



The Bristol Ideal

School's Pack (1)

The Bristol Ideal Standards & Related Resources

*Preventing domestic and sexual violence. Promoting
healthy relationships.*

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Introduction

Domestic and sexual violence and abuse are major public health issues that cost the city over £40 million per year.

There will undoubtedly be children in your school that are suffering from it and the effects are far reaching.

In Bristol we are taking a radical step in the way we tackle domestic and sexual violence. Our focus is firmly on prevention, looking at the crucial role schools could play.

As such, we have created a set of standards for schools to aspire to called **The Bristol Ideal**. The standards are based on what we know will make a lasting impact on preventing domestic and sexual abuse while supporting pupils and staff who might be victims.

Once achieved, schools will receive The Bristol Ideal award.

This project is part of the city's strategy for ending violence and abuse and will cover:

- **Domestic violence and abuse (DVA) including teen abuse**
- **Sexual violence & rape**
- **Forced marriage**
- **Female genital mutilation**
- **Human trafficking/ sexual exploitation**
- **Sexual harassment/ sexual bullying**

The project has citywide support and as such is linked into:

- Bristol Safeguarding Children's Board's Strategic Priorities 2013-16
- Avon and Somerset Police Crime Commissioner's Priorities
- Bristol's Health and Wellbeing Board Strategy
- Bristol's Healthy School's programme
- Bristol Youth Select Committee's Manifesto

We know it will take time, but this work is essential to promoting healthy relationships and tackling domestic and sexual abuse. Prevention work like this saves money and saves lives and your role in this is vitally important. Thank you very much for your support. We look forward to the prospect of awarding Bristol Ideal status to your school.

In this pack you will find all the information that you will need to start working towards The Bristol Ideal, including info on training and resources. The Bristol Ideal team are contactable via email on bristolideal@bristol.gov.uk if you require any other information or you can visit our website.

Schools' Responsibilities around Domestic and Sexual Abuse

OFSTED have a number of requirements of schools that have direct links with domestic and sexual violence. These cover:

- The behaviour and safety of pupils
- Pupils' spiritual, moral, social and cultural (SMSC) development
- Bullying
- PSHE and RSE (Relationships and Sex Education)

Under the **Human Rights Act** all public bodies have an obligation to protect the human rights of individuals and to ensure that their human rights are not being violated. Domestic violence and abuse denies individuals the most fundamental of human rights.

In 1989, the world's leaders officially recognised the human rights of all children and young people under 18 by signing the **United Nations Convention on the Rights of the Child**. Domestic abuse or violence experienced by a child or young person breaches a number of their rights recognised in the UNCRRC. See below.

- **Article 6:** Governments should ensure that children survive and develop healthily.
- **Article 19:** Children have the right to be protected from being hurt and mistreated, physically or mentally.
- **Article 34:** Governments should protect children from all forms of sexual exploitation and abuse.
- **Article 35:** The government should take all measures possible to make sure that children are not abducted, sold or trafficked.
- **Article 36:** Children should be protected from any activity that takes advantage of them or could harm their welfare and development.

The **Equality Act 2010** introduced a single **Public Sector Equality Duty (PSED)** that applies to public bodies, including maintained schools and Academies, and which extends to all protected characteristics - race, disability, sex, age, religion or belief, sexual orientation, pregnancy and maternity and gender reassignment. This combined equality duty has three main elements. In carrying out their functions, public bodies are required to **have due regard to the need to:**

- Eliminate discrimination and other conduct that is prohibited by the Act,
- Advance equality of opportunity between people who share a protected characteristic and people who do not share it,
- Foster good relations across all characteristics - between people who share a protected characteristic and people who do not share it.

As a result of **Section 120 of the Adoption and Children Act 2002**, the responsibility of schools and other agencies has changed. The definition of significant harm provided by the Children Act 1989 has been amended to include "impairment suffered from seeing or hearing the ill-treatment of another". Consequently, all agencies must be alert not only to children and young people at risk of harm, but also those who are at risk of seeing or hearing the ill-treatment of others, such as the abuse of one parent by another.

The **Munro Review** also identifies the impact of domestic violence and abuse on children and young people, and recognises that “*those working in early years settings and schools see children on a daily basis and are often in a better position to identify chronic forms of maltreatment such as neglect and emotional abuse*”.

In light of these responsibilities, it is important that all education settings understand the importance of making an effort to respond effectively to, and work to prevent domestic violence and abuse and other forms of gendered violence.

In addition to these responsibilities, schools should capitalise on their position to promote positive messages of respect and equality:

- School should be a safe place where positive relationships based on respect can be modelled,
- School is a universal experience, and education staff are thus ideally placed to reach all children and young people,
- It is not inevitable that children who have experienced DSVAs as a child will grow up to become adult victims or perpetrators, with support from agencies including schools, children can leave their childhood experiences behind,
- Adult abusers come from both violent and non-violent backgrounds. Interventions solely with children who have experienced domestic violence is insufficient to prevent future abuse; a more general approach is required.

Including domestic violence within the school curriculum is not additional work. Rather, its inclusion will aid schools in meeting their obligations as well as benefiting their pupils and the wider community.

The Bristol Ideal Standards

1. Relationships and Sex Education delivered by trained professionals – with at least one teacher holding specialist accreditation to teach PSHE
2. Formally timetabled, regular Relationships and Sex Education lessons for every year group. As part of this learning, children and young people will:
 - a. Understand the difference between healthy and unhealthy relationships
 - b. Understand that healthy relationships are based on empathy, negotiation, respect for culture and diversity, human rights and equality and, as such, are given the skills and knowledge on these topics.
 - c. Know about all forms of domestic and sexual abuse and about coercive and controlling relationships
 - d. Understand gendered violence as a cause and consequence of inequality
 - e. Know where to go to report abuse
3. A whole-school approach to tackling domestic and sexual violence and abuse including having a school policy covering this
4. A named staff member with responsibility for addressing all forms of gendered violence and domestic and sexual violence such as domestic abuse, teen abuse, sexual harassment, forced marriage and female genital mutilation
5. Staff attend training to ensure they understand and respond effectively to all forms of domestic and sexual violence
6. Ensuring that information about support services are available for pupils and staff, and that there is access to specialist support services for children and young people
7. Participation in research to provide an evidence-base and monitoring for the Bristol Ideal

To meet the standards above, schools will need to decide to have PSHE and RSE on the curriculum and formally timetabled - a current requirement of Healthy Schools.

STANDARD 1: Relationships and Sex Education delivered by trained professionals – with at least one teacher holding specialist accreditation to teach PSHE

What does this look like?	What evidence do we need?	Helpful information / resources or training
Relationships and Sex Education delivered by trained professionals	<p>1.1 Name(s) of the PSHE / RSE coordinator</p> <p>1.2 Name(s) of PSHE / RSE teachers</p> <p>1.3 Evidence of at least one day (as total day or spread over the year) staff training session per academic year on delivering RSE. This can be internal or external training.</p> <p>1.4 Annual online survey for all your settings PSHE/RSE staff to measure their confidence levels. Available online from Feb 2015.</p>	<p>1.3 PSHE lead at school should deliver staff training. Neil Davidson, RSE Consultant, can deliver 'refresh' sessions if necessary: neil.davidson@bristol.gov.uk</p> <p>1.4 Online survey will be posted to the Bristol Ideal website and via email to all schools throughout the academic year. Schools only need complete it once per academic year.</p>
At least 1 teacher holding PSHE/ RSE accreditation	<p>1.5 Confirmation that the lead for PSHE has CPD PSHE (or equivalent) including: *Date of training *Organisation delivering training *Title of course *Names of staff that have been trained</p> <p>1.6 PSHE lead (or a relevant representative) attend 2 out of 3 full day PSHE network sessions per year.</p>	<p>1.5 Bristol's PSHE CPD course runs annually at a cost of £325. Apply by emailing: julie.coulthard@bristol.gov.uk. The course is 4 full days over an academic year, starting in November 2014.</p> <p>1.6 Regular PSHE network away days already happen. There are 3 per year. Dates are sent to all known PSHE leads annually. To check you are on that list, email julie.coulthard@bristol.gov.uk.</p>

STANDARD 2: Formally timetabled, regular Relationships and Sex Education lessons for every year group.

What does this look like?	What evidence do we need?	Helpful information / resources or training
<p>4-6 Relationships and Sex Education lessons per academic year, per year group, written formally into the school timetable.</p> <p>This will be a differentiated scheme of work from Key Stage 1 – 4.</p> <p>CONTENT: Within this, schools must support children and young people to:</p> <ol style="list-style-type: none"> 1. Understand the difference between healthy and unhealthy relationships 2. Understand that healthy relationships are based on empathy, negotiation, respect for culture and diversity, human rights and equality and, as such, are given the skills and knowledge on these topics. 3. Know about all forms of domestic and sexual abuse and about coercive and controlling relationships 4. Understand gendered violence as a cause and consequence of inequality 5. Know where to go to report abuse <p>**See guidance below in figure 1 for how this can be executed at primary level</p>	<p>2.1 Copy of the school timetable</p> <p>2.2. Copies for each of the lessons - highlighting when and where the 5 topics are covered.</p> <p>2.3 Complete annual online survey about RSE lessons (open online on the Bristol Ideal website from Feb 2015 for each school's PSHE Lead, Head Teacher or Chair of Governors to complete).</p> <p><u>NOTE: The following should only be used in addition to your basic RSE lessons:</u></p> <ul style="list-style-type: none"> • Drop down days • RSE within tutor times • One-off sessions • Outside visitors running sessions/ lessons <p><i>**4-6 lessons is a minimum and we encourage anything more in addition to this.</i></p>	<p>Guidance: See below and also the Bristol Ideal website</p> <p>Lesson plans & curriculum planning: See below guidance and resources page of the Bristol Ideal website</p> <p>Content advice: In terms of content, the requirements are broad end outcomes and schools will need to consider creative ways of achieving that aim, considering what is age-appropriate.</p> <p>Schools are encouraged to consider related topics, building blocks to understanding the issue later and examples are given below in figure 1.</p>

Figure 1 – Advice for adapting broad topics

Content requirements	Adapting for Primary level
<ol style="list-style-type: none"> 1. Understand the difference between healthy and unhealthy relationships 2. Understand that healthy relationships are based on empathy, negotiation, respect for culture and diversity, human rights and equality and, as such, are given the skills and knowledge on these topics. 3. Know about all forms of domestic and sexual abuse and about coercive and controlling relationships 4. Understand gendered violence as a cause and consequence of inequality 5. Know where to go to report abuse 	<p>Include friendships, family relationships, online relationships</p> <p>Examples include: Teaching about risk, coercion, personal boundaries, appropriate touch, consent, safe relationships, protecting self online</p> <p>Promote gender inequality, explore & challenge stereotypes & gender roles</p>

Guidance for Relationships and Sex Education

Relationships and Sex Education (RSE) is a powerful intervention. At its best it can arm children and young people with the knowledge, skills and confidence to approach all their relationships in a caring, respectful way. In turn, this can have a significant impact on the ‘epidemic’ of domestic and sexual violence.

The Bristol Ideal has Relationships and Sex Education at the heart of its work and we know it will make long term differences to young people’s lives. We’re also very aware that recent reports on sexism in schools (Girlguiding, 2013), child sexual exploitation (Children’s Commissioner, 2013) and preventing domestic abuse (Early Intervention Foundation, 2014) have all highlighted how RSE would be an effective prevention tool.

Planning RSE can seem daunting but there is absolutely loads of support out there, the majority of which is free.

National Curriculum Guidance

Whilst PSHE education remains a non-statutory subject, section 2.5 of the National Curriculum framework document states that:

‘All schools should make provision for personal, social, health and economic education (PSHE), drawing on good practice.’

Section 2.1 of the National Curriculum framework states:

'Every state-funded school must offer a curriculum which is balanced and broadly based and which:

- *promotes the spiritual, moral, cultural, mental and physical development of pupils at the school and of society*
- *prepares pupils at the school for the opportunities, responsibilities and experiences of later life'*

These duties are set out in the [2002 Education Act](#) and the [2010 Academies Act](#). Schools also have statutory responsibilities in relation to promoting pupil wellbeing and pupil safeguarding ([Children Act 2004](#)) and community cohesion ([Education Act 2006](#)). PSHE education plays an important part in fulfilling all of the responsibilities (see further detail on PSHE education and safeguarding, below).

OFSTED Guidance

Whole school (Section 5) Ofsted inspections consider the extent to which a school provides its pupils with a *'broad and balanced curriculum that promotes their good behaviour and safety and their spiritual, moral, social and cultural (SMSC) development'*. Ofsted's PSHE education grade descriptors make a clear connection between PSHE education and SMSC, therefore, when looking for evidence upon which to base a judgment on SMSC, inspectors are likely to consider the impact of PSHE education provision.

Ofsted will evaluate how schools help to ensure a healthy lifestyle for their children (Ofsted, 2013, Subsidiary Guidance Para 64). In addition, the extent to which a school promotes the 'spiritual, social, cultural and moral development' of pupil's forms part of the overall judgement on school effectiveness. (Ofsted School Inspection Handbook, 2013 and Ofsted Exploring the Schools Actions to prevent homophobic bullying, 2013).

Taken from: PSHE Association (online) 2014

Ofsted also examines the extent to which pupils are able to understand and respond to risk, for example; risky relationships.

Planning your PSHE/ RSE curriculum

The free PSHE Association Guidance, published in 2013, is the best place to start. You can access the document for free online and it covers primary and secondary level teaching: <http://www.pshe-association.org.uk/uploads/media/27/7851.pdf>.

Also have a look at our own list of resources on our website www.bristolideal.org.uk.

Primary level resources and lesson plans

- The **PSHE Association's** website offers advice, guidance and resources: <http://www.pshe-association.org.uk/>.
- The **Sex Education Forum** have created a lesson plan pack for primary schools called '**Laying the Foundations**'. You can hire one of two copies in our Bristol Health Promotion Library for **free: 0117 92 2290**. Or you can purchase your own from: <http://shop.ncb.org.uk/ProductDetails.asp?ProductCode=6300-050b10202P>
- There are many other resources and lesson plans mapped out on the Bristol Ideal website: www.bristolideal.org.uk

Secondary level teaching resources and lesson plans

In Bristol we have the '**Sex and Stuff**' pack with lesson plans for every year group covering all RSE topic areas. This includes lessons on:

- Healthy and Unhealthy Relationships
- FGM
- Forced marriage
- Honour based violence
- Domestic abuse
- E-safety.

See the 'map' of the lessons at the back of this pack and access the pack online:

<http://www.bristolhealthyschools.org.uk/sex-and-stuff/>

- There are many other resources and lesson plans mapped out on the Bristol Ideal website: www.bristolideal.org.uk

STANDARD 3: A whole-school approach to tackling domestic and sexual violence

What does this look like?	What evidence do we need?	Helpful information / resources or training
Head teacher and/ or Chair of governor's brief all staff including the SLT and governing board about the Bristol Ideal project and commitment to achieve the standards.	3.1 Date of briefing and who (job titles, not names) of those attending	Guidance: See below pages for guidance and www.bristolideal.org.uk website.
School takes a zero tolerance approach to all forms of domestic and sexual violence including any form of abuse within pupil's relationships and a zero tolerance to sexual harassment and sexual/ sexist bullying.	3.2 Copy of statement or photo of statement on wall	Example statement available on Bristol Ideal website: www.bristolideal.org.uk .
<p>Policies updated or created to cover:</p> <ul style="list-style-type: none"> ➤ RSE lesson delivery ➤ Responding to disclosures ➤ Domestic abuse and staff ➤ Whole policy, or statement in current Safeguarding Policy, covering all forms of Domestic and Sexual Violence including but not limited to: <p><i>*Domestic violence and abuse (including within young people's relationships)</i></p> <p><i>*Sexual Violence and Abuse</i></p> <p><i>*Female Genital Mutilation</i></p> <p><i>*So called 'honour' based violence</i></p> <p><i>*Trafficking and sexual exploitation</i></p> <p><i>*Sexual harassment (Inc. sexual/ sexist bullying)</i></p> <p><i>*Forced Marriage</i></p> <p style="text-align: center;">www.bristolideal.org.uk bristolideal@bristolideal.org.uk</p>	<p>3.3 Copies of policies.</p> <p>If policies already in place, these must have been created or revised within two years of application for Bristol Ideal status.</p>	<p>Example policies available on Bristol Ideal website: www.bristolideal.org.uk.</p>

<i>Desirable: Consultation and/or engagement with parents on domestic and sexual violence</i>	<i>3.4* Examples of letters home, event posters, newsletter articles.</i> <i>Date of event and outcomes.</i>	<i>This might include consulting on the above policies. It could be embedded within a wider event, such as a parents' evening</i>
<i>Desirable: Consultation and / or engagement with pupils on the Bristol Ideal project and the work that the school is doing to tackle domestic and sexual violence.</i>	<i>3.5* Examples of posters, emails or photos from event.</i> <i>Date of event and outcomes.</i>	<i>This might include having student champions or an assembly on the topic.</i>

Guidance: Taking a 'Whole School Approach'

What is a 'whole school approach'?

A 'whole school approach' addresses the needs of pupils, staff and the wider community across the curriculum and the entire learning environment within a school. It aims to develop an ethos and environment in a school that supports learning and promotes the health, well-being and safety of all.

Crucially in involves buy-in at the top of the school from Head Teachers, SLT and Governors, right through to the whole school, rather than relying solely on single champions that might have a personal interest in the subject.

Steps towards building a whole school approach include: staff leadership, including placing responsibility for the work with a working group or within a senior manager's work strand; having a dedicated champion for the work, positioning the work to link to school policy frameworks, including schemes of work and priority areas such as attainment, good behaviour, child protection, anti-bullying and social inclusion; working directly with students through input to the curriculum, peer-led advocacy and mentoring; researching and consulting with young people, staff and parents to gather data and achieve universal 'buy in'; increasing awareness of the issues through staff training; developing a 'shared language' within the school which engages with human rights and gender equalityⁱⁱ.

Tackling domestic and sexual violence and abuse as a whole school also requires an acknowledgment that all forms of violence against women and girls are both a cause and consequence of gender inequality. That is not to say that boys and men can't be victims too, but acknowledges that domestic abuse is a gendered crime and has gendered dynamics.

Experiencing domestic and sexual violence and abuse in any capacity, regardless of gender will have an impact on an individual's educational attainment and ability to make the most of their time at school. However, as girls and women are at a greater risk of experiencing all forms of gendered violence, they are inevitably impacted to a greater degree. A whole school approach, which challenges gender inequalities, stands against all forms of violence against women and girls and which fosters positive, respectful relationships is key. This might start, for example, with zero tolerance for sexist and sexual bullying.

Violence against young women and girls, such as sexual harassment, teenage relationship abuse, sexual violence, forced marriage, domestic violence and female genital mutilation places the educational attainment of girls at serious riskⁱⁱⁱ.

Evidence suggests that the stereotyping of girls and young women as sexual objects and sexually available may negatively influence both girls' and boys' achievement and opportunities by restricting their aspirations:

- One in three 16-18 year old girls have experienced unwanted sexual touching at school in the UK^{iv}
- 77 per cent of young people feel that they do not have enough information and support to deal with physical or sexual violence^v
- Young men report feeling under pressure to adopt masculine stereotypes^{vi}
- The links between teenage pregnancy and non-consensual sex identified from gendered dynamics of pressure, coercion and expectation and may be reinforced by media representations of sex^{vii}

Response

Good quality Relationships and Sex Education is critical for ensuring the safety of young women and preventing VAAWG and domestic and sexual violence towards men and boys. Without this, schools and other educational institutions will fail to meet their obligations under the equality and child protection laws to provide safe and supportive school environments for all students.

That is why Relationships and Sex Education is one of the standards to achieve the Bristol Ideal.

A 'whole school approach' to prevention of domestic and sexual violence through education is a cost-effective measure that stands to deliver long-term benefits to the whole community^{viii}.

Within the broader context of schools' work around respect and conflict resolution, work should also focus on challenging gender stereotypes and fostering respect in intimate relationships. Work around bullying can also incorporate work on homophobic and racist bullying as well as sexist bullying.

This work should be implemented on a continuing basis rather than as a 'one-off' exercise in order to ensure maximum impact.

The aims of prevention work should be clear, specific and age appropriate.

Examples of suitable aims include:

For young people:

1. To equip young people with an understanding of what domestic and sexual violence and controlling behaviours are (including ALL forms such as FGM, forced marriage etc) and of unacceptable behaviour in relationships;
2. To develop young people's understanding of how to identify a potential or actual abusive relationship;
3. To provide young people with information about how they could help a friend, colleague, etc now and in the future if they suspected that they were being abused;
4. To help young people to develop their own understanding of what makes a safe, non-abusive relationship;
5. To help young people to develop skills of negotiating fairly within relationships and to experience the positive qualities of co-operating with a partner;
6. To promote gender equality in all intimate relationships.

For younger children

1. To equip children with an understanding of what is meant by a good friend and how to identify someone who is not being a good friend;
2. To help children to develop an understanding of what is and is not acceptable behaviour in a friendship;
3. To help children to develop negotiating and communication skills;
4. To help children to experience the positive aspects of working co-operatively;
5. To promote gender equality in all friendships.

(Adapted from Deboniare & Sharpen, 2008, *Domestic Violence prevention work, Guidelines for minimum standards*)

Targeted work like this may well lead to an increase in disclosures, it is vital therefore that all staff receive training around understanding DVA. See Standard 5 for training information and read our 2nd school's pack on how to deal with disclosures.

Other guidance on whole school approach: http://www.womankind.org.uk/wp-content/uploads/2011/02/WKREPORT_web-24-NOV-2010.pdf

STANDARD 4: Schools champions - A named staff member with responsibility for addressing all forms of gendered violence and domestic and sexual violence (DSVA) such as domestic abuse, teen abuse, sexual harassment, forced marriage and female genital mutilation

What does this look like?	What evidence do we need?	Helpful information / resources or training
Staff member is nominated by Head Teacher/ Chair of governors as DSVA Champion for the school.	4.1 Name of champion and their supervisor including contact details.	We advise that your champion is not your PSHE lead to spread the load across two members of staff.
The DSVA Champion will be given time to attend relevant training as and where appropriate.	4.2 Copy of certificates achieved at relevant training (or name of register for any Bristol Ideal training they attend)	See below and training page on www.bristolideal.org.uk for up to date list of appropriate training.
All school staff will be alerted to who their Champion is. Champion will provide updates to staff on domestic and sexual violence, policy changes, training opportunities, The Bristol Ideal and any other related topics.	4.3 Evidence of at least 1x annual update to staff (e.g. a copy of staff email or newsletter)	
The DSVA Champion will attend quarterly network meetings. 2 out of 4.	4.4 Register from network meetings	See below and champions page on www.bristolideal.org.uk for dates of next meetings.

Guidance & Meetings: School Champions

The Bristol Ideal will hold regular networks for school Domestic and Sexual Violence Champions (DSVA Champions). You can attend these even if you are not going for Bristol Ideal status as it is important that as many schools involve themselves as possible.

Meetings will happen in each locality, quarterly. This is the place to talk about:

- Addressing domestic and sexual violence in your setting
- Working towards Bristol Ideal status
- Training and resource needs and gaps
- Working with other local schools on projects

The ethos of the meetings will be to share best practice and offer peer support for fellow school staff. We will also run mini training sessions and invite key speakers so you get the most out of your time with us.

Timings: We know that it is hard to get time out of school to attend these meetings. We will therefore run twilight (after school) meetings only.

Venue: Meetings will take place in different localities, making it easy for you to attend. Any schools willing to provide a room, for free, please let us know.

Dates: There will be a network each quarter:

- Winter
- Spring
- Summer
- Autumn

Next meetings

Lead by: Bristol Ideal Coordinators: Jess Dicken (Children and YP Public Health), RSE Consultant, Neil Davidson and VAAWG Health Promotion Specialist, Amy Campbell.

[Visit the website for up to date dates and times](#)

Winter 2014: Thursday 15th Jan 2015, 4-5pm, City Academy [MAP](#)

Spring 2015: Thursday 23rd April 2015, 4-5pm, Oasis Connaught [MAP](#)

Summer 2015: Thursday 2nd July 2015, 4-5pm, Oasis Connaught [MAP](#)

STANDARD 5: Staff attend training to ensure they understand and respond effectively to all forms of domestic and sexual violence

What does this look like?	What evidence do we need?	Helpful information / resources or training
<p><u>Primary:</u> At least 1 member of staff attends a Bristol Ideal training date OR equivalent*.</p> <p><u>Secondary:</u> At least 1 member of staff (e.g PSHE lead / Champion) attends a Bristol Ideal training date OR equivalent**</p>	5.1 Member of staff on registers for training events.	Bristol Ideal will be putting on free training, tailored to your needs. We hope to run a course twice a year (spring/ autumn). See below and visit www.bristolideal.org.uk for information.
<i>Desirable: At least ANOTHER 1 member of staff attends related training offered by Bristol Ideal, BAVA, 4YP or BCSB(see listings below p.20)</i>	5.2* <i>Copy of certificate from training date</i>	<i>All local training is listed on the Bristol Ideal website www.bristolideal.org.uk.</i>

*Equivalent courses counted for primary schools include:

- BAVA: **Understanding domestic violence and abuse**
- BAVA: **DVA and Children and Parents**

**Equivalent courses counted for secondary schools include:

- BAVA: **Understanding domestic violence and abuse**
- 4YP: **Healthy relationships and Teen Abuse**

Guidance and dates: Training

In Bristol school staff can attend a range of FREE training on all forms of violence and abuse, and related training. Aside from what is already on offer, the Bristol Ideal run domestic abuse training, tailored to primary and secondary schools settings.

To book: Send the name of the training you want to attend plus staff name, email address, contact number, school and job title to: bristolideal@bristol.gov.uk.

Primary Settings

Aimed at all Primary staff but especially recommended for PSHE/RSE lead & School Domestic Abuse Champions

What	Where	When
Understanding, responding to and preventing domestic and sexual violence	Venue will be confirmed when booking placed.	Thursday 12 th March 2015 9.15-3.45

Secondary Settings

Aimed at all secondary staff but especially recommended for PSHE/ RSE leads, School champions or pastoral leads

What	Where	When
Understanding, responding to and preventing domestic and sexual violence including: *Healthy relationships and teen abuse *Consent *Sexting *The influence of pornography	Venue will be confirmed when booking placed.	*Note new date* Monday 9 th March 2015 9.15-3.45

[Visit the website for up to date dates and times](http://www.bristolideal.org.uk)

Other relevant training

Bristol has a strong reputation as a provider of high quality training around relationships, sexual health and domestic and sexual violence. The following training providers run relevant courses that will help support your staff to understand and confidently prevent and protect young people.



www.bava.org.uk

- **Understanding domestic violence and abuse**
- **Understanding sexual violence and abuse**
- **Working with perpetrators**
- **DVA and children and parents**
- **Forced marriage and so-called 'honour' violence (half-day)**
- **DVA and Gypsy and Traveller communities (half-day)**
- **Practical Tools for Working With Victims & Survivors**



<http://www.4ypbristol.co.uk/for-professionals/training/>

- **Healthy relationships and Teen Abuse**
- **Pornography, Sexting and Young People**
- **Sexual Exploitation and Grooming**



<http://www.bristol.gov.uk/page/children-and-young-people/bscb-training-courses>

- **Domestic Abuse and Child Protection**
- **FGM – Awareness Raising**
- **FGM – Developing Knowledge**
- **Forced Marriage and Honour Based Violence**
- **Sexual Abuse and Child Protection**
- **Sexual Exploitation and Child Protection**

www.bristolideal.org.uk

bristolideal@bristol.gov.uk

STANDARD 6: Ensuring that information about support services are available for pupils and staff, and that there is access to specialist support services for children and young people

What does this look like?	What evidence do we need?	Helpful information/ advice/ resources/ training
<p>Up to date information about support services available:</p> <p>*On school intranet/ internet for:</p> <ol style="list-style-type: none"> 1. staff 2. pupils 3. parents <p>*In school setting for:</p> <ol style="list-style-type: none"> 1. staff 2. pupils 3. parents 	<p>6.1 Photos and/ or screen-grabs from intranet.</p> <p>Schools might want to also use school newsletters or themed events or invite services in to talk to pupils.</p>	<p>Free leaflets & posters are available from BCC Health Promotion covering all forms of violence and abuse: http://bristol.resourcesorg.co.uk/Client/ItemSearch.php 0117 92 22290</p> <p>All services are listed on our website: www.bristolideal.org.uk</p> <p>Other useful local services sites include: www.bava.org.uk www.4ypbristol.co.uk</p> <p><i>Creative ideas: For a list of creative ideas on promoting health issues or services, use Bristol Public Health's Marketing Guide for Schools on how to promote health and wellbeing services to pupils:</i> www.bristolideal.org.uk</p>
<p>All staff are aware of local support services and referring into specialist services.</p>	<p>6.2 Copy of email/ document/ training session sent to staff with date of when sent.</p>	
<p><i>Desirable (Secondary schools only) Provision of the CRUSH prevention programme for teenagers</i></p>	<p>6.3* <i>Attendance at facilitator training</i></p> <p>OR</p> <p><i>Email evidence of course being hosted by school</i></p>	<p><i>To arrange to host a CRUSH course, please email bristolideal@bristol.gov.uk</i></p>

**STANDARD 7: Evaluating The Bristol Ideal.
Participation in research to provide an evidence-
base and monitoring for the Bristol Ideal**

We are partnering with **Bristol University** to undertake a large scale evaluation of the Bristol Ideal. To do this we need schools to take part in the research process, though this will not commence until the academic year 2014-15 and could last up to 5 years.

We will be in touch with schools in the near future as to how to take part. In the meantime, we will be looking for case studies of local schools that have achieved Bristol Ideal status or are well on their way to.

What does this look like?	What evidence do we need?	Helpful information / resources or training
Schools going for Bristol Ideal standards make a commitment to be involved in any future evaluation.	7.1 Statement confirming commitment to be involved in any evaluation and research.	The Evaluation page of the Bristol Ideal website will be updated as and when we know more.



VIOLENCE AND ABUSE AGAINST WOMEN AND GIRLS

RELATIONSHIP EDUCATION – “SEX AND STUFF”

Year 7	Year 8	Year 9	Year 10	Year 11
<p><u>Lesson 3</u></p> <ul style="list-style-type: none"> • Gender stereotypes <p><u>Lesson 6</u></p> <ul style="list-style-type: none"> • Healthy relationships • Gender differences • Behaviour in relationships 	<p><u>Lesson 1</u></p> <ul style="list-style-type: none"> • Assessing need • Decision making in relationships <p><u>Lesson 2</u></p> <ul style="list-style-type: none"> • Sexuality and sexual feelings <p><u>Lesson 3</u></p> <ul style="list-style-type: none"> • Gender differences • Sexuality <p><u>Lesson 4</u></p> <ul style="list-style-type: none"> • Friendship v Going Out • Ready or not for relationships • The interpersonal DVD on Communication <p><u>Lesson 5</u></p> <ul style="list-style-type: none"> • Sex, drugs and alcohol 	<p><u>Lesson 1</u></p> <ul style="list-style-type: none"> • Ready or not for relationships <p><u>Lesson 3</u></p> <ul style="list-style-type: none"> • Diversity in relationships • Communication on “first date” <p><u>Lesson 4</u></p> <ul style="list-style-type: none"> • Good and bad relationships • Stages in relationships <p><u>Lesson 5</u></p> <ul style="list-style-type: none"> • Sexual bullying • Sex and the Law 	<p><u>Lesson 1</u></p> <ul style="list-style-type: none"> • Teen relationships and the media <p><u>Lesson 3</u></p> <ul style="list-style-type: none"> • Recognising feelings • Reading body language • Empathy and respect between men and women <p><u>Lesson 4</u></p> <ul style="list-style-type: none"> • Readiness for sex • Resisting peer pressure • Good sex v Bad sex 	<p><u>Lesson 1</u></p> <ul style="list-style-type: none"> • Sex and love <p><u>Lesson 3</u></p> <ul style="list-style-type: none"> • Safer sex • Sexual identity <p><u>Lesson 4</u></p> <ul style="list-style-type: none"> • The lifelong development of relationships • Pros and cons of different kinds of relationships <p><u>Lesson 5</u></p> <ul style="list-style-type: none"> • Behaviours OK/not OK • Domestic abuse • Pornography

EXTENSION LESSONS

<ul style="list-style-type: none"> • FGM 	<ul style="list-style-type: none"> • FGM 	<ul style="list-style-type: none"> • E-Safety. CEOP ‘exposed’ • A letter to ‘That’s Life’ • FGM 	<ul style="list-style-type: none"> • Interpersonal DVD • Lost 4 hours – personal safety • A letter to ‘That’s Life’ • FGM – Citizenship • Rape and Sexual Assault DVD • Healthy Relationships - control 	<ul style="list-style-type: none"> • Spiralling • Expect respect • Healthy Relationships – control • Rape and Sexual Assault DVD • My Dangerous Loverboy (sexual exploitation)
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EXTENSION LESSONS TO USE WHERE APPROPRIATE

FGM – Think Again	FGM – Silent Scream	Forced Marriage	Honour based violence	
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References

- ⁱ Munro, E (2011) *The Munro Review of Child Protection: Final Report - A child-centred system*
- ⁱⁱ Womankind Worldwide (2010), *Freedom to achieve. Preventing violence, promoting equality: A whole-school approach*
- ⁱⁱⁱ Womankind Worldwide (2010), *Freedom to achieve. Preventing violence, promoting equality: A whole-school approach*
- ^{iv} End Violence Against Women and YouGov (2010), *Sexual Harassment in UK Schools Poll*
- ^v ICM poll for EAW published in November 2006
- ^{vi} Womankind Worldwide (2010), *Freedom to achieve. Preventing violence, promoting equality: A whole-school approach*
- ^{vii} Teenage Pregnancy Independent Advisory Group (2010), *Teenage pregnancy: Past successes - future challenges*
- ^{viii} End Violence against Women Coalition (2011) *A Different World is Possible: A call for long-term and targeted action to prevent violence against women and girls*

Appendix: Documenting and applying for Bristol Ideal Standard

Standard	Evidence	Notes
1.1		
1.2		
1.3		
1.4		
1.5		
1.6		
2.1		
2.2		
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3.1		
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5.2		
6.1		
6.2		
6.3		
7.1		