce management tools and quality assurance across competency areas
- Form the basis of training and qualifications (the NOS for domestic and sexual violence are used for the training qualification for Independent Domestic Violence Advisors/Advocates (IDVAs) and Independent Sexual Violence Advisors/Advocates (ISVAs).
- Identify and develop routes for progression and professional development

### Structure of the standards<sup>4</sup>

NOS are produced as a suite of units for each occupational area. Each ‘unit’ describes an area of work with the activities normally separated out into ‘elements’ with associated performance statements. These statements are detailed descriptions of the activities which represent effective performance of the tasks within the unit, a range of situations or circumstances and ‘knowledge’, the underpinning knowledge and understanding needed to effectively carry out tasks and responsibilities within the particular job role or function.

Individuals can use NOS to:	Organisations can use NOS to:
Develop their self-confidence and enhance their personal effectiveness	Identify and plan workforce requirements
Ensure best practice	Design, deliver and evaluate training
Support their professional development	Use common standards of performance and quality in partnerships with other organisations and agencies
Provide a means for determining gaps in knowledge, experience and skills Open up a wider range of career opportunities	Demonstrate the competence of the organisation when applying for funding or tendering for projects
Help to transfer their competence to other work situations.	Plan appropriate development and training

<sup>3</sup> UK Standards, *What are National Occupational Standards?*, available at: <https://www.ukstandards.org.uk/Pages/index.aspx> (last accessed 07.11.17)

<sup>4</sup> Skills Active, National Occupational Standards, available at: <http://www.skillsactive.com/standards-quals/national-occupational-standards> (last accessed 07.11.17)

## 5. Training Standards

### 5.1 Group 1

Training for Group 1 is a 2-hour session with basic awareness raising on violence against women and girls and some information and advice on support services available across the borough.

<b>Aim:</b>	Participants in Group 1 will have an increased awareness of VAWG and how to respond appropriately.
<b>Previous knowledge:</b>	None required
<b>Action Learning Sets:</b>	Not required at this level
<b>Knowledge building:</b>	This is the first level of training and awareness
<b>National Occupational Standards:</b>	GK504; BH202; AG4
<b>LSCB Level:</b>	Level 1
<b>Inter-collegiate level</b>	Level 1
<b>Safeguarding Adults</b>	Level 1

### Proposed Learning Outcomes

1. Understand gender and power in the context of violence against women and girls
2. Understand what violence against women and girls is
3. Unpick myths about violence against women and girls
4. Understand barriers that victim/survivors face
5. Understand their role in tackling violence against women and girls
6. Understand what specialist support agencies exist in Haringey and how to refer appropriately

### 5.2 Group 2

Training for Group 2 is a whole day session aimed at raising awareness for all staff who have some level of contact with victim/survivors of VAWG or children and young people at risk. This will be the majority of the professionals working in Haringey. Professionals from Group 1 can build on their knowledge by attending training in Group 2.

<b>Aim:</b>	Participants in Group 2 will have an increased awareness of VAWG and how to respond appropriately.
<b>Previous knowledge:</b>	None required
<b>Action Learning Sets:</b>	Not required at this level
<b>Knowledge building:</b>	This is the first level of training and awareness for most professionals
<b>National Occupational Standards:</b>	GK504; BH202; AG4; GK101; GK502

<b>LSCB Level:</b>	Level 2
<b>Inter-collegiate level</b>	Levels 2 and 3
<b>Safeguarding Adults</b>	Levels 1 and 2

### Proposed Learning Outcomes

1. Understand gender
2. Understand what violence against women and girls is
3. Prevalence
4. Unpick myths about violence against women and girls
5. How power works in the context of VAWG
6. Impacts on Victims
7. Impact of trauma
8. Understand barriers that victim/survivors face
9. Risk Assessment and safety Planning
10. Self-care
11. Understand their role in tackling violence against women and girls
12. Support Options

### 5.3 Group 3

Group 3 builds on the previous group (or groups if Group 1 continue with training) and provides a more specialist insight into violence against women and girls. This training is a 2-day training aimed at providing professionals with a comprehensive approach to identifying, supporting and enabling the long term recovery of victim/survivors. The training is underpinned by a series of action learning sets which will support professionals to ask the right questions to enable their approach. Specialist modules can be incorporated here.

<b>Aim:</b>	Participants in Group 3 will build upon existing specialist knowledge of VAWG.
<b>Previous knowledge:</b>	Learning from Group 2 (or previous specialist knowledge)
<b>Action Learning Sets:</b>	Yes
<b>Knowledge building:</b>	This group builds upon specialist VAWG knowledge and includes outcome focussed action learning sets to develop reflective practice.
<b>National Occupational Standards:</b>	GK504; BH202; AG4; GK101; GK502; AG5; BI101; BI302; BI203; GK101; GK102; GK503; GK505; GK510
<b>LSCB Level:</b>	Levels 3 and 4
<b>Inter-collegiate level</b>	Levels 3 and 4
<b>Safeguarding Adults</b>	Level 2
<b>Elements:</b>	<ul style="list-style-type: none"> <li>• As group 2</li> <li>• Trauma focussed practice</li> <li>• Supporting discrete groups of victims (BME; older women; looked after and care leavers; women experiencing multiple disadvantage; young people;</li> </ul>



	<p>people with disabilities; victim/survivors with no recourse to public funds; LGBTQI)</p> <ul style="list-style-type: none"> <li>• Working within the criminal justice system</li> <li>• Stages of change and Motivational Interviewing</li> <li>• Reflective practice</li> </ul>
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## 5.4 Group 4

Group 4 of the framework is aimed at operational leads and managers who manage (directly or indirectly) the professionals undertaking Groups 1-3. They provide the operational steer in developing an approach where addressing VAWG is embedded within everyone’s role across the partnerships. The aim is to equip this group with the knowledge and confidence to implement effective structures and consider staff welfare. The Group 4 session is a ½ day session.

<b>Aim:</b>	To develop awareness in operational management of VAWG and supporting staff to embed a trauma informed practice.
<b>Previous knowledge:</b>	Awareness of VAWG (suggested Group 2 training)
<b>Action Learning Sets:</b>	No
<b>Knowledge building:</b>	Builds upon awareness level of VAWG and enables managers to support their staff who directly support victim/survivors of VAWG
<b>National Occupational Standards:</b>	AG4; AG5; BI302; GK505; BG201; GK107; BI402; SCDHSC0044.
<b>LSCB Level:</b>	Levels 5 and 6
<b>Inter-collegiate level</b>	Levels 4 and 5
<b>Safeguarding Adults</b>	Level 3
<b>Elements:</b>	<ul style="list-style-type: none"> <li>• Implementing effective case management structures on VAWG</li> <li>• Embedding a trauma-informed approach to VAWG</li> <li>• Vicarious trauma and burnout</li> <li>• Impacts on front-line staff</li> </ul>

## 5.5 Group 5

Group 5 of the framework aims to develop a workplace and place based culture that provides leadership to implement a coordinated community response to addressing violence against women and girls. Group 5 leaders are instrumental in supporting and shaping Haringey’s vision where *“together we will end violence against women and girls in Haringey and enable every woman and girl to live to their full potential.”* The Group 5 session is a 3-hour session.

<b>Aim:</b>	To develop a workplace and place based culture that provides leadership to implement a coordinated community response.
<b>Previous knowledge:</b>	Group 1 (or 2) training on VAWG
<b>Action Learning Sets:</b>	No
<b>Knowledge building:</b>	N/A
<b>National Occupational Standards:</b>	BG201, BG202
<b>LSCB Level:</b>	Levels 7 and 8
<b>Inter-collegiate level</b>	Board level and Level 5 designated professionals
<b>Safeguarding Adults</b>	Level 4
<b>Elements:</b>	<ul style="list-style-type: none"> <li>• Awareness of VAWG</li> <li>• Strategic engagement on VAWG</li> <li>• What does leadership look like in a VAWG context?</li> <li>• Enabling a whole system approach to tackling VAWG</li> <li>• Developing a coordinated community response</li> </ul>

## 6. Specialist Syllabus

The specialist syllabus modules are aimed at improving responses and building capacity in front-line officers and operational management level (groups 3 and 4) to respond to specific specialist areas of violence against women and girls.

<b>Aim:</b>	<b>To develop skills, knowledge and experience on specialist areas of violence against women and girls</b>
<b>Previous knowledge:</b>	Training to at least Group 2 level. Groups 4 & 5 may also attend
<b>Action Learning Sets:</b>	Depending on the course (will be specified)
<b>Knowledge building:</b>	This course will develop skills in specialised areas of violence against women and girls as well as areas around child protection and safeguarding.
<b>Modules:</b>	<ul style="list-style-type: none"> <li>• Supporting the non-abusing parent and child attachment</li> <li>• Supporting children living with domestic abuse</li> <li>• Forced marriage</li> <li>• So-called 'honour' based violence</li> <li>• Female Genital Mutilation</li> <li>• Trafficking and Modern Slavery</li> <li>• Stalking</li> <li>• Responding to perpetrators of domestic abuse</li> <li>• Child Sexual Exploitation</li> <li>• Supporting older women and domestic abuse</li> <li>• Impact of pornography on young people</li> <li>• Impact of trauma on children and young people</li> <li>• Supporting LGBTQI victim/survivors of VAWG</li> <li>• Implementing effective prevention programmes for young people</li> <li>• Mental Health</li> <li>• Supporting victim/survivors with multiple disadvantage</li> <li>• Child to parent violence</li> <li>• Adolescent to parent violence</li> </ul>

## 7. Train the Trainer Programme

The train the trainer programme is 2 full days with 2 assignments. The trainer will then be observed delivering 2 sessions before joining the VAWG training pool. There is pre-learning reading in advance of this session.

<b>Aim:</b>	To develop skills, knowledge and experience to deliver training and learning sessions on violence against women and girls.
<b>Previous knowledge:</b>	Training to at least Group 3 level. Pre-session reading. Exemptions will be given for experienced VAWG trainers.
<b>Action Learning Sets:</b>	2 assignments and 2 practice observations
<b>Knowledge building:</b>	This course will develop skills in delivering training on VAWG.
<b>Modules:</b>	<ul style="list-style-type: none"> <li>• Developing Facilitation skills</li> <li>• Trainer Responsibilities</li> <li>• Dealing with disclosures as a facilitator</li> <li>• Group management</li> <li>• Communication Styles</li> <li>• Learning Styles</li> <li>• Incorporating equality and diversity into sessions</li> <li>• Active learning sets</li> <li>• The 'Ideal' Trainer</li> <li>• Lesson Planning</li> <li>• Active practice</li> <li>• Self-Care as a facilitator</li> </ul>

## 8. Additional Support

To complement the training and awareness, additional support has been built in to the training standards. A range of mechanisms will be available to ensure that the learning is embedded across the system. Some of the Group have additional learning built in with action learning sets and practice sessions. Other groups can attend the additional support or can access additional resources through the professionals' zone on FUSE.



### Drop-in sessions

The drop-in sessions will be informal sessions that can be accessed by participants of all groups. The drop-in sessions will provide an opportunity to share experiences and troubleshoot any difficulties in delivering sessions or communicating with colleagues, residents or other professionals and will allow for peer support networks to be developed.

### Networking Sessions

The networking sessions will be more formalised sessions aimed at providing additional skills and resources to professionals from Group 2 onwards. The sessions will also allow peer support to be provided as well as an opportunity to share best practice in providing support to victim/survivors.

### Professionals' Zone

The professionals' zone will be a section on FUSE to support learning and development on violence against women and girls. The zone will provide additional resources for professionals and, after training, access to handbooks and training resources. There will also be scope to include e-learning through the zone.

### Action Learning Sets

Action learning sets will be a feature of training in Group 3 and the specialist syllabus levels as well as in the 'train the trainer' programme. Action learning sets provide a structured way of embedding learning in small groups. At each meeting a member of the set will have an opportunity to discuss a challenge that they face in providing support. The group helps to work on the challenge through a supportive approach exploring solutions. They allow reflective practice for the person who has introduced the challenge but also for the wider group in exploring the solutions and best practice responses.

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- Skills for Justice (2011) *Provide access to information and support for victim/survivors of sexual violence*, National Occupational Standards SFJ GK504.
- Skills for Justice (2013) *Carry out an assessment to identify the needs and risks to victims and survivors of sexual violence*, National Occupational Standards SFJ GK503.
- Skills for Justice (2013) *Challenge public attitudes towards domestic violence and abuse*, National Occupational Standards SFJ BH202.
- Skills for Justice (2013) *Communicate and engage with victims and survivors of domestic violence and abuse*, National Occupational Standards SFJ BI101.
- Skills for Justice (2013) *Communicate and engage with victims and survivors of sexual violence*, National Occupational Standards SFJ GK502.
- Skills for Justice (2013) *Contribute to plans which manage the risk of harm to victims and survivors of domestic violence and abuse*, National Occupational Standards SFJ BI302.
- Skills for Justice (2013) *Contribute to the assessment of victims and survivors of domestic violence and abuse*, National Occupational Standards SFJ BI203.
- Skills for Justice (2013) *Contribute to the support of people from vulnerable groups who have suffered harm or abuse*, National Occupational Standards SFJ GK510.
- Skills for Justice (2013) *Contribute to the support of people from vulnerable groups who have experienced trauma*, National Occupational Standards SFJ GK511.
- Skills for Justice (2013) *Deliver interventions towards increasing the safety of victims and survivors of domestic violence and abuse*, National Occupational Standards SFJ GK102.
- Skills for Justice (2013) *Provide access to information and support for victim/survivors of domestic violence and abuse*, National Occupational Standards SFJ GK101.
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- Skills for Justice (2013) *Develop and implement strategy for addressing domestic violence and abuse*, National Occupational Standards SFJ BG201.
- Skills for Justice (2013) *Monitor and evaluate the impact of intervention programmes upon the welfare of victims and survivors of domestic violence and abuse*, National Occupational Standards SFJ GK107.
- Skills for Justice (2013) *Engage with and support children and young people who are victims of domestic violence and abuse*, National Occupational Standards SFJ BI402.
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## **Appendix 1: VAWG Training and Development Task and Finish Group**

### **1. Purpose**

Lead on the development of a training action plan for all agencies on violence against women and girls.

### **2. Objectives**

- Develop a set of minimum training standards for all agencies working across Haringey to access.
- Develop a training needs assessment
- Develop a 'train the trainer' programme to ensure a wide reach
- Explore the development of a training role, funded by the LSCB, to coordinate the programme

### **3. Members and meetings**

All members are core and are required to attend meetings.

- Chair - Violence Against Women and Girls Strategic Lead, Haringey Council
- Senior Practitioner for Domestic Violence, CYPS
- DVA Specialist Practitioner, CYPS
- Learning & Development Consultant, CYPS
- Young People's Sexual Health Commissioner
- LSCB & SAB Business Manager
- VAWG specialist services representatives
- Health Representatives
- Violence Against Women and Girls Coordinator, Haringey Council
- Other representatives as agreed

## Appendix 2: Glossary

### Child Sexual Exploitation

Child sexual exploitation (CSE) is a type of sexual abuse in which children are sexually exploited for money, power or status. Children or young people may be tricked into believing they're in a loving, consensual relationship. They might be invited to parties and given drugs and alcohol. They may also be groomed online. Some children and young people are trafficked into or within the UK for the purpose of sexual exploitation. Sexual exploitation can also happen to young people in gangs.<sup>5</sup>

### Domestic Violence and Abuse

The Cross-Government definition of domestic violence and abuse was changed in September 2012 (and was implemented in March 2013). The definition was widened to 'domestic violence and abuse' and also to include those aged 16-17 and coercive control for the first time.

The definition of domestic violence and abuse now states:

*Any incident or pattern of incidents of controlling, coercive or threatening behaviour, violence or abuse between those aged 16 or over who are or have been intimate partners or family members regardless of gender or sexuality. This can encompass, but is not limited to, the following types of abuse:*

- *psychological*
- *physical*
- *sexual*
- *financial*
- *emotional*

*Controlling behaviour is: a range of acts designed to make a person subordinate and/or dependent by isolating them from sources of support, exploiting their resources and capacities for personal gain, depriving them of the means needed for independence, resistance and escape and regulating their everyday behaviour.*

*Coercive behaviour is: an act or a pattern of acts of assault, threats, humiliation and intimidation or other abuse that is used to harm, punish, or frighten their victim.*

This definition, which is not a legal definition, includes so-called 'honour' based violence, female genital mutilation (FGM) and forced marriage, and is clear that victims are not confined to one gender or ethnic group.

### Female Genital Mutilation (FGM)

Female genital mutilation (FGM) comprises "all procedures involving partial or total removal of the external female genitalia or other injury to the female genital organs for non-medical reasons."<sup>6</sup>

### Forced Marriage

'A forced marriage is where one or both people do not (or in cases of people with learning disabilities, cannot) consent to the marriage and pressure or abuse is used. It is an appalling and indefensible practice and is

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<sup>5</sup> NSPCC, 'Child Sexual Exploitation', available at: <https://www.nspcc.org.uk/preventing-abuse/child-abuse-and-neglect/child-sexual-exploitation/what-is-child-sexual-exploitation/> (last accessed 20.07.16)

<sup>6</sup> WHO, (2010), Female Genital Mutilation, World Health Organization Fact Sheet No. 241, available at: <http://tinyurl.com/lvsjl> (last accessed 20.07.16)

recognised in the UK as a form of violence against women and men, domestic/child abuse and a serious abuse of human rights.<sup>7</sup>

### **Forced Prostitution, Trafficking and Exploitation**

Women are forced, coerced or deceived to enter into prostitution and/or to keep them there. Trafficking involves the recruitment, transportation and exploitation of women and children for the purposes of prostitution and domestic servitude across international borders and within countries ('internal trafficking').

### **Gender Equality**

Gender equality is when men and women have equal rights, responsibilities, and opportunities across all sectors of society, including at home, at work, and in education. It does not mean that women and men are the same, but that an individual's rights will not depend on whether they are born male or female. Gender equality is also when society equally values the different behaviours, aspirations and needs of women and men. (see also: Patriarchy)

### **Gender Identity**

Gender identity is a person's internal sense of their own gender, whether male, female or choosing not to identify with one or the other (non-binary).

### **Gender/Male Privilege**

Privilege refers to the advantages that some people benefit from based solely on their social status; not through their individual actions. Living in a patriarchal society (see also: Patriarchy), manhood is defined by how much power and control men have, especially over women, and particularly over women's bodies. This male privilege gives men a sense of entitlement to controlling women's bodies and is the foundation of violence against women and girls.

### **Patriarchy**

Patriarchy is a term used to describe a system where men largely hold more power in society than women, and where women are disadvantaged or oppressed by this system. A patriarchal society is where men hold more power and influence in places such as in government, business, politics, media, education, religion and the family. Patriarchy is not necessarily the fault of one individual, but rather about general attitudes and structures that we all operate in. For example, in the UK, up to 30,000 women are sacked each year simply for being pregnant<sup>8</sup> and each year an estimated 440,000 women lose out on pay or promotion as a result of pregnancy.<sup>9</sup>

### **Sexual Agency**

Sexual agency refers to the right an individual has to choose whether or not to engage in any sexual activity, to choose to practice safe sex or birth control, the freedom to define their own sexuality (such as gay, straight, bi-sexual, asexual) and the right to define their own gender.

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<sup>7</sup> FCO and Home Office (2015) 'Forced Marriage', available at: <https://www.gov.uk/guidance/forced-marriage> (last accessed 20.07.16)

<sup>8</sup> Equal Opportunities Commission (2005) 'Greater Expectations: Final Report of EOC investigation into discrimination against new and expectant mothers in the workplace' available at: [http://www.equalityhumanrights.com/uploaded\\_files/eoc\\_pregnancygfi\\_summary\\_report.pdf](http://www.equalityhumanrights.com/uploaded_files/eoc_pregnancygfi_summary_report.pdf)

<sup>9</sup> Fawcett Society (2009) Not having it all: How motherhood reduces women's pay and employment prospects, p9.

## Sexual Harassment and Sexual Bullying

Sexual harassment is usually defined as any unwanted sexual attention, requests for sexual favours or unwanted verbal or physical behaviour of a sexual nature. It can take many forms including sexually explicit remarks, flashing, obscene and threatening calls and online harassment. It can take place anywhere, including the workplace, schools, streets, public transport and social situations.

## Sexual Violence and Abuse

The World Health Organization (WHO) has defined sexual violence as:

*“Any sexual act, attempt to obtain a sexual act, unwanted sexual comments or advances, or acts to traffic, or otherwise directed, against a person’s sexuality using coercion, by any person regardless of their relationship to the victim, in any setting, including but not limited to home and work.”<sup>10</sup>*

It includes rape, sexual assault, sexual harassment/ bullying, sexual exploitation (coercion and exploitation in the sex industry), and trafficking.

## So-called ‘Honour’ Based Violence (also known as crimes committed in the name of ‘honour’)

So-called ‘honour’ based violence is a term used to describe violence committed against a woman where her family or the community feels that she has not followed what they believe is acceptable behaviour and has brought dishonour or shame to the family. It is based on the belief that women are commodities and the property of male relatives and women’s bodies are the repositories of the family’s honour.<sup>11</sup>

## Stalking and Harassment

Although harassment is not specifically defined it can include *‘repeated attempts to impose unwanted communications and contacts upon a victim in a manner that could be expected to cause distress or fear in any reasonable person.’<sup>12</sup>* Again, there is no strict legal definition of stalking but the Protection from Harassment Act (as amended by the Protection of Freedoms Act 2012) sets out what examples of what can constitute stalking: physical following; contacting, or attempting to contact a person by any means (this may be through friends, work colleagues, family or technology); or, other intrusions into the victim’s privacy such as loitering in a particular place or watching or spying on a person.

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<sup>10</sup> WHO (2002) *World Report on Violence and Health*, Geneva: World Health Organization, page 149

<sup>11</sup> For a wider discussion of so-called ‘honour based violence see: for example: Brandon, J. and Hafez, S., (2008), *Crimes of the Community: Honour-Based Violence in the UK*, London: Centre for Social Cohesion; Watts, C. and Zimmerman, C. (2002), ‘Violence against women: global scope and magnitude’, *The Lancet*, 359; Welchman, L. and Hossain, S. (2005), *‘Honour’: Crimes, Paradigms, and Violence against Women*, London, Zed Books and Terman, R. (2010), ‘To specify or single out: Should we use the term “Honor Killing”?’’, *Muslim World Journal of Human Rights*, 7(1)

<sup>12</sup> CPS (2012) *Stalking and Harassment: Guidance for Prosecutors*, London: Crime Prosecution Service