



Working in partnership for a safer Glasgow



Glasgow Secondary Schools Healthy Relationships Crush Video Schools Support Pack

Updated version developed Feb 2022

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Welcome Letter

Dear Colleague

Welcome Letter to the Gender Based Violence Crush Resource- Schools Support Pack

Welcome to this pack which contains all the resources and instructions needed to implement the *Crush* Film in your school. This resource complements existing school resources including the school RSHP programme.

Crush was developed in 2008 with monies awarded from the Scottish Government via the National Domestic Abuse Delivery plan. It portrays abuse and control in teenage relationships and addresses a growing concern among professionals about this issue, which is recognised as a form of gender-based violence.

The resource is designed to be used in a classroom setting by teachers with Young People in S3-S6. The film should not be used as a stand-alone resource but should be used alongside the school support pack and lesson in order to fully support young people in exploring the themes, issues and learning from the film.

In 2015 the city of Glasgow was awarded white ribbon city status which recognises the zero tolerance approach to violence against women in the city. This pack supports this approach and builds on the good work already going on in partnership with organisations across Glasgow.

You can access this pack and the Crush film and resources online within Glasgow City Health Improvement page

www.nhsggc.scot/your-health/public-health/health-improvement/glasgow-city-hscp-health-improvement/children-and-young-people/gender-based-violence-resources/

We hope you will agree the film and pupil lessons provides a valuable opportunity for pupils and staff to explore this and to meet relevant experiences and outcomes within Health and Well Being.

Jean Miller
Head of Inclusion and Equalities
Glasgow City Council, Educational Services
February 2022

Mutual Responsibilities for using the Crush Film and Lesson - Schools Support Pack

Introduction

This document is an agreement which defines what services/activity Glasgow City Health Improvement and schools provide to ensure the successful use of the Film and school support pack.

The following table sets out the agreed expectations and actions.

	Glasgow City Health Improvement	Participating Schools Agreed Actions
1	Provide annual staff twilight sessions that covers information on Gender Based Violence, on overview of the film and school support pack.	Send staff to the twilight session; this is of upmost importance when involves staff new to using the resource.
2	The provision of a school support pack that includes all the supporting information required to successfully use the film for schools and includes support services for young people.	Follow contents of pack and successfully utilise resource in school.
3	Support to schools in evaluation of resource to measure impact and effectiveness of the programme.	Completion of evaluation.

Staff Information for Using the Crush Film and Resource Pack in School

The film was created in response to growing concern about an acceptance of abuse within young people's relationships, and about young peoples' attitudes to relationships, gender stereotypes and media influences. The film includes some controversial language and scenes of a suggestive nature.

It is really important that the Film and accompanying lesson is given the full allocated time to explore and go through the issues thoroughly.

The Lesson plan allows exploration in a class setting and we would strongly advise that this is used in tandem with the film resource. Neither should be used as stand-alone resources but should be used together in order to fully support young people in exploring the themes, issues and learning.

The film addresses relationship abuse within teenage relationships. The resource is designed to be used with young people in S3-S6.

It is important to be able to highlight to young people where they can go and who they talk to about the issues raised during the film and lessons just now and in future.

Please revisit the film and support pack in advance of delivering to young people in your school.

The Crush film and resource pack are available here:

www.nhsggc.scot/your-health/public-health/health-improvement/glasgow-city-hscp-health-improvement/children-and-young-people/gender-based-violence-resources/

Crush

Recommended Lesson Plan

Based on Crush Teaching Resource Pack

Note to teachers: Three lesson plans were developed to support the Crush resource. This lesson plan is to be used by teachers who only have one lesson available to address the issues raised in the Crush film with pupils, rather than the three recommended in the original pack. Please use the supporting information in the original pack to ensure you have the appropriate information to support pupils in your class. See resources link at the end of the lesson plan.

Learning Intentions

Pupils will:

- Have an understanding of domestic abuse
- Explore the warning signs of abusive behaviour in a relationship
- Know what controlling behaviour in a relationship could consist of
- Learn about abusive behaviour from different points of view
- Gain a sense of empathy for those who experience domestic/ teen abuse
- Be involved in dialogue about healthy relationships

Curriculum Links

Curriculum for Excellence * The following indicators relate to the shortened lesson plan on these pages.
As I explore the rights to which I and others are entitled, I am able to exercise these rights appropriately and accept the responsibilities that go with them. I show respect for the rights of others. Social Wellbeing HWB 3-09a/HWB 4-09a
As I explore the rights to which I and others are entitled, I am able to exercise these rights appropriately and accept the responsibilities that go with them. I show respect for the rights of others. Social Wellbeing HWB 3-09a/HWB 4-09a
I am learning to assess and manage risk, to protect myself and others, and to reduce the potential for harm when possible. Physical wellbeing HWB 3-16a/HWB 4-16a
I understand that there are people I can talk to and that there are a number of ways in which I can gain access to practical and emotional support to help me and others in a range of circumstances. HWB 3-03a/HWB 4-03a
I am learning skills and strategies which will support me in challenging times, particularly in relation to change and loss. HWB 3-07a/ HWB 4-07a
I understand that people can feel alone and can be misunderstood and left out by others. I am learning how to give appropriate support. HWB 3-08a/ HWB 4-08a
I am developing the skills and attributes which I will need for learning life and work. I am gaining understanding of the relevance of my current learning to future opportunities. This is helping me to make informed choices about my life and learning. Planning for Choices and Changes HWB 3-19a

I know that friendship, caring, sharing, fairness, equality and love are important in building positive relationships. As I develop and value relationships, I care and show respect for myself and others. HWB 3-05a/ HWB 4-05a

RSHP - <https://rshp.scot/third-fourth-level>

Third and Fourth Level – Consent

Third and Fourth Level – Abuse and Relationships

Third and Fourth Level – Romantic and Loving Relationships

Senior Phase – Make it Good/Relationships

Senior Phase – Gender Equality

Called to Love

S3 Session 4 - Living in Love: Boyfriend/Girlfriend

S4 Session 5 – Committed in Love: Sexuality (1)

Lesson Content

Exercise 1

Time: 15 minutes

Ask pupils to summarise the early points in the film. (School; the early discussions about the school trip; Gillian & Jack meet; car scene; first date; Gillian & Jack leave the pub after the pool scene). Lead a short discussion based on the following questions:

- Can pupils identify any warning signs of controlling or abusive behaviour in the early stages of the relationship? Think about the car and pool scenes and who was in control.
- Do pupils think Gillian should have ended the relationship at this stage?
- If not, why not?
- Did Jack display evidence of sexualised behaviour at this stage? What about signs of disrespect for women and girls?

Pupils should consider Jack's language about women while on the phone to his friend, and Grant's joke about Tesco legs. Does this encourage positive attitudes about women?

Teacher's Note

Negative and derogatory attitudes from men toward women can be a warning sign of how certain men view women. This can indicate who they think should have power in a relationship and that women should be dominated. These types of attitudes are a warning sign and should be interpreted as unhealthy. They should not automatically be construed as abusive.

Conclude the exercise by pointing out that abuse in relationships can be subtle, and build up gradually. It is important to be aware of warning signs of negative and destructive attitudes which may be present from the start and can escalate as the relationship progresses.

Exercise 2

Time: 20 minutes

Ask pupils to summarise what happened after this (Alex & Grant's relationship, shopping trip, school trip, photograph, end scene). Ask pupils to consider Gillian in the final scene: how is she different from the way she was at the beginning?

Split the class into three groups (or six, with two groups being given the same character). Allocate a character to each group from Jack, Gillian and friends (Alex/Grant). There is an option to split Alex and Grant into separate groups if numbers permit.

- What is the character feeling?
- What do they want to happen, or think should happen?
- How will it affect their lives?
- Is there anything they can do?

Facilitate a class discussion on the different points of view, asking each group to feed back what they think of the position of the characters. In particular why do they think Jack behaves the way he does? Why are Grant and Jack so different given that they are brothers? What could Alex do to support Gillian?

- Do the class think that Gillian will end the relationship now?
- If not, why not?
- If so, will it be easy for her?

The class will have already agreed that Gillian has become isolated from her friends as a result of Jack's behaviour. How do they think she could best be supported to leave the relationship?

Teacher's Note

Emphasise – men are not destined to be abusive, individuals make a choice to be. This is shown in the film by the difference between the two brothers and how they treat women even though they were brought up with the same type of parenting. Due to the abuse, Gillian may have lost contact with her friends. Abusive partners often isolate their victims in order to have complete control. It is essential that friends of the abused woman are not keeping their distance even if they feel their friend has chosen a new boyfriend over them. Friends could provide the support she needs to leave the relationship.

Beware of answers that encourage talking to the male partner about his behaviour. If she is not ready to leave the relationship, she could suffer the consequences of him being reprimanded for his behaviour.

Conclude by drawing attention to support available to people experiencing teen abuse or domestic abuse in their homes.

Emphasis should be on the importance of talking to someone.

Exercise 3: Make a Relationship Charter

Time: 15minutes

In the same small groups encourage pupils to think about healthy relationships. On paper encourage the small group to come up with statements about how they should be treated in a healthy relationship. As a class, listen to the group feedback about healthy relationships and write them on the board. Agree 10 statements that will become a healthy relationship charter.

Teacher's Note

Point out that this relationship charter is an agreement on how everyone should expect to be treated in a relationship. Emphasise that this has come about through identifying warning signs and danger signals of unhealthy and abusive relationships, and by doing this, pupils are in a stronger position to make positive choices in their relationships in the future.

Key Point Summary

- ✓ No one **deserves** to be abused in a relationship
- ✓ Domestic abuse/teen abuse is a **patterned and coercive form of abuse** by a partner or ex-partner that can start very subtly and escalate in severity
- ✓ **Warning signs** can be present from the start and are **sometimes overlooked**
- ✓ **Empathy** is important when supporting a friend who has been abused
- ✓ That there is **no excuse** for abusive behaviour in a relationship
- ✓ Being a **good friend** is important
- ✓ There are **support services available** and they will have information about these services
- ✓ It is important to know the qualities of a healthy relationship

Resources/Contacts

Your school should have a copy of the Crush DVD which also contains a CD-Rom with the original 3-lesson pack that was developed as part of the original programme. You can also access both the film and this resource pack at:

Glasgow City Health Improvement / Child and Youth resources at

www.nhsggc.scot/your-health/public-health/health-improvement/glasgow-city-hscp-health-improvement/children-and-young-people/gender-based-violence-resources/

*This lesson plan has been developed by a partnership between Glasgow City Council and NHS Greater Glasgow & Clyde HSCP Health Improvement. It is based on the Crush Teacher's Pack which is available to all Scottish Secondary schools and accompanies the Crush DVD.

Appendix I

Local support agencies

Agency	Contact details	Website/email	Notes
School Counselling Service	Within own school		Action for Children provide school based counselling within Glasgow secondary schools.
Cedar		https://www.cedarnetwork.org.uk/	The Cedar programme takes place over 12 weeks with groups for children, young people and their mothers running in parallel. Cedar accepts referrals from children and young people and their mothers, or from any agencies that may already be working alongside a family, providing they have the mother's informed consent.
Lifelink	0141 552 4434	www.lifelink.org.uk	Lifelink provides a range of stress services for adults and young people in communities and schools across Glasgow city and in partnership with partners/networks. Their services include one to one support, group work and training.
Place2Be		www.place2be.org.uk Scotland@place2be.org.uk	Place2Be offers a flexible menu of services, tailored to meet schools' needs. A range of flexible support services are coordinated in the school directly benefiting children needing support through counselling (individual and group), parents/carers (dedicated therapeutic support) and staff (training, individual advice and support). This service is offered in a small number of schools across the city.
Youth Community Support Agency (City-Wide)	0141 420 6600	www.ycsa.org.uk enquiries@ycsa.org.uk	YCSA has expertise in working with people aged 10 to 25 years. They provide specialist support to black and minority ethnic young people and their families in Glasgow. They deliver a range of services including: youth counselling, drug and alcohol outreach, employment support, literacy and numeracy support.
Glasgow Women's Aid	0141 553 2022	https://glasgowwomensaid.org.uk	Offers support, advice and information on domestic abuse as well as refuges for women and families fleeing domestic abuse. Operates across Glasgow.
Drumchapel Women's Aid	(0141) 944 0201		As above but covers Drumchapel area
Glasgow East Women's Aid	0141 781 0230	www.gewa.org.uk	As above but covers Glasgow North East area.
The Daisy Project	0141 634 4053	https://thedaisyproject.org.uk	Provide an advocacy, support and information service for women who are living with, or who have experienced violence or abuse in the South Glasgow area.

Glasgow City Council Homelessness Services		https://www.yoursupportglasgow.org/directory/providerlist/455	If someone is homeless or about to be through gender based violence, direct them to their local homelessness (called casework) team. Community Casework Services: North East 0141 276 6153 North West: 0141 276 6168 South: 0141 276 8201 Hamish Allan Centre Out of Hours/Holiday Contact and for asylum seekers/refugees and those affected by GBV: Freephone 0800 838 502 or 0141 287 1800
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National Support Agencies

Men's Advice Line	0808 801 0327	www.mensadvice.org.uk	While women continue to be disproportionately affected by domestic abuse, men can be affected too.
Police Scotland Family Protection Units	101 (Ask to be directed to the appropriate department)	-	These units are specialised in dealing with domestic abuse or other forms of gender based violence.
Scottish Domestic Abuse Helpline	0800 027 1234	https://sdafmh.org.uk	Please note that this helpline applies to all forms of abuse e.g. emotional and sexual and to men as well as women. If there is a need to signpost to another service e.g. rape or trauma, their trained staff will do so. It is a good first point of contact.
Childline	0800 1111	www.childline.org.uk	Advice and support for children and young people on a wide range of issues including domestic abuse. They can call the helpline or webchat on the website.
Think U Know		www.thinkuknow.co.uk	CEOP resource for children and young people with age-differentiated sections. Includes film clips to promote discussion on sexting, grooming and online exploitation, and highlighting what to do if young people find themselves in this situation.
Rape Crisis Scotland	0808 801 0302 (Helpline number)	http://www.rapecrisis.scotland.org.uk/	The R.O.S.E.Y. Project (Rape Crisis Offering Support and Education for Young People) is a service that offers awareness raising workshops for boys and girls around sexual violence within schools and youth groups. It is the Prevention Programme for Glasgow Rape Crisis. For further information on this service for young people please call 0141 552 3201.

Amina Muslim Women's Resource Centre	Tel no. 0808 801 0301 (Scotland Wide) Tel no. 0141 212 8420 (Glasgow)	https://mwrc.org.uk	Amina aims to encourage Muslim women to participate fully in society. The organisation deals with issues affecting Muslim women including forced marriage, domestic abuse and other forms of gender based violence. 20 languages spoken on helpline.
Scottish Women's Aid		www.scottishwomensaid.org.uk	Advice, support and information on domestic abuse. Provides links to all the local
Women's Support Project	0141 418 0748	http://www.womenssupportproject.co.uk/	The Project works to raise awareness of the extent, causes and effect of male violence against women, and for improved services for those affected by violence.
Wise Women		http://www.wisewomen.org.uk/	Wise Women pro-actively address women's fears and experiences of violence and crime by providing free Personal Safety and Confidence Building Courses and Workshops to women living in local communities in Glasgow.
SAY Women	0141 552 5803	http://www.say-women.co.uk/	Offers safe, supported accommodation and related services for young women, aged 16-25 years, who are survivors of childhood sexual abuse, rape or sexual assault and who are homeless or threatened with homelessness
LGBT Youth Scotland	0141 552 7425	https://www.lgbtyouth.org.uk	Information and support for young people identifying as LGBT. Leads on preventing domestic abuse in LGBT relationships in Scotland.
Mentors in Violence Programme		https://education.gov.scot/improvement/practice-exemplars/mentors-for-violence-prevention-mvp-an-overview	A mentoring programme from the US that aims to address sexism and violence against women. Being promoted across Scottish schools by Police Scotland.
White Ribbon Scotland		http://www.whiteribbonScotland.org.uk/	A campaign encouraging men to take a stand against violence against women. Glasgow City Council is working towards becoming a White Ribbon City and is promoting the campaign across its departments.

Appendix II

Resources for School Use

Crush

You can access the original script and teacher pack with lesson plans online:

<http://www.womenssupportproject.co.uk/userfiles/file/uploads/CrushResourcePack.pdf>

Gold Stars and Dragon Marks

Primary schools resource aimed at P4-7. The original script and teacher pack with lesson plans are available here:

<http://www.womenssupportproject.co.uk/userfiles/file/uploads/GoldStarsDragonMarks-ResourcePack.pdf>

Keeping Mum Film and Resource Pack.

A resource developed in Glasgow for Primary schools based on the original GSDM resource. Film and primary school resource pack available at

www.nhsggc.scot/your-health/public-health/health-improvement/glasgow-city-hscp-health-improvement/children-and-young-people/gender-based-violence-resources/

RSHP

RSHP is the national resource for **relationships, sexual**

health and **parenthood** (RSHP) education for children and young people. The resource can be used in early learning settings, schools, colleges and community-based learning. It is organised to sit within Curriculum for Excellence.

<https://rshp.scot>

Equally safe At School

Equally Safe at School has been developed for secondary schools to help them take a whole school approach to preventing gender-based violence, with staff and students working together with a shared understanding and commitment to equality and safety for all.

<https://www.equallysafeatschool.org.uk>

Respect Education Resource Pack

A pack developed by Zero Tolerance promoting positive relationships and exploring the links between violence against women and wider gender equality issues. Primary and Secondary packs available free online: <http://www.zerotolerance.org.uk/respect>

The Expect Respect Education toolkit

Developed by Women's Aid for use in English schools. One easy to use 'Core' lesson for each year group from reception to year 13, based on themes that have been found to be effective in tackling domestic abuse. Published November 2008. Available free online:

<http://www.womensaid.org.uk/page.asp?section=0001000100140012§ionTitle=Free-resources>

Appendix III Further Reading

Policy Context

Equally Safe: (Scottish Government 2018)

Scotland's strategy for preventing and eradicating violence against women and girls
<https://www.gov.scot/publications/equally-safe-scotlands-strategy-prevent-eradicate-violence-against-women-girls/>

Research & Further Reading

Partner exploitation and violence in teenage intimate relationships (NSPCC 2009)

Research by NSPCC into young people's attitudes towards abuse in teen relationships which revealed alarmingly high acceptance of coercion and violence.
<http://www.nspcc.org.uk/globalassets/documents/research-reports/partner-exploitation-violence-teenage-intimate-relationships-summary.pdf>

Care Versus Control (Girl Guiding, 2013)

A girlguiding report into attitudes of girls towards inequality and relationships
http://girlsattitudes.girlguiding.org.uk/pdf/2025_Care_Versus_Control.pdf

This page contains flyers that can be printed and cut out (4 flyers to a page), and handed to parents/carers/young people if you need to pass on any information following participation in Crush or at any other time.

If you or someone you know is affected by the issues in Crush, please speak to a member of the pastoral care team or another adult you trust. You can also get help and support from the following organisations:

National Support for men and women

- Scottish Domestic Abuse Helpline
0800 027 1234
- Rape Crisis Scotland Helpline
0808 801 03 02
- Childline 0800 1111

Women's Aid:

You can get the phone number of your local Women's Aid project by contacting the phone numbers above or Scottish Women's Aid, below.

Websites

- Scottish Women's Aid
www.womensaid.scot/
- Rape Crisis Scotland
www.rapecrisisscotland.org.uk
- LGBT domestic abuse project
www.lgbtdomesticabuse.org.uk
- Men's Advice Line
www.mensadviceline.org.uk

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www.lgbtdomesticabuse.org.uk
- Men's Advice Line
www.mensadviceline.org.uk

Appendix IV



GBV - Guidelines for Use of External Agencies

1. Introduction

1.1 This guidance focuses on the use of external agencies in Glasgow schools to supplement learning around violence against women.

1.2 A recent review of the use of external agencies in Glasgow schools identified inconsistency across the city about how and when agencies were used. It was also established that external agencies were often not aware of the ethos and content of existing school programmes on this subject matter.

1.3 In addition, increasingly the impact of learning requires to be demonstrated. It is important, therefore, that external agencies add value to what is already delivered.

1.4 This guidance seeks to provide clarity for headteachers about the questions they should ask before allowing external agencies to deliver lessons or provide materials within their school establishment and what practical steps can be taken to ensure that learning is maximised.

2. The approach in Glasgow to addressing issues of violence against women

2.1 Glasgow City Council is committed to taking steps to tackle all forms of violence against women. Using the definition from the Scottish Government, Glasgow City Council understands violence against women as:

“Physical, sexual and psychological violence occurring in the family, within the general community, or in institutions including: domestic abuse; rape; sexual assault; stalking and sexual harassment and intimidation at work and in the public sphere; commercial sexual exploitation, including prostitution, trafficking and pornography; child sexual abuse and adult survivors of child sexual abuse; dowry related violence; female genital mutilation; forced and child marriages and ‘so called honour crimes.’”

2.2 As part of its commitment, Glasgow City Council seeks to promote and encourage a range of activity in schools which allows children and young people to develop an understanding of violence against women and critical-thinking skills that assist them to challenge the very existence of violence against women in all of its forms.

2.3 Key messages for learning within a school environment include:

- The gendered nature of violence against women.
- The importance of challenging gender-stereotypes and the sexualisation of children and young people. (Girls and young women are disproportionately affected).
- Children and young people are given clear information which is both age-and-stage appropriate and in line with the above agreed definition.
- Children and young people are given a voice to challenge violence against women and that their views are listened to and taken seriously.

2.4 In the main, most direct learning in this area takes place within PHSE time, either through the Sexual Health & Relationships Education (SHRE) programme or through Religious & Moral Education (RME). However, issues associated with violence against

women can and should be addressed across the whole of the curriculum, thus ensuring that learning is dynamic and is embedded within a whole-school approach.

3. Guidance

3.1 When deciding on the appropriateness of engaging an external agency to deliver an input in this subject area, headteachers should ask:

1. Does the agency adopt and promote an understanding of violence against women as indicated in section 2?
2. Does the proposed input reflect the ethos and content of existing SHRE / RME programmes? In what ways does the input by the external agency supplement and add value to existing programmes?
3. Is the material age-and-stage appropriate? Does it compliment the SHRE / RME material already delivered to the year-stage?
4. Is the agency clear about the outcomes they are attempting to achieve? Do these outcomes fit with what the school and the Council is seeking to achieve?

3.2 To assist headteachers to reach decisions on the above questions it is advised that discussions are undertaken with the depute headteacher or principal teacher with responsibility for health and wellbeing. It is advisable that written information is sought from agencies to ensure that there is clarity around the aims and outcomes that the agency's input is seeking to address.

3.3 If, after discussion with the agency, there is a negative response to any of the questions in 3.1 the external agency should not be used in Glasgow schools to deliver learning around violence against women.

3.4 Once the headteacher is satisfied that there is merit in engaging an external agency, there are a number of practical steps that should be taken to optimise the learning experience for students. They are:

- A meeting should take place between school and agency staff to view and discuss lesson plans before they are delivered.
- It is vitally important that teachers are actively involved in delivering the input alongside the external agency. Teachers provide continuity for children and young people, therefore it is important that they can provide on-going advice and guidance.
- Schools should require external agencies to provide written guidance for teachers with whom they will be co-delivering. (Not all teachers will have the opportunity to meet with agencies beforehand).
- Schools should be advised by the agency staff as to the resources they require well in advance of the lesson being delivered e.g. IT equipment, flipcharts etc so the time for learning is maximised.
- Schools should advise external agencies of the need to ensure that a range of abilities (including language needs) and learning styles are taken into account when devising inputs.

3.5 Finally, the school needs to ensure that there is a process in place to gather feedback from pupils and from staff on the sessions that are led by an external agency. This feedback should then be discussed with the external agency to inform future involvement with the school.