

Equally Safe in practice

knowledge, skills, change

KNOWLEDGE & SKILLS FRAMEWORK

Strengthening practice, changing attitudes

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INTRODUCTION

We have a vision of a Scotland where all women and girls are equally safe



Overview and background

We have a vision of a Scotland where all women and girls are equally safe. Violence against women and girls (VAWG) has no place in our vision. It damages health and wellbeing, limits freedom and potential, and is a violation of the most fundamental human rights.

Everyone has a responsibility to make our workplaces and communities safe, respectful and equal places to live, work and thrive. The Equally Safe workforce development framework, introduced here, aims to support anyone working at any level of the workforce to better understand the knowledge and skills necessary to strengthen their practice and deepen their understanding of all forms of VAWG. It is not essential that everyone is an expert on preventing and responding to VAWG, but all workers, regardless of gender, across their varied roles and responsibilities, have a role to play. The framework can support training needs assessments, decision making around learning and development needs and opportunities, and enable managers and leads to navigate appropriate training and set workforce development pathways and resources for teams.

Scottish Women's Aid, with cross-sector collaborators, are delivering the Equally Safe in Practice, with support from the Scottish Government. This programme builds national infrastructure to support local implementation of training and workforce development approaches on VAWG and gender equality. Equally Safe in Practice supports the delivery of the Scottish Government's national strategy, ***Equally Safe***, which sets out strategic aims and deliverables for collaborative achievement of key aims. The strategy recognises that to eradicate VAWG, there are significant long-term economic, social and cultural changes required. Our communities are also our workforce, so where we build knowledge and confidence around the topics, we create competent responses in the workplace.

> ***Everyone has a responsibility to make our workplaces and communities safe, respectful and equal places to live, work and thrive***

This document will offer background context to the development of the framework, detail the knowledge and skills matrix across four professional levels and introduce the Equally Safe in Practice kitemarking tool which operationalises the framework.

WHAT IS VIOLENCE AGAINST WOMEN AND GIRLS (VAWG)?

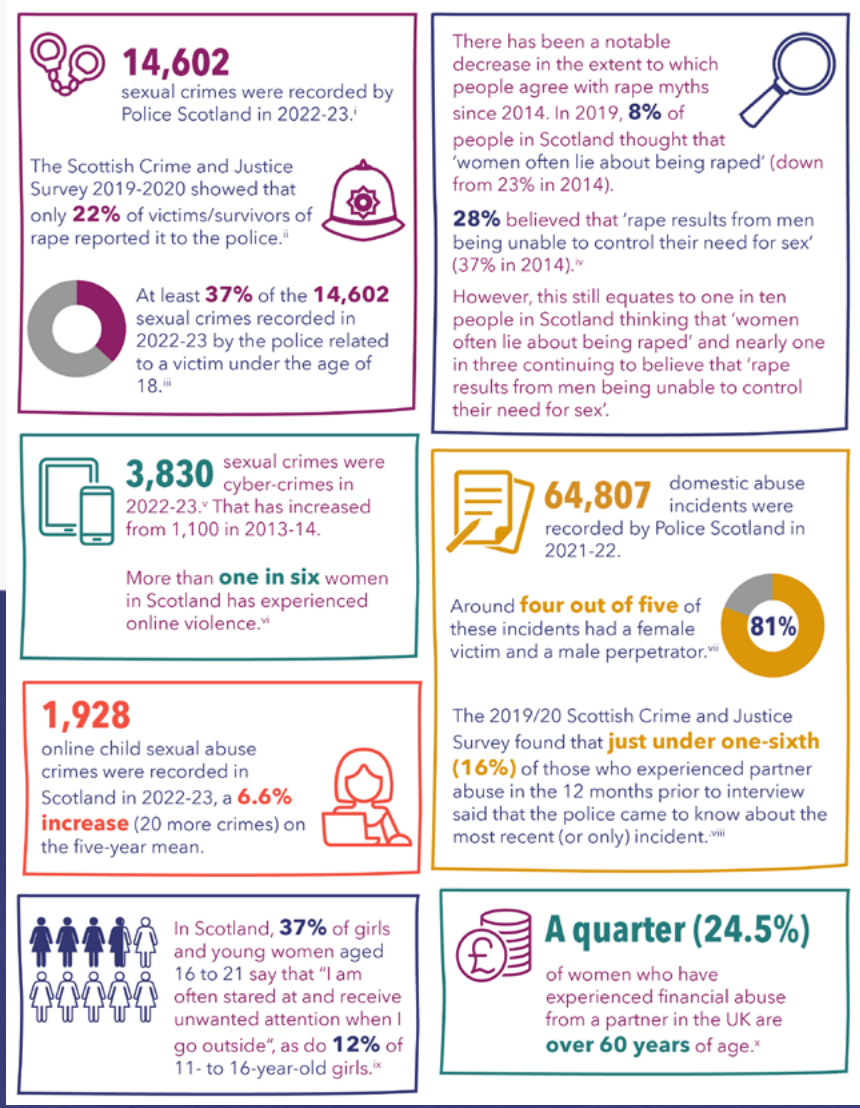
The phrase violence against women and girls is used to describe violent and abusive behaviour directed at women and girls because they are women and girls. It is behaviour which is carried out predominantly by men. It is an abuse of power and stems from systemic, deep-rooted women's inequality. VAWG limits women's and girls' freedom and potential and is a fundamental violation of human rights.

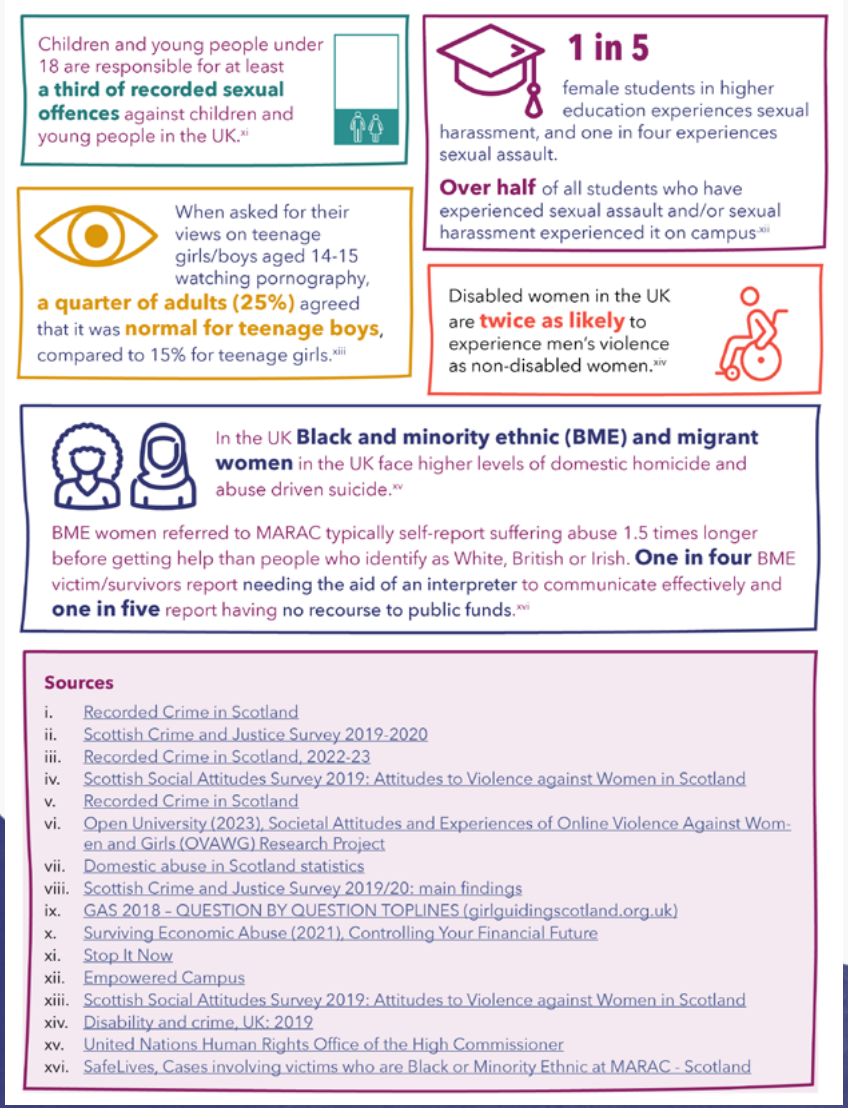
Equally Safe: Scotland's Strategy for Preventing and Eradicating Violence Against Women and Girls



VAWG in Scotland

Today in Scotland, VAWG occurs nationwide, and the impact can be life changing and long lasting. The following statistics illustrate that - despite what specialist organisations know about just how underreported experiences of harassment, abuse and violence are - reported crimes continue to occur on endemic levels.





Equally Safe Strategy

Gender inequality and VAWG

In our society there are historic and deeply embedded ideas and social norms around what it means to be a woman and a man, and these deeply held ideas shape what we expect their behaviours to be like, and what roles and positions they will have. There are every day practices attributed to gender, which become routine, habitual and taken for granted. These societal norms underpin the power dynamics between men and women, creating gender inequality in the workplace, at home and in wider society. Gender inequality is a root cause of VAWG, which has no place in our society; it damages health and wellbeing, limits freedom and potential, and has a profound effect on the whole of society.

Central to Scotland's VAWG strategy is the understanding that VAWG stems from the inequality that women experience in our society. This shared definition of VAWG is critical to shape an understanding of how we can prevent and end VAWG in our communities and society.

Our shared understanding defines VAWG as a form of gender-based violence (GBV). GBV is defined as "any form of violence used to establish, enforce or perpetuate gender inequalities and keep in place gendered orders". While the terms VAWG and GBV are sometimes used interchangeably, VAWG is a subset of GBV specifically targeting women and girls due to their unequal status in society. ***Equally Safe: Scotland's Strategy for Preventing and Eradicating Violence Against Women and Girls***



There is a causation between gender inequality and violence and abuse - in societies where there are greater economic, social or political inequalities between men and women, there is a direct correlation to women experiencing higher rates of VAWG. This is even more pronounced for women who experience overlapping discrimination in society, and hold even less social power.

To address VAWG in Scotland, it is critical that a gendered analysis is adopted that recognises the need to address attitudes and structures that underpin this violence and abuse (***Improvement Service***).
A gendered analysis recognises that gender inequality and imbalance of power is at the root of all forms of violence against women, and that this can also impact on people of any genders who aren't seen to conform to society's stereotypes.



Gender Competent Workforces and Workplaces

Gender competence is the combination of skills, knowledge, and attitudes that people need to promote gender equality and treat people equitably. It involves applying these skills in everyday decision making and interactions to create more equal and inclusive outcomes for all people using our services.

For example, there is a pressing need for our workforces – starting with the public sector – to increase their understanding of how sex and gender may interrelate with ***trauma***, and what elements of their practice can and should improve to better serve people who access services.

There are differing levels of knowledge, skill and gender competence visible across our services, systems and public policy. Gender-competent, intersectional practice in our public and third sectors in Scotland is key to eradicating VAWG. Workforce development is of critical importance for all our mainstream services and plays a key role in achieving the transformational shift needed to move us towards positive outcomes for women, children and young people.



A gender competent workforce would have increased knowledge and awareness of the structural inequalities that create differences in men and women's experiences, and they would have an understanding of the need to develop gender-responsive policy, planning and practice. Workers would be equipped to apply a gender lens to their everyday work. This is essential for achieving the aims of Equally Safe, and achieving our shared core objective of embedding a primary prevention approach across policy and practice. A primary prevention approach addresses the underlying, gendered drivers of violence against women and girls, with the ultimate aim of eradicating the social norms, practices, and structures that allow this to take place.



A primary prevention approach addresses the underlying, gendered drivers of violence against women and girls

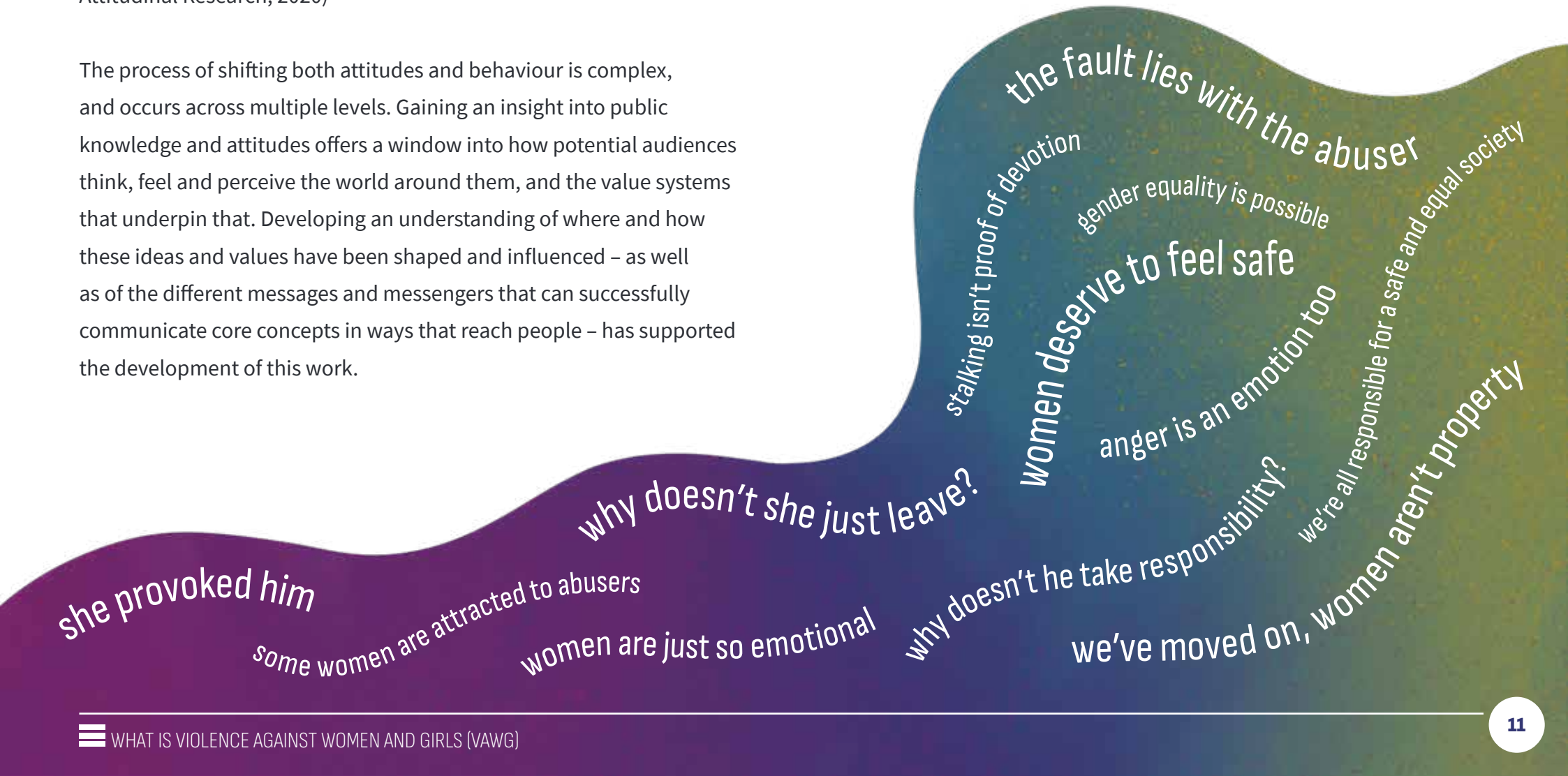
Until now, there have been no nationally agreed requirements or guidance to indicate the required minimum level, quality or content of VAWG training and workforce development for the Scottish workforce. It has been acknowledged within the VAWG and women's sectors that without a framework that would indicate the required minimum level of need for differing roles across sectors, the national picture is varied, and there is a need for greater consistency to ensure safe and informed practice across the country. This is especially true of some of the lesser understood forms of VAWG, and how all forms of VAWG have a much deeper impact on women with overlapping experiences of oppression. Adopting the framework provides the opportunity for organisations to prioritise developing gender competence and implement a consistent approach to knowledge and skill development that will help shift attitudes and transform practice.

Understanding and changing attitudes

'Less than half of all respondents recognise that VAWG is caused by a power imbalance between men and women, and despite widespread support for equal rights for men and women, over 1/3 of respondents felt that equality has already been achieved.' (Scottish Women's Aid Attitudinal Research, 2020)

The process of shifting both attitudes and behaviour is complex, and occurs across multiple levels. Gaining an insight into public knowledge and attitudes offers a window into how potential audiences think, feel and perceive the world around them, and the value systems that underpin that. Developing an understanding of where and how these ideas and values have been shaped and influenced – as well as of the different messages and messengers that can successfully communicate core concepts in ways that reach people – has supported the development of this work.

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Connecting with the general public on issues of equality and human rights can be challenging, and research suggests that when talking about gender, equality and VAWG, there are a number of barriers to overcome (***End VAW, Scottish Human Rights Commission, Equally Ours***). Strategic communications organisations working in the field of equalities and human rights have identified a number of effective approaches for communicating key messages relating to social justice issues. They recognise that there are ways that we can shift the mindset of the conflicted, middle-ground group of people who are neither supportive, or opposing on a particular issue; there is room to affect their opinions and attitudes if the right framing is used, values are highlighted that unite rather than divide, and solutions are made to feel accessible, and possible.

To inform core messaging on gender and gender equality, which forms the backbone of this learning framework, our ***attitudinal research*** project was conducted with support from YouGov and Equally Ours. Building on the Scottish Social Attitudes Surveys, and the work of social justice and human rights organisations across the UK, a series of survey and focus group research exercises took place between 2019 – 2020, to explore and better understand the attitudes of the Scottish public. Findings suggest an urgent need to develop public understanding of the key causes of VAWG by illustrating the inextricable link with gender inequality.

[Research] Findings suggest an urgent need to develop public understanding of the key causes of VAWG by illustrating the inextricable link with gender inequality



STRENGTHENING PRACTICE



Reflective practice

Building the competence and capacity of our workforces means seeing learning as not just one-off training but a continual process of obtaining, improving and retaining skills and knowledge. A key part of that learning process is through peer discussion, reflective practice and the opportunity to consider, query or unpick assumptions and ideas.

> ***A key part of [the] learning process is through peer discussion, reflective practice and the opportunity to consider, query or unpick assumptions and ideas***

*'We learn differently when we are learning to perform than when we are learning to understand what is being communicated to us. Reflection enables us to correct distortions in our beliefs and errors in problem-solving. Critical reflection involves a critique of the presuppositions on which our beliefs have been built.' (**How Critical Reflection Triggers Transformative Learning - Jack Mezirow 2022**)*

Reflective practice performs a core function in the learning of new skills and embedding new knowledge into practice. This space for further reflection and deliberation enables learners to consider the theory and knowledge that they have learned, and then consider the 'now what?' in terms of what that means next for their practice and their day-to-day work. This framework seeks to support a reflective practice approach to learning and development through integrating an implementation approach to the knowledge and skills framework, as detailed further below. The ESiP Kitemark also described further below details requirements and recommendations specific to reflective practice and discussion.



Leading and driving organisational change

To support integration of the framework, and for learning to be embedded into the everyday practice of the workforce, support and commitment of leaders is crucial. Workplace cultures must reflect a commitment to equality, inclusion and respect, and organisations must be visible in taking a zero tolerance stance against all forms of VAWG. Senior and strategic leads are at the forefront of driving this culture change, by demonstrating recognition of the significance of equality and understanding of VAWG, and commitment to invest in and prioritise workforce development. Strengthening intersectional gender competence of strategic and senior leaders is key to creating a culture and infrastructure that can introduce and implement the changes in knowledge and practice that is required by the wider service team.

> ***For learning to be embedded into the everyday practice of the workforce, support and commitment of leaders is crucial***

Equally Safe in Practice has developed a leader's programme with a full knowledge and skills matrix that outlines the appropriate knowledge, understanding and practice of those in senior and strategic leadership positions. This details expectations around understanding the systemic nature of gender inequality, the scale and prevalence of VAWG within our organisations and communities, and outlines vital steps required to change and restructure systems for better outcomes. The programme aims to secure commitment among leaders towards prioritising gender equality in budgeting, policy and programming decisions, and driving both prevention and eradication of VAWG within their organisations and beyond. Those targeted within this programme include but is not limited to Chief Executives, Chief Officers, elected members, board members, and all those in key strategic decision-making roles across organisations. The programme includes a range of resources and a calendar of events, which focus on engaging senior and strategic leads in understanding their role as leaders in delivering the Equally Safe strategy. The learning outcomes and training approach for this programme have been co-developed with the Scottish Women's Aid Survivor Reference Group.

Implementation Approach

This framework is rooted in an implementation science approach that recognises the need for multiple interlinked drivers to achieve a change in practice. There is growing evidence that effective implementation strategies and approaches are essential if we hope to see consistent and systematic use of new innovations, such as new knowledge, tools and practices. An implementation approach runs through all groups of the framework, and though the format of the implementation support will differ across those groups and between different organisations, this approach underpins how the framework is to be operationalised.
The approach relates to the different core implementation drivers, (Image 1), the interlinked domains that are all key to improving practice and seeing a gender and VAWG informed response within our workforce. The competency drivers highlighted in the image below are of particular importance for this learning framework.

There is growing evidence that effective implementation strategies and approaches are essential if we hope to see consistent and systematic use of new innovations

The framework will be accompanied by a range of tools and resources to support implementation, as well as direct support from implementation teams. An implementation team or practitioner would facilitate new practices to be put in place, upheld and reviewed effectively to produce the intended outcomes. Working from a set of core principles, an implementation team can support the embedding of new knowledge and practices through coaching, practice-based support, and assessment and review – building both confidence and competence.



Implementation teams or practitioners will likely have an enhanced or substantial level of practice knowledge and will work closely with management or leadership of the organisation to support the creation or development of accountability mechanisms, sharing of best practice and outcome/objective setting and review. Training and coaching (in combination) are essential components in achieving behaviour and practice change, it useful to think of them together as a 'continuous set of operations.'

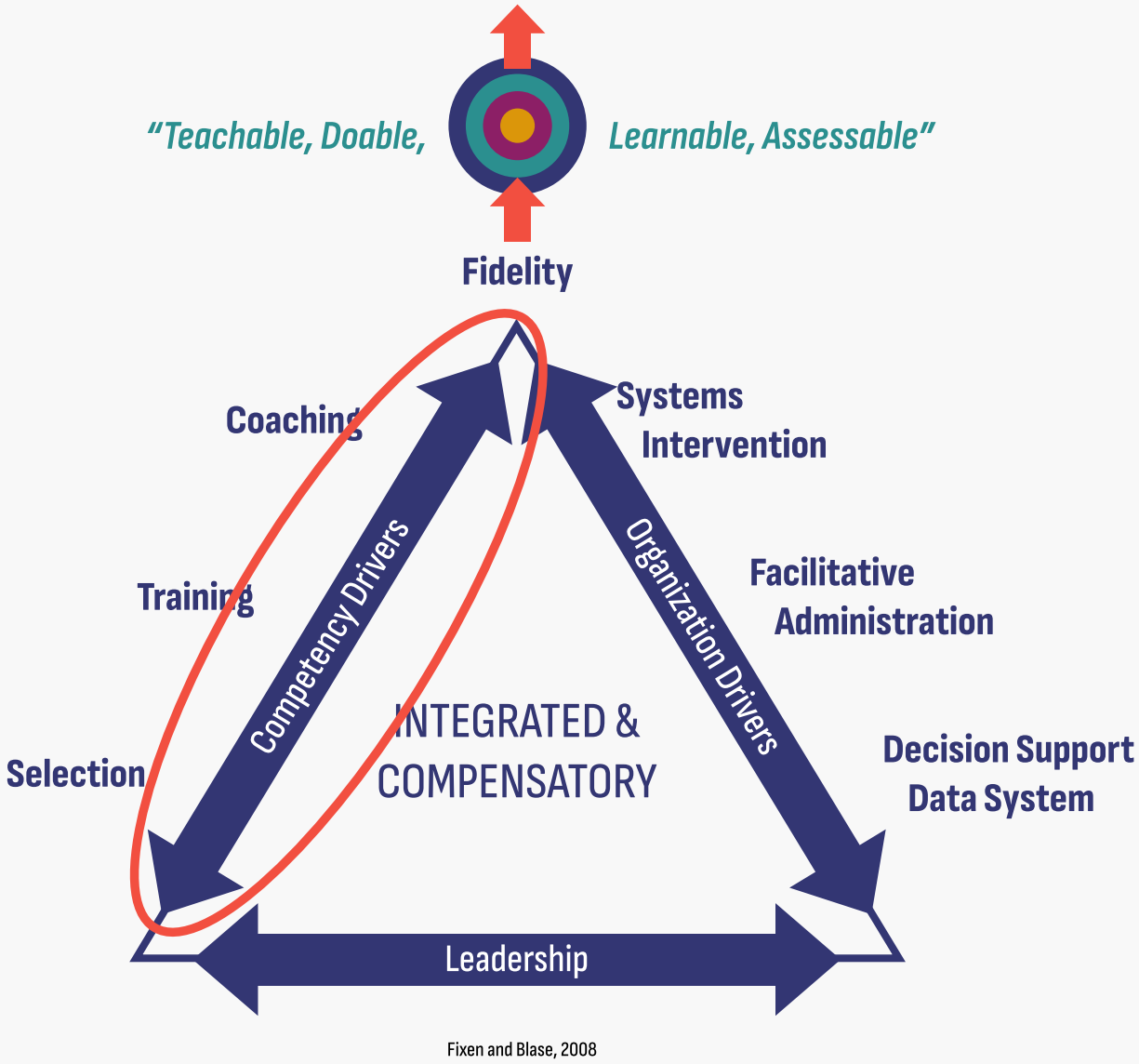
(Metz, A., Louison, L., Burke, K., Albers, B., & Ward, C. (2020))

> ***Training and coaching (in combination) are essential components in achieving behaviour and practice change***

An implementation team or practitioner may support with training needs assessments, training and workforce development planning including reflective practice, coaching plans as well as in facilitating practice-based coaching to reinforce effort, roles and practice changes no matter small. Coaching to practice may be more relevant for professionals in Group 2 and above, but reflective practice is appropriate for workers of all levels.



Implementation Drivers - Competency



Fixen and Blase, 2008

Key aims for implementation teams:

A group of practitioners that are trained, skilled and empowered to support others to embed their learning into practice. They will:

- Have increased knowledge of the core concepts covered in Group Two level training and be able to see and translate how they apply in everyday practice.
- Support other practitioners within their team/department to embed their knowledge on gender and VAWG, specifically in relation to their own practice and professional specialism.
- Provide formal and/or informal coaching to other workers within their team/department to ensure their practice is aligned with the K&S outlined for workers of their level – and support them through the process of improving, adapting that practice.
- Act as a group of comprehensively trained, motivated, empowered and networked professionals.
- Demonstrate qualities of respect, inclusion, equality, and intersectionality.

Implementation teams – core functions and responsibilities:

Core competencies of implementation practitioners:

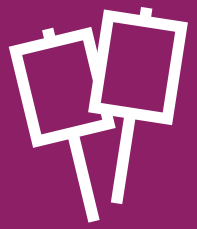
- Relationship development between stakeholders (teams within organisation and relevant external services/agencies)
- Leadership engagement for strategic analysis/planning to support change
- Implementation instruction and facilitation
- Intervention/innovation operationalisation (learning into practice)
- Data-informed decision making
- Team based project management
- Coaching and support to develop coaching plans
- Provide additional technical knowledge on core concepts

EQUALLY SAFE IN PRACTICE WORKFORCE DEVELOPMENT FRAMEWORK



Equally Safe in Practice (ESiP) is part of a collective move towards creating systems, services and workforces that are gender and VAWG informed. This means building the capacity of the workforce to transform the lives of women and girls, with focus on all the intersections within their identities. This will ensure our practitioners, policies, services and systems reflect an understanding of gender at every step of design, development, delivery and implementation. ESiP focuses on provision of a framework which supports workforce development in a way that will work towards sustained attitudinal, behaviour and practice change. The framework aims to equip the Scottish workforce with knowledge, understanding and the tools necessary to improve responses to VAWG and ensure safe and positive outcomes for women, children and young people.

The framework will be supported on an ongoing basis by the development of a continually refreshed and updated suite of resources and events, with a priority on the following, recognising a need for further focus on these areas in particular:



Awareness raising of all forms of VAWG, including lesser understood forms



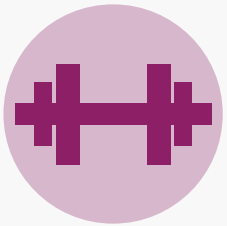
Support and signposting to information about intersecting issues for women and girls alongside VAWG – e.g. mental health; alcohol and drug use



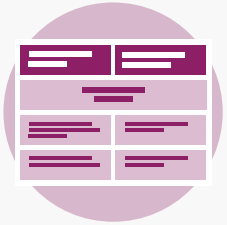
Information to support the knowledge and awareness of interlinked and entangled forms of oppression, and how women and girls experiencing multiple oppressions will face bigger barriers to understanding, support, safety and recovery

The Equally Safe in Practice Framework is a four-tiered workforce development framework that is modelled on the successful implementation of the ***Welsh Government Violence Against Women, Domestic Abuse and Sexual Violence (VAWDASV) National Training Framework***. The framework spans all workforce levels and sectors (ranging from basic awareness through to enhanced frontline training, through to management and leadership).

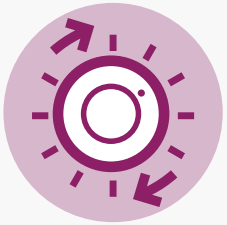
The ESiP Framework will achieve three core aims:



Strengthen practice so that our workforce (of all levels & across sectors) is gender competent, VAWG informed and intersectional



Provide a full competency framework to which organisations and sectors can align their training pathways

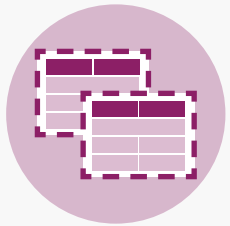


Shift the dial on attitudes and behaviours towards gender equality and VAWG

This will be achieved by:



Establishing consistent core messaging on gender, VAWG and intersectionality



Creating competency frameworks that outline what workers need to know and do



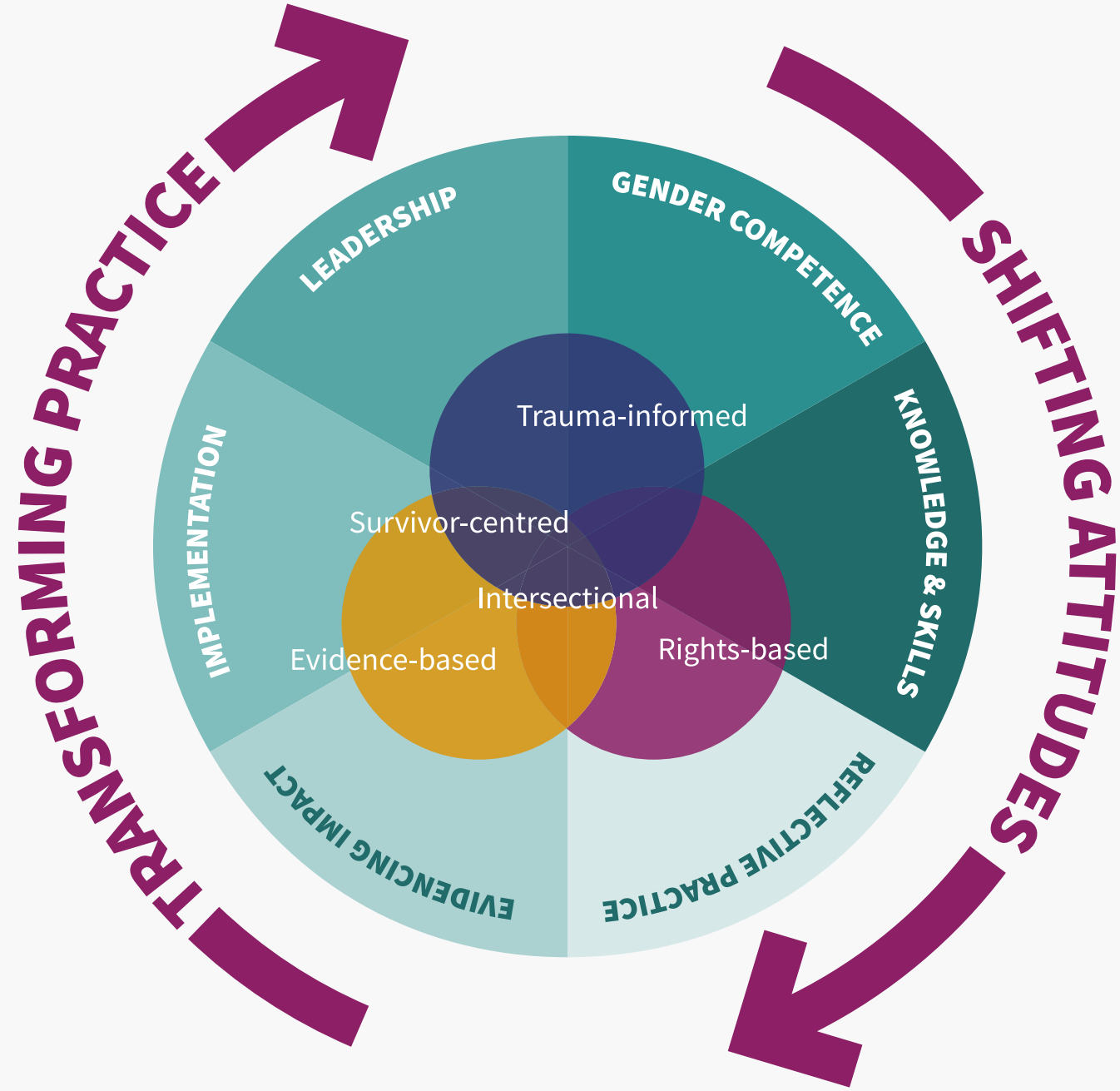
Taking a whole organisation approach to learning and development



Implementing change by embedding knowledge to transform practice

Core principles

ESiP is rooted in core principles which build on the best practice of specialist VAWG and women's organisations who have decades of experience supporting women, children and young survivors. ESiP aims to prioritise a survivor-centred approach, ensuring that survivors' voices and experiences are central to all phases of development of the ESiP Framework.

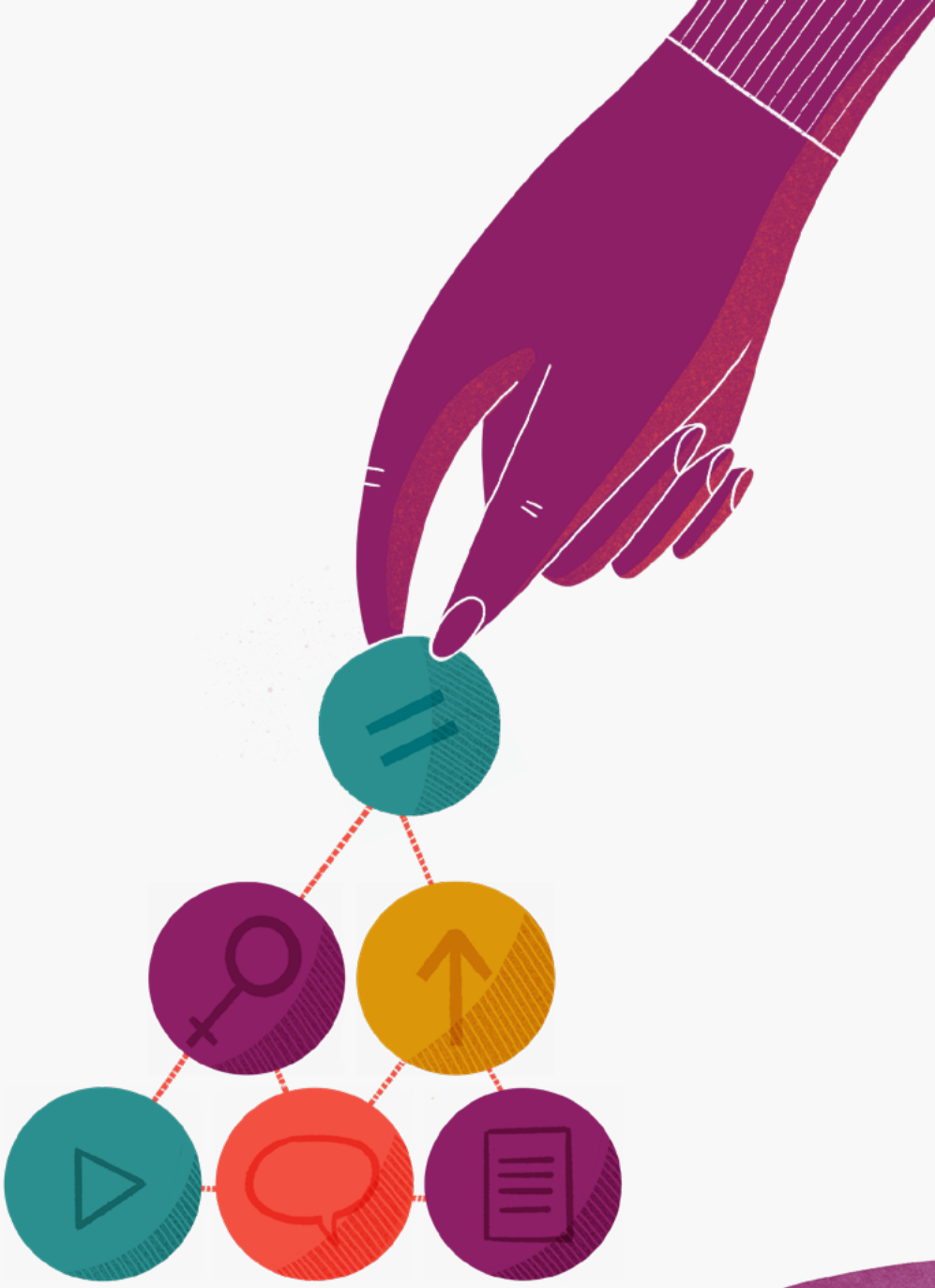


What it is the Knowledge and Skills Framework?

Everyone has a responsibility to make our workplaces and communities safe, respectful and equal places to live, work and thrive. The Equally Safe in Practice Framework aims to support anyone working at any level of the workforce to better understand the knowledge and skills necessary to strengthen their practice and deepen their understanding of all forms of VAWG. It is not essential that everyone is an expert on preventing and responding to VAWG, but all workers, regardless of gender, across their varied roles and responsibilities, have a role to play.

The framework can:

- support training needs assessments,
- support decision making around learning and development needs and opportunities, and
- enable managers and leads to navigate appropriate training and workforce development pathways and resources for teams.



The framework is designed to support workers across all levels of the workforce and targets different levels with specific knowledge and skills. The tiers of the framework range from a universal and foundational level of knowledge, through enhanced and specialist to leadership and strategic. The levels are as follows, (click to jump to each section):

Group 1:

Workers of all levels have a basic level of knowledge, understanding and skill. This includes all workers across sectors, roles and level of responsibility. This universal group level ensures that all members of the workforce have a basic understanding of gender inequality, VAWG and intersectionality.

Group 2:

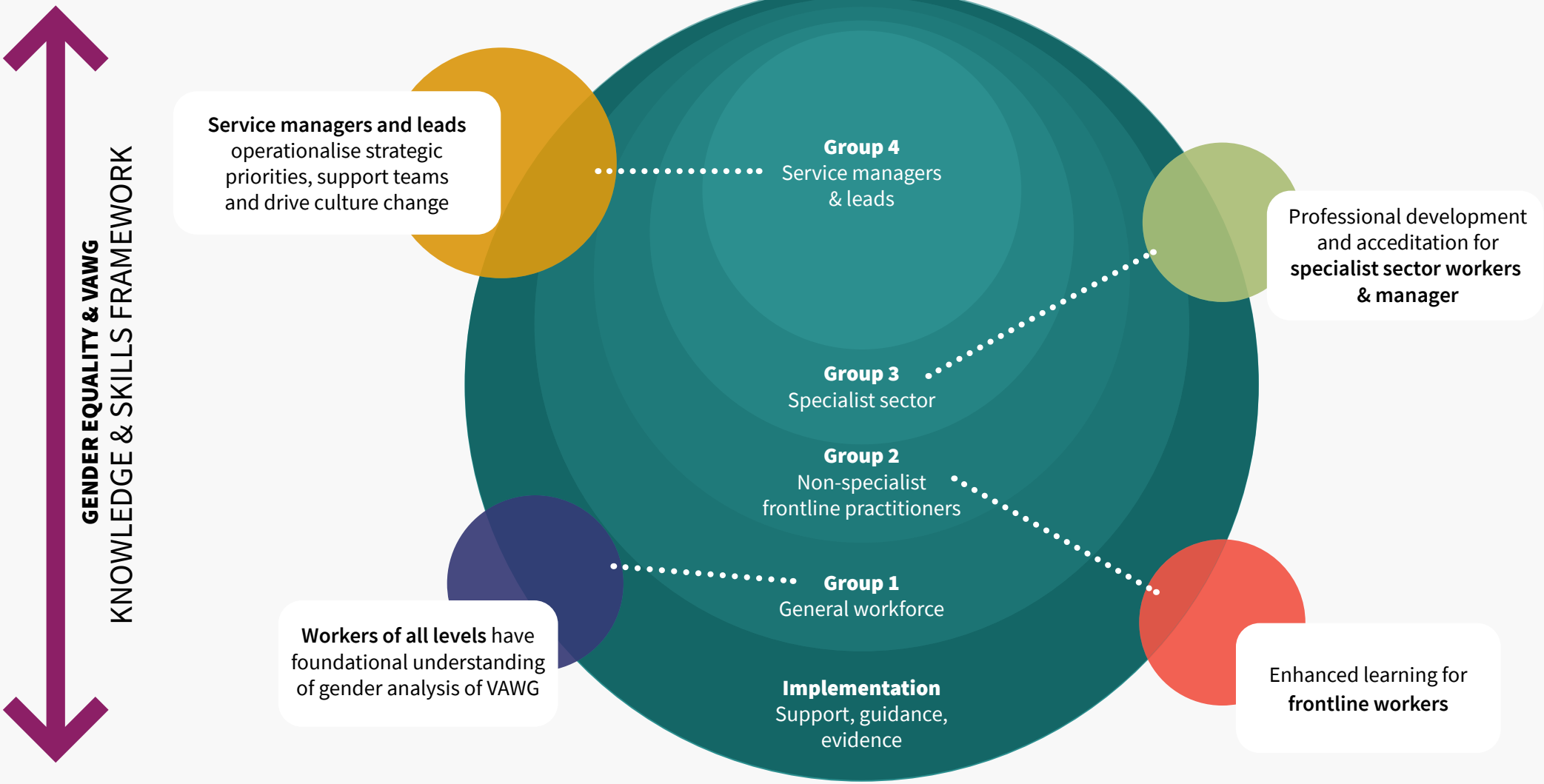
Non-specialist frontline workers build on the foundational level (Group 1) with enhanced learning and training on the dynamics of VAWG, the impact and practical skills and tools for use in their daily work. This workforce level includes workers in a range of roles where they are likely to have increased contact with the public in the course of their work – these roles could be across housing, health and social care, services and maintenance, environmental, education, leisure and libraries, among others.

Group 3:

Workforce development and accreditation opportunities for specialist sector workers. For professionals in specialist sectors (VAWG and others – e.g. mental health; alcohol & drugs), this relates to professional development opportunities, accredited learning programmes and specific learning in bi-relational issues.

Group 4:

Service managers and leads will have enhanced knowledge, to support teams in implementing new learning and operationalising strategic priorities. This level includes service manager across all sectors and departments, as well as team leads and senior managers. There may be some crossover between workers in Group 4 and those targeted by the ESiP leadership programme, which focuses on engaging senior and strategic leaders, board members and elected members and others.


GENDER EQUALITY & VAWG
KNOWLEDGE & SKILLS FRAMEWORK
Service managers and leads operationalise strategic priorities, support teams and drive culture change
Group 4
Service managers & leads
Professional development and acceditation for specialist sector workers & manager
Group 3
Specialist sector
Group 2
Non-specialist frontline practitioners
Group 1
General workforce
Workers of all levels have foundational understanding of gender analysis of VAWG
Implementation
Support, guidance, evidence
Enhanced learning for frontline workers

This framework aligns with all other Equally Safe implementation initiatives; ***Equally Safe at Work, Equally Safe at School,*** Equally Safe Colleges and Universities. These programmes take unique approaches to implementing the national strategy on VAWG, each focusing on a different dimension of workplace culture, practice and policy, and are underpinned by core shared values of equality, safety and respect.

Partners in the sector have a long history of developing and delivering a plethora of support, guidance and training. This framework and associated learning resources do not aim to replace anything existing locally or nationally but instead to strengthen and scale up best practice approaches and provide a structure within which these existing initiatives can be held and aligned with. The Equally Safe in Practice (ESiP) Framework complements the principles and ambitions of other national frameworks such as the National Trauma Transformation Programme, Safe and Together, IDAA, and the Child Protection Learning and Development Framework. The ESiP framework is complementary to these structures and together they offer a multifaceted and comprehensive way of seeing and understanding trauma, gender inequality, VAWG and overlapping oppressions, that will ultimately strengthen practice and lead to improved outcomes.

The development of the framework has been a collaborative process, that has brought together experts, partners and survivors from across the VAWG and women's sectors

The development of the framework has been a collaborative process, that has brought together experts, partners and survivors from across the VAWG and women's sectors. We would like to acknowledge and thank our many collaborators and contributors to this process – which include our colleagues in the Women's Aid Network across Scotland, at Rape Crisis Scotland and the wider Rape Crisis Network, Engender, Close the Gap, Improvement Service, COSLA, Public Health Scotland, Violence Against Women Partnership Network, Women's Support Project, Zero Tolerance and many more – who all provided guidance, support and a critical eye. We would like to thank the Scottish Government for their ongoing support for this work. And above all, we want to thank the survivors of the Scottish Women's Aid Survivor Reference Group, who have supported and shaped the development of this framework and associated work.

EQUALLY SAFE IN PRACTICE KITEMARK



How to engage with the Equally Safe in Practice Framework

The Knowledge and Skills Framework underpins the wider work of the Equally Safe in Practice. The Knowledge and Skills Framework can be used and operationalised through the ESiP Kitemarking process, which offers guidance and direction around workforce development.

The levels of the Knowledge and Skills Framework are detailed in sections below and the graphic below details how organisations can progress through the framework, whilst increasing the competencies of the workforce, developing practices to support workers in their everyday practice. The ESiP Kitemark supports organisations to identify the appropriate level of training for their teams or organisation, and enables them to source suitable learning and development initiatives that will support lasting attitude and practice change.

Engaging with the ESiP Framework and participating in the ESiP Kitemark process offers organisations an opportunity to access and benefit from specialist support and guidance, and the chance to demonstrate the progress they are making in addressing gender inequality and tackling VAWG. Prioritising workforce development is essential, and the Kitemark offers a clear pathway to achieve a transformation in practice.



EQUALLY SAFE IN PRACTICE

WORKFORCE DEVELOPMENT KITEMARK



AWARE

Practice journey

Agreed % of staff complete e-modules & engage in reflective practice

Evidence

- Action plans & milestones
- Module completions
- Reflective practice sessions delivered
- M&E data



ENHANCED

Practice journey

Agreed % staff trained in understanding dynamics, impact & disclosure

Staff aware of policies and processes for service users and staff on child and adult protection; VAWG; risk management

Evidence

- Module & training session plans, completions & reflective sessions
- Staff awareness of policies – i.e. part of induction procedures of staff team
- M&E data



SPECIALIST

Practice journey

Specialists trained to recommended standard & in bi-relational issues

Awareness of intersectional and integral links between VAWG & other issues e.g. alcohol and drug use; mental health; disability; ethnicity etc

Evidence

- Training outcomes
- No. of staff trained
- M&E data Evidence of collaborative working - information sharing, integrated approaches



MANAGEMENT

Practice journey

Awareness of core aims of ScotGov's Equally Safe strategy

Managers & leads undertake enhanced training, recognise VAWG as HR issue & support implementation of policies and processes.

Managers & leads put strategic priorities into action

Evidence

- Equally Safe at Work engagement
- L&D plans
- Implementation plans
- Reflective practice
- Staff support protocols – e.g. vicarious trauma
- Survivor participation
- Multi-agency approach to working & decision making

The kitemarking process creates clarity and builds a supportive system around transforming practice and developing workforce knowledge and skills related to gender competence, intersectionality, and Violence Against Women and Girls (VAWG). Organisations seeking to engage with the ESiP Framework will be connected with an ESiP Lead, who will help define a tailored pathway that meets the organisation's learning needs. This pathway will build on existing learning and development strategies and infrastructure to ensure the greatest long-term impact.

The Kitemark focuses on increasing knowledge and understanding and improving and strengthening practice. The practice journey under the ESiP Kitemark related to fulfilling workforce development requirements rather than altering employment practices. For this reason, the ESiP Kitemark can be engaged with alongside other frameworks such as Equally Safe at Schools and Equally Safe at Work.

The Kitemark focuses on increasing knowledge and understanding and improving and strengthening practice



The journey towards changing and improving employment practices and policies is addressed by the Equally Safe at Work (ESAW) program. ESiP recommends that organisations working towards full ESiP Kitemark and/or progressing towards Group 4 Kitemark also achieve ESAW accreditation. Currently, Equally Safe at Work requires engagement with the ESiP Framework for their Silver Tier of accreditation. Enhancing workforce practices through these frameworks will foster an environment that supports broader systems and service-level changes, making it essential to engage in both simultaneously.

The levels of the Kitemark do not need to be completed in a sequential order. However, ESiP encourages organisations to prioritise Group One and Group Four in the early phases of the kitemarking journey. This approach ensures that a high volume of staff are trained to the same level, with core e-modules widely completed, and that senior and strategic leads are positioned to support and drive a whole-organisation approach.

The Kitemark ensures that staff have the knowledge and tools to apply a gender perspective in their everyday work, are aware of best practices, and can effectively use them. Additionally, it involves working with strategic leads to support them in reviewing and enhancing systems and strategies.



Kitemark engagement process:



Participating organisation appoints an ESiP Champion as point of contact & registers onto the programme



Action planning session(s) with ESiP Lead:

> This may include conducting learning needs assessment, mapping existing learning onto framework, aligning with learning outcomes & appropriate evidence checklist, defining journey timeline and key milestones



Defining K&S aligned workforce development training requirements, additional support recourses



Defining & aligning learning pathways and implementation process



Check in dates and ongoing support with ESiP Lead



Setting and reviewing evidence checklist and schedule



Achieving accreditation – formally on ESiP website, promoted on social media and at annual accreditation event

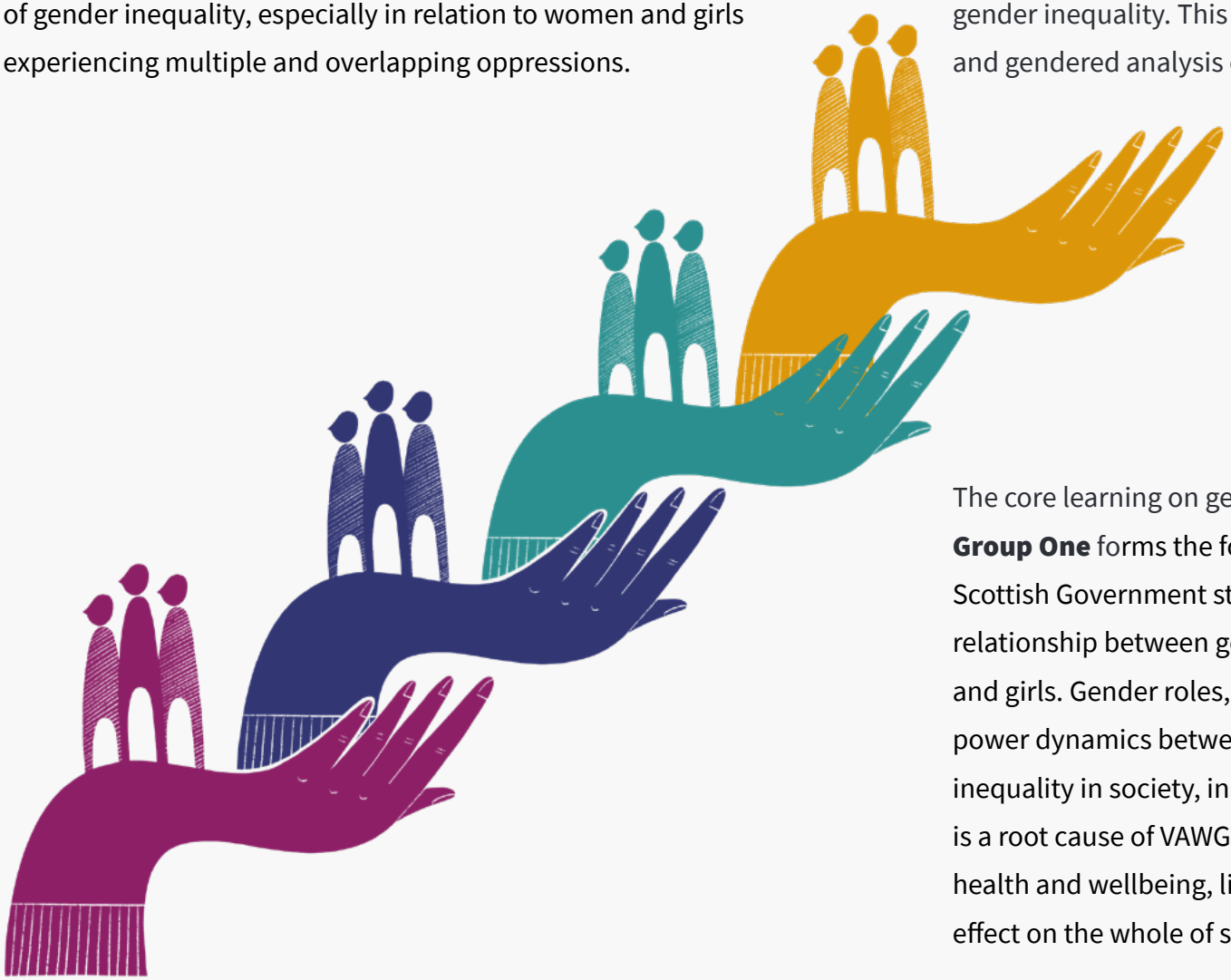


Re-accreditation process after 3 years via less rigorous process

KNOWLEDGE & SKILLS FRAMEWORK



The Knowledge and Skills groups outlined below reflect the roles and responsibilities of workers across a range of levels within our workforces in Scotland. These levels are targeted with differing knowledge, understanding and skills. It is central to this framework that all learners begin by building a comprehensive understanding of gender inequality, especially in relation to women and girls experiencing multiple and overlapping oppressions.



Group one – Basic awareness and understanding

Group One of this framework refers to all workers across all sectors and levels. The whole workforce is targeted with basic understanding and awareness of the dynamics of VAWG, and the causal link with gender inequality. This means that all workers have a foundational and gendered analysis of VAWG.

The core learning on gender equality and intersectionality within **Group One** forms the foundation of all other levels. It aligns with Scottish Government strategy and definition by recognising the causal relationship between gender inequality and violence against women and girls. Gender roles, stereotypes and social norms, underpin the power dynamics between men and women, creating gender inequality in society, in the workplace and at home. Gender inequality is a root cause of VAWG, which has no place in our society; it damages health and wellbeing, limits freedom and potential, and has a profound effect on the whole of society.

GROUP 1 – Basic knowledge & understanding for staff across the workforce
GENDER EQUALITY

Knowledge, Understanding – What Workers Need to Know	**Skills** – What Workers Need to Do
Understands the distinction between sex and gender: • Gender is a set of socially constructed ideas about characteristics, roles, attitudes, behaviours, values and responsibilities of men, women, boys and girls, which are learned and can vary across cultures, societies and over time • These socially constructed ideas vary over time, and across different cultures and ethnicities	Can define sex and gender and highlight the difference Is aware of respectful and appropriate terminology and understand why this is important
Understands how fixed gender norms create harmful stereotypes that influence the way children and adults see themselves, and the choices they make in life	Can give examples of damaging gender norms and stereotypes
Understands what unconscious bias is, and how this and harmful language, attitudes and inappropriate jokes can reinforce prejudice, discrimination and inequality	Actively aims to avoid or counter negative attitudes, stereotypes, unconscious biases and language and jokes that reinforces victim blaming attitudes – in their interactions with colleagues, public and survivors
Understands that gender inequality is a systemic issue that shows up in many different ways in our workplaces, homes and wider community life	Can explain how different forms of inequality, discrimination might impact on an individual, and how some individuals are impacted more than others (poverty, mental health, social exclusion, substance use, disability, age, ethnicity)

GROUP 1 – Basic Knowledge & Understanding for Staff Across all Groups
VAWG

Knowledge, Understanding – What Workers Need to Know	**Skills** – What Workers Need to Do
Understanding VAWG	
Understands what VAWG is, and knows different forms of VAWG Understands the gendered nature of this violence and abuse, that women & girls are disproportionately impacted, and that the impact is not the same for everyone	Can explain the imbalance of power between men and women to be both cause and consequence of VAWG Can explain how some women and girls are more vulnerable to VAWG, and less able to access support, safety and healing – e.g. poverty, mental health, social exclusion, substance use, disability, age, ethnicity
Is aware that violence and abuse occur at extremely high levels across Scotland	Works with awareness of the prevalence and scale of VAWG Works with the knowledge that they are likely to know people who are both survivors and perpetrators, as both colleagues and clients
Is aware of relevant workplace processes, policies & support pathways, related to wellbeing, safety, equality, domestic abuse, sexual harassment etc.	Aware of and knows how to access the policies and support pathways the organisation has in place

Knowledge, Understanding – What Workers Need to Know	**Skills** – What Workers Need to Do
Understands that they may encounter people affected through their role (colleagues, clients, service users, public), and that they don't need to be an expert, they just need to be informed enough to refer on to specialist services that can help Understands the importance of confidentiality to both upholding dignity of survivors and preventing further harm or risk to the survivor and any future justice proceedings	Demonstrates sensitivity and compassion when interacting with everyone in a professional space Is respectful, inclusive and considerate in their language and behaviour towards others Able to refer and signpost to specialist services Demonstrates dignity and confidentiality as key principles in interactions with users of services, and there are accountabilities and processes for when this doesn't happen
Domestic abuse	
Understands domestic abuse as a pattern of behaviour, and an awareness of some of the tactics and tools of power and control that a perpetrator might use i.e. isolation, economic abuse, gaslighting and tech-enabled abuse Understands that domestic abuse does not always involve physical violence	Can define and recognise domestic abuse and coercive control, and can recognise and define some of the dynamics and tactics associated with this behaviour
Is aware and understands of some of the barriers that women and children face in leaving a relationship, and accessing support Understands that leaving does not always equals safety	Can describe some of the barriers women and children face in leaving a relationship, and also in accessing support Can balance survivor's choice with risk and child protection considerations

Knowledge, Understanding – What Workers Need to Know	**Skills** – What Workers Need to Do
Understands that children are impacted by domestic abuse, and are not just witnesses	Able to recognise signs that someone may be experiencing domestic abuse, and acknowledge that these may look very different for everyone, there is no fixed set of signs
Understands what children's rights are, and that every young person under 18 has a right to safety, freedom from harm, and to thrive in life	Can explain a basic overview of children's rights
Sexual violence	
Understands what sexual violence is, and the forms it can take	Able to name and recognise sexual violence - in general and key forms (rape & sexual assault, sexual harassment, child sexual abuse, child sexual exploitation, commercial sexual exploitation, image-based abuse, stalking, female genital mutilation (FGM))
Understands what consent is, and has basic knowledge of what laws and protections exist	Can define consent, and the legal context around sexual offences
Understands that sexual violence can occur in a context where the individual is affected by other forms of discrimination and sexual violence (age, racism, sexism, homophobia) Understands that those with intersections are usually at higher risk – age, disability, BME, etc.	Recognises multiple forms of discrimination, violence and inequality might occur, and the impact that could have on an individual

Knowledge, Understanding – What Workers Need to Know	**Skills** – What Workers Need to Do
Is aware of victim blaming culture and the attitudes that survivors encounter – rape myths, victim blaming narratives have an impact on survivors	Takes steps to avoid victim blaming language and to challenge rape myths and stereotypes – recognising that when these go unchallenged they influence wider public attitudes and are reinforced in media coverage, proliferated on social media

GROUP 2 – Enhanced training for non-specialist frontline workers
The learning at this level is intended to build on the **GROUP 1** learning modules

GENDER EQUALITY

Knowledge, Understanding – What Workers Need to Know	**Skills** – What Workers Need to Do
Understands how fixed gender norms create harmful stereotypes that influence the way children and adults see themselves, and the choices they make in life	Can give examples of the way power is shared unequally in our society, and the negative impact this has on men, women and marginalised genders
Understands that some of these stereotypes can be contextually and culturally specific, and vary across the population	Can draw on examples of the norms and stereotypes that impact on people throughout their life cycle
Recognises that gender stereotypes are formed in early years and reinforced through adolescence and adulthood	Can explain the benefits for all if power were shared more equally across people of all genders, and how some people face particularly profound impacts of this unequal power sharing
Understands that these gender norms and stereotypes affect the way society is structured, and how power, privilege and resources are shared – and that this generates expectations around men and women's roles, abilities, opportunities	Can give of examples within their own practice or service, where gender stereotyping, or inequality may be an issue, and can appreciate how this may impact on individuals and the wider organisation
Understands that these are systemic issues that manifest in many different ways in our workplaces, homes and wider community life Recognises that these unequal power dynamics play out in the workplace, in political, social, economic spaces at home and in wider society	Can give examples of how these unequal power dynamics will disproportionately impact on some people – e.g. people of diverse ethnicities; disabilities; LGBTQI+ people; and more: Occupational segregation, pay gap, promotion or recruitment approaches, harassment or abuse
Is aware of gender equality in Scotland, and what still needs to change – women are still underrepresented in leadership roles across range of sectors, gender pay gap still exists and VAWG is at epidemic proportions	

Knowledge, Understanding – What Workers Need to Know	**Skills** – What Workers Need to Do
Understands how peoples' attitudes and values can perpetuate or challenge gender stereotypes, inequality and violence Understands the ways in which attitudes/values of individuals but also the wider organisation can challenge – or perpetuate gender inequality. It is the language, attitudes and values and interactions between colleagues and with wider public that shape the culture of an organisation	Can give of examples within their own practice or service, where gender stereotyping, or inequality may be an issue, and can appreciate how this may impact on individuals and the wider organisation Recognises that each staff member plays a role in creating and contributing to the workplace culture, and actively takes steps to be an inclusive, respectful member of the wider team
Understands and knows the actions they can take within their role to make a difference, no matter how small and no matter their work background Understands what it means to apply an intersectional gender lens to their work – considering the planning, delivery and review of their service delivery, internal and external interactions	Can see clear actions they can take within their role to advance equality or challenge inequality through their practice – whether with colleagues or clients Can use a gender lens to consider their practice, their role and their team – as well as their role within the wider organisation. e.g.: How might women and girls' needs and interactions with services be different, what language do I use, what assumptions or generalisations do I make, how am I improving my practice, how is data gathered and recorded, how do internal policies impact differently, what is the organisational culture like, how equal is this organisation – whose voices are heard? Understands multiple overlapping discriminations that can be at play in their own practice, team, wider organisation Takes a multi-sectoral approach to addressing cross-cutting issue of gender inequality by engaging with the local specialist VAWG services and public sector partners that make up multiagency VAW Partnerships

Knowledge, Understanding – What Workers Need to Know	**Skills** – What Workers Need to Do
Understands and can explain how gender inequality is linked to other forms of inequality, discrimination and oppression; that people can face entanglements of inequality and discrimination depending on their characteristics and background Recognises the specific intersectional experiences a woman may face within the workplace and in wider community and society – that multiple systems of discrimination exist at one time Recognises that this may affect an individual's ability to access information or services, to disclose their experience or to do any safety planning, and that for some, there may be a lack of trust in services due to historic instances of stigma or discrimination or in some cases, fear of insecure immigration status	Can recognise experiences of different and intersecting discrimination, inequality, can recognise and explain the impact that can have on individuals and the need to tackle all forms of oppression
Understands people use pronouns that coincide with their gender identity, and that some people use more than one set of pronouns, e.g. she and they Understand the concept of 'coming out' for people with varied sexual orientations and gender identities, and that there isn't a 'preferred' way to be	Does not default to opposing gender pronouns when discussing people's partners Can use respectful and appropriate terminology and can explain why this is important, and the negative impact on individuals and work environments when failure to do so Recognise the importance of addressing people by their correct pronouns

Knowledge, Understanding – What Workers Need to Know	**Skills** – What Workers Need to Do
Understands the importance of respectful language when working with service users with disabilities Understand the impact of stigma and discrimination women with disabilities face throughout their lifetime, and how this greatly impacts their access to support, safety and healing Understands the intersections between disability and gender e.g. women are more likely to have a disability compared to men, gender pay gap is higher for women with disabilities, a woman with a learning disability will have a shorter life expectancy than a man with a learning disability	Actively promotes and role models a person centred, trauma informed approach to supporting clients with disabilities
Understands how migrant women are discriminated against by systems and processes, i.e. No Recourse to Public Funds (NRPF) and the impacts this has on various aspects of their lives	Works in a person centred, trauma informed way, understands the key issues for women with No Recourse to Public Funds (NRPF), and can signpost adequately and appropriately
Understands core concepts about lesser understood forms of VAWG; how to identify them; and the correct referral pathways and signposting	Able to access organisational policies and external legislations to support and signpost to survivors of forms of VAWG less understood by services, both within the workplace and externally

GROUP 2 – Enhanced training for non-specialist frontline workers

The learning at this level is intended to build on the GROUP 1 learning modules

VAWG

Knowledge, Understanding – What Workers Need to Know	**Skills** – What Workers Need to Do
VAWG & GENDER INEQUALITY	
Understands why a gendered analysis and approach is necessary to understand VAWG and to respond effectively. Understands that women are disproportionately affected and impacted by all forms of VAWG, including the forms lesser known to services Understands that some women and girls will disproportionately be impacted by VAWG due to ethnicity; immigration status; disability; sexuality; gender identity; dependence on alcohol and/or drugs; poor mental health and poverty Recognises that although men do experience domestic abuse, the experiences and impact differ greatly, and as such service and support needs will not be the same	Can demonstrate an understanding of the dynamics of VAWG Uses a gendered analysis of VAWG to inform daily practice and professional decision making – acknowledging that gender is important in understanding why the many forms of VAWG occur and what the impact is on women, children and young people Is able to apply an intersectional lens – is able to adapt practice in a person centred, trauma informed way, with the understanding that some women experience overlapping oppressions and discriminations, and this makes their access to support, safety and healing even harder Understands that 'one size fits all' approaches don't work in sustaining long term support Knows that men and women's experiences of domestic abuse are different

Knowledge, Understanding – What Workers Need to Know	**Skills** – What Workers Need to Do
PREVALENCE	
Understands and recognises that VAWG occurs at critically high levels across Scotland. Acknowledges the scale of the issue and that it is one that affects all regions and all communities across the country, and the UK Recognises that they are likely to know people who are both victims and perpetrators of differing forms of violence and abuse	Embeds an understanding of gender and VAWG into their everyday - operates within their daily work with an awareness that they will likely encounter people affected by VAWG (colleagues, service users, clients, public) Ensures that behaviour, language and communications is respectful, inclusive, compassionate – never victim blaming
DYNAMICS OF DOMESTIC ABUSE	
Understands the nature of coercive control; that domestic abuse is a pattern of behaviour and that it does not end when the relationship ends Is aware of the tactics and tools of gendered power and control and the impact that this may have on a survivor – that pattern of coercive control a form of intimate terrorism, rather than other forms of violence that can exist in inter-personal relationships Understands the levels of risk associated with coercive control, and particularly so where the survivor is planning to end the relationship or has recently left the relationship Understands that post-separation abuse can continue for women and children	Can define and recognise domestic abuse and can recognise and define some of the dynamics and tactics associated with this behaviour Able to recognise signs that someone may be experiencing domestic abuse - acknowledges that these may look very different for everyone, there is no fixed set of signs Works with an awareness of the barriers women and children face in leaving a relationship, that leaving can escalate risk, and also seeks to remove barriers and deterrents to accessing support Knows that leaving an abusive partner will not necessarily result in safety

Knowledge, Understanding – What Workers Need to Know	**Skills** – What Workers Need to Do
Recognises that this is a risk factor and has an impact on recovery Understands that control can continue for children and young people after the relationship has ended – contact must be safe contact and not a means for continuation of abuse Understands the levels of risk associated with coercive control, and particularly so where the survivor is experiencing multiple, overlapping oppressions (ethnicity / disability / sexuality etc.) Understands the intrinsic link between domestic abuse and other forms of VAWG – e.g. sexual violence; prostitution; tech abuse; image-based abuse; child abuse	Ensures victim survivors choices and decisions are heard and upheld. Can work in a trauma informed way with survivors of domestic abuse, recognising some of the key factors that will impact on signposting options – e.g. No Recourse to Public Funds (NRPF); disability; etc.
LEGISLATION & POLICY	
Is aware of the legislations concerning VAWG, and how these relate to organisational policy and practice Understands the United Nations Convention on the Rights of a Child (UNCRC) and the rights and protections afforded to children in our Scottish legislation	Can demonstrate basic understanding of what has been criminalised and what this means for practitioners and for people experiencing VAWG Can communicate how this can change for those with different immigration status, and where to signpost for more advice
CHILDREN & YOUNG PEOPLE	
Recognises that children are directly and indirectly impacted by the behaviours of the perpetrator. They are not just witnesses, and they are impacted in both the immediate and longer term	Works in a compassionate, trauma informed manner in the way that children are discussed and reported on

Knowledge, Understanding – What Workers Need to Know	**Skills** – What Workers Need to Do
In relation to domestic abuse, children are impacted as part of the family ecology and by what the abuser takes from the non-abusing parent– the limitation of resources and freedoms Children may experience sexual violence both within the home or outwith Children may experience other forms of VAWG lesser known to services – trafficking, sexual exploitation (including commercial); forced marriage; honour-based abuse; female genital mutilation (FGM) Understands that domestic abuse is a parenting choice by the perpetrator, and that partnering with the adult survivor is key to ensuring safety and wellbeing of children impacted by domestic abuse Understands protective factors – who is supporting safety and who is responsible for harm	Highlights the experiences of children when talking about domestic abuse, sexual violence and other forms of VAWG Ensures that language and actions focus on the rights, safety, wellbeing of children at all times and that appropriate signposting and support promotes their safety and healing from trauma
LIVED EXPERIENCE	
Understands the importance of holding survivors' voices and wishes at the centre of our work Understands that women are the experts of their own lives and experiences	Works in a trauma informed way, ensuring that they give survivors the opportunity to be heard in a safe and supportive environment. That their choices and needs are heard and passed along appropriately and respectfully Does not assume or make judgements on women's' choices over issues like mental health, addiction, socio economic status – and instead gives voice to the voiceless

Knowledge, Understanding – What Workers Need to Know	**Skills** – What Workers Need to Do
Understands that some women are particularly marginalised, and have experienced repeated incidents of professionals not giving them space to have their stories heard, or not believed. In particular this applies to racially minoritised women, women with No Recourse to Public Funds (NRPF); disabled women; very young or older women; women living very rurally; etc.	Works in an intersectional way, understanding that a one size fits all approach won't ensure safety and healing for all

MANAGING RISK THROUGH PRACTICE

Knows and understands ways that a service, or professional might contribute to, or perpetuate gender stereotypes, or harmful expectations about what a man/woman, mother/father should do Understands the key risk factors in regard to various forms of VAWG – and the factors that will support management and/or escalation of risk for individuals concerned Understands that levels of risk can change very quickly – and therefore risk assessment has to be frequent, robust and responsive. This includes updating risk assessments and safety plans on any changes Understands that although they don't need to be experts, they do need to be informed and be aware of existing support and referral pathways	Can give examples where practice can escalate risk or danger to an individual – this can include physical and mental risks, as well as data risk such as issues with record keeping, information sharing, confidentiality and making assumptions or generalisations Is informed in relation to the existing partnerships, supports, pathways and mechanisms that the organisation has in place – can refer on to relevant services, partners or support organisations – and in particular ones who specialise in minority experiences

Knowledge, Understanding – What Workers Need to Know	**Skills** – What Workers Need to Do

INTERSECTING INEQUALITIES

Understands the additional barriers and deterrents, and experiences some people may face, such as poverty, disability, age, ethnicity; culture; sexuality; gender orientation; socio-economic status; mental health; substance use; living rurally; or where the perpetrator is in a position of power (e.g. serving police officer or community figure/ leader)

Understands that:

- The experiences and impact on women will differ depending on many of the above intersecting factors
- For a disabled woman, various forms of VAWG can take on unique, complex forms - often specifically related to their disability. And not all disabilities are visible
- Is aware that for lesbians, gay men and trans people, there may be a range of tactics that perpetrators use in forms of VAWG that may be specific to their gender identity or sexual orientation – e.g. threat of 'outing'
- Racially minoritsed and migrant women experience disproportionate levels of various forms of VAWG that is often connected to their ethnicity, systemic racism and unequal access to support, safety and healing (e.g. No Recourse to Public Funds (NRPF)
- Poverty is intrinsically related to VAWG, in that women, girls and marginalised groups living in poverty are disproportionately affected by VAWG, and experiences of VAWG in turn perpetuate poverty (for example through impacts on access to work, loss of safe housing, etc.)

Works with the understanding that an individual can experience multiple and entangled forms of inequality, discrimination and oppression – and that all must be confronted and explored, as they all interlink and uphold each other

Is able to explain how to provide a tailored response to survivors, with a view to intersecting issues that may be impacting them. Does not operate with a 'one size fits all' approach to all survivors

Recognises that previous experiences (victim blaming attitudes; not being believed; policy and legislation that doesn't cater for their needs) may affect their ability to access information or services, to disclose their experience; or to engage in safety planning

Recognises that for some, there may be a lack of trust in services due to previous experience of stigma or discrimination; fear of insecure immigration status or other criminal activity; or the perpetrator being in a power position or holding a position of status

Recognises the importance of building trust and ensuring clear, accessible, inclusive communications, support pathways and awareness raising campaigns

Acts with compassion and in a trauma informed way, recognising that shame, self-blame and low self-esteem are common after experiencing various forms of VAWG

Knowledge, Understanding – What Workers Need to Know	**Skills** – What Workers Need to Do
Understands that perpetrators may involve the extended family structure in colluding with domestic abuse, and that this creates additional risks and barriers to support and safety	
PROMOTING GOOD PRACTICE	
Understands the importance of championing and role modelling a trauma- informed, gender competent and intersectional approach both internally and in multi-agency settings	Demonstrates commitment to trauma-informed, gender competent and intersectional ways of working both internally and externally Uses appropriate language, avoiding assumptions, generalisations and victim blaming narratives
UNDERSTANDING SEXUAL VIOLENCE	
Is aware of image-based abuse (so called revenge porn) as tools of power, control and humiliation – this may include sharing digital images or videos without consent, or creation and sharing of pornographic deepfake videos Understands that this is a form of sexual violence and that sharing, or threatening to share intimate pictures or videos of someone without consent can cause devastating and lasting harm	Can refer to relevant legislation that criminalises this behaviour (within Abusive Behaviour and Sexual Harm 2016 Act) Interacts in a non-judgemental way and can provide direction towards further support (where victims can seek advice on removal of content, legal issues and police crime reporting) Able to recognise the ways in which experiences of sexual violence and other forms of VAWG may be connected and continuous in the lives of survivors and women and girls, and the potential cumulative impacts of this

Knowledge, Understanding – What Workers Need to Know	**Skills** – What Workers Need to Do
Understands the prevalence of different forms of sexual violence, including data on perpetration and victimisation	Able to recognise the wider context in which incidents of sexual violence take place
Understands consent and key concepts (e.g. free agreement, capacity to consent) Basic knowledge of the law on sexual offences – knows what laws and protections exist	Can define consent, and the legal context around sexual offences Is able to affirm the importance of consent with a colleague or client disclosing sexual violence, as appropriate
Understands the relationship between sexual violence and gender inequality at a structural level Understands that women's and girls' experiences of violence are shaped by a number of intersecting structural inequalities, (e.g. relating to age, disability, 'race', ethnicity, migrant/ refugee status, poverty, sexual orientation, transgender identity, social class) and that they may face compound and multiple forms of oppression and discrimination Understands the power imbalances involved in perpetration of sexual violence, whether in connection with structural inequality or other factors such as role or position of power	Able to recognise and appreciate the ways in which structural gender inequality, potentially combined with other forms of inequality, may have shaped survivors' experiences Able identify and address the barriers that exist for survivors in connection with the above, as appropriate Able to recognise the ways that power imbalances may be at play (e.g. in perpetration of sexual violence, silencing survivors, restricting their options)

Knowledge, Understanding – What Workers Need to Know	**Skills** – What Workers Need to Do
Understands the range of impacts that sexual violence may have (emotional, mental health, physical, external factors (housing, health, finance, education) and wider networks (family, friends, colleagues, community) Understands the range of support needs survivors may have and sources of support available	Able to recognise the ways that survivors may be impacted by sexual violence and signpost to appropriate sources of support
Understands the multiple and complex impacts and barriers and deterrents facing survivors living at the intersections of multiple forms of discrimination and oppression (e.g. poverty, immigration status, dis/enfranchisement with institutions such as criminal justice system or social care system) Understands specific impacts that boys and men may face	Able to recognise key impacts and barriers and deterrents that may exist for certain groups of survivors and be able to take steps to address these, as appropriate to the boundaries of the role
Understands that experiencing sexual violence may invoke a trauma response. Knowledge of the key forms of trauma response (flight, fight, freeze) Understands the survivors of sexual violence may experience longer-term impacts of trauma such as post-traumatic stress disorder and key signs and symptoms of these Understands the coping strategies survivors may employ to cope with impacts of trauma	Takes a 'Trauma Informed' approach underpinned by the 5 R's (See NHS Education for Scotland) Takes an empathic approach to recognising and addressing needs and barriers stemming from survivors' experiences of trauma Able to gently counter self-blaming comments with an affirmative and empathic response Able to recognise coping strategies, take a non-blaming approach and discuss healthier coping strategies as appropriate to role

Knowledge, Understanding – What Workers Need to Know	**Skills** – What Workers Need to Do
Understands how to recognise and respond to a direct or indirect disclosure from a colleague or client who has experienced sexual violence	Recognises what constitutes a disclosure, and employs key principles for responding in a safe, compassionate and survivor-centred way Able to identify an indirect disclosure or the signs of potential abuse or exploitation
Is aware of the barriers to disclosure, why someone may not want to disclose, interact with services, talk about their experience or have contact with the criminal justice system	Is aware of the reasons that people may not want to interact with the criminal justice process and ensures the individual can make their own choices
Understands the importance of an empowering approach which promotes survivor choice and autonomy	Takes an empowering approach to responding to someone sharing an experience of sexual violence or abuse by asking, listening, validating and signposting to specialist services or support pathways
Understands the boundaries appropriate to their role and expertise	Able to work within a professional boundary according to their role and expertise
Understands the importance of upholding confidentiality and information-sharing principles	Operates in line with requirements around confidentiality and boundaries around information sharing with colleagues and other organisations
Understands their responsibilities in relation to safeguarding and Child Protection	Is able to act appropriately on a Child Protection or Safeguarding concern

Knowledge, Understanding – What Workers Need to Know	**Skills** – What Workers Need to Do
Understands that attitudes and misconceptions that exist in society can create a context which is conducive to sexual violence and increase blaming and disbelieving attitudes towards survivors Understands the realities involved in perpetration of sexual violence, including responsibility of perpetrators, traumatic responses, barriers survivors face to disclosing and gaining justice (as opposed to 'false allegations' being common)	Reflects on own values and attitudes and has willingness to and takes steps to learn, reflect and change Makes changes to language or attitudes that they now understand to be problematic and judgemental Has increased confidence to challenge – when safe to do so - negative attitudes and unconscious biases, within themselves and their practice, and those of their colleagues Able to provide a validating initial response to colleagues and clients disclosing sexual violence using appropriate language
Understands that staff may also be affected by sexual violence or other forms of VAWG or GBV, the potential impacts on them at work and how they can access support Understands the importance of professional boundaries in safeguarding staff who may be survivors, for themselves and for clients. For example, in relation to potential vicarious trauma, inappropriate identification with others' experiences	Can access workplace or other supports, or support colleagues to Can maintain appropriate professional boundaries
Is aware of relevant workplace processes, policies & support pathways, related to wellbeing, safety, equality, inclusion, flexible working, domestic abuse, sexual harassment etc.	Uses, refers to and signposts to existing internal and local pathways for support, reporting Is aware of and can access the varied policies the organisation has in place, and knows what to do if any are not in place that should be

Knowledge, Understanding – What Workers Need to Know	**Skills** – What Workers Need to Do
Is aware of image-based abuse (so called revenge porn) as tools of power, control and humiliation – this may include sharing digital images or videos without consent, or creation and sharing of pornographic deepfake videos Understands that this is an extension of sexual violence and that sharing, or threatening to share intimate pictures or videos of someone without consent can cause devastating and lasting harm Understands that responsibility for image-based abuse sits with those who share images without consent, not with those generating images of themselves or sharing them with someone who consents to receive them	Can refer to relevant legislation that criminalises this behaviour (within Abusive Behaviour and Sexual Harm 2016 Act) Interacts in a non-judgemental way and can provide direction towards further support (where victims can seek advice on removal of content, legal issues and police crime reporting)
Understands that commercial sexual exploitation (CSE) (incl. street prostitution, stripping, lap dancing, escorting, pornography, webcamming, selling images online, and trafficking, among others) is a form of VAWG, and is often linked to other types of violence and abuse such as domestic abuse, sexual violence, trafficking, childhood sexual abuse among others	Can articulate the causal roots of commercial sexual exploitation in terms of women's unequal economic status in society, coupled with male commodification of women's bodies. Works with recognition that CSE is a type of VAWG and has negative impact on the position of all women through objectification of women's bodies, and that it is harmful irrespective of whether individual women claim success or empowerment from the activity. Can offer appropriate signposting for women experiencing commercial sexual exploitation, and also in regard to other forms of VAWG they may be simultaneously experiencing

Knowledge, Understanding – What Workers Need to Know	**Skills** – What Workers Need to Do
Understands that children and young people can also experience CSE in all its forms – and the child protection protocols around this Understands that there are various push and pull factors why women get involved in commercial sexual exploitation (CSE), such as: • experiences of poverty • lack of flexible work • unequal responsibility for unpaid care • migrant or asylum-seeking status, with No Recourse to Public Funds (NRPF) • gender power imbalance in society • gender inequality and objectification of women's bodies	Confident in child protection protocols Does not attempt to minimise or neutralise the origins and impacts of CSE with narratives around 'choice'
Is aware that women are trafficked across, into and out of Scotland and exploited, forced, threatened, coerced or deceived for the purpose of sexual exploitation, labour exploitation and domestic servitude Understands that there are significant barriers to disclosure to services for women involved in selling and exchanging sex Understands the increased risk for women with intersecting needs, i.e. migrant women with No Recourse to Public Funds (NRPF) and inability to work due to lack of work experience, home commitments, translation issues, lack of understanding on how or where to start looking for employment, being undocumented so not having legal status to work; homeless LGBTQI+ youth; women from poor areas who can't escape the poverty trap	Works with an understanding of trafficking as a form of VAWG, and can recognise signs of potential human trafficking and exploitation Works in a trauma-informed, non-judgemental way with survivors, supporting disclosures and centring women's safety and choice Is aware of specialist organisations who can offer support and expertise

Knowledge, Understanding – What Workers Need to Know	**Skills** – What Workers Need to Do
Recognises female genital mutilation (FGM) as a form of VAWG that violates women and girls' human rights that denies them the possibility of making decisions about their own bodies Understands the serious and potentially life-threatening and long-lasting health risks associated with female genital mutilation (FGM) Is aware that it is a crime in Scotland, despite occurring often in the UK Is aware that stereotypes about who female genital mutilation (FGM) happens to; that it tends to be carried out by family/community and not intimate partners; and why this can create barriers for those affected to seek support	Is committed to working in collaboration with all relevant organisations and communities to protect women and girls Confident in child protection protocols Challenges stereotyping comments and language that generate and perpetuate stigma and can create additional barriers and deterrents to seeking support Works with knowledge of processes for safeguarding, child protection and ongoing specialist support are known and are clear and accessible

GROUP 3 – Specialists & specialist sector

The learning at this level is intended to build on the GROUP 1 learning modules

GENDER EQUALITY & VAWG

Knowledge, Understanding – What Workers Need to Know	**Skills** – What Workers Need to Do
CONTINUUM OF VIOLENCE	
Understands VAWG as a continuum of violence, and that forms of VAWG are intertwined in women's experiences throughout their lives Understands that experiences and forms of VAWG are a broad spectrum This ranges from socially normalised forms of abuse and violence, such as men's aggression, sexist jokes, coercive behaviour, notions of entitlement, patriarchal norms, to forms of VAWG recognised as crime, i.e. rape and sexual violence, domestic abuse, domestic homicide, marital rape, forced marriage, female genital mutilation (FGM), trafficking and others; and these may overlap with each other across the spectrum	Can recognise and explain these connections and can make links within and across different forms and experiences of VAWG Able to challenge common narratives, beliefs and attitudes about VAWG, moving away from categorising VAWG as isolated incidents of violence Can, when appropriate, engage and explore with survivors about the spectrum of VAWG they may have experienced, alongside signposting to specialist partner services as appropriate
Understands that VAWG and all its forms of violence and abuse can affect people of any gender, though disproportionally affect women and girls – therefore calling for gendered services Understands that experiences of VAWG and gender inequality are an outcome of historical deep-rooted patriarchy across all levels of society, and have a severe impact on individuals, communities and societies, political and economic systems	Can demonstrate a good understanding of the dynamics of various forms of VAWG Works with the recognition that gender inequality and imbalance of power between men and women to be both cause and consequence of VAWG Uses a gendered analysis to inform daily practice and professional decision making

Knowledge, Understanding – What Workers Need to Know	**Skills** – What Workers Need to Do
Understands that forms of VAWG are primarily perpetrated by men Understands that VAWG limits individual freedoms and is a human rights issue Understands that women and girls experience violence and abuse throughout their lives, because of their gender, and are often exposed to multiple forms of violence and abuse, e.g. child abuse, domestic abuse, sexual violence, commercial sexual exploitation - and that when one form happens, it's more likely that other forms will occur as these happen in cycles	Able to identify and assess the risks and impact of multiple forms of violence and abuse on survivors Able to explain and address male violence against women in a clear way Works with cultural competence diverse cultural contexts while working with survivors Able to apply relevant human rights laws and protections in everyday work

SYSTEMIC OPPRESSIONS

Understands the link between various forms of VAWG, and how it intersects with various elements of a person's experience – i.e. poverty; mental health; physical health; addiction; class; age; sexual orientation; gender identity; ethnicity; culture etc. Understand the same attitudes and behaviours that allow for VAWG in our societies are reinforced and entrenched in racism, classism, ableism, ageism, homophobia, biphobia and transphobia Understand that the likelihood of experiencing forms of VAWG increases if that experience is in the context of a person's multiple intersecting identities/factors, e.g. being a black disabled woman, a young person experiencing addiction etc.	Able to work in a trauma informed, gender competent way with survivors of VAWG experiencing multiple and entangled forms of inequality, economic disadvantage, discrimination and oppression Able to work with the recognition of how someone's own experiences of systems failures, and those of their communities, may affect a person's ability and/or will, to access services and disclose their experience – e.g. a black woman who has been told her whole life the police don't help black people, will be far more reticent to seek support from the police Can signpost to relevant supports, with the knowledge that these issues – and their ability to seek safety and healing, may be impacted further by their immigration status, language barriers, and can also intersect with other parts of their experience

Knowledge, Understanding – What Workers Need to Know	**Skills** – What Workers Need to Do
SPECIFIC NEEDS, ADDITIONAL BARRIERS TO SUPPORT	
Understands increased risks of various forms of VAWG for women and children experiencing the overlapping oppressions and discriminations noted above Understands the need for support and access to services to be inclusive and responsive to intersectional experiences and identities Understands how social structures and institutions impact violence and discrimination of certain groups, and how this can increase risk of violence and abuse	Able to recognise and respond appropriately to structural inequalities and barriers and deterrents for survivors from marginalised groups Ensure services are tailored to meet the diverse needs of survivors from marginalised groups Able to create and maintain meaningful partnerships and collaborations with human rights and equalities organisations – and encourages survivors to attend
PARTICIPATION & INCLUSION	
Understand importance and impact of engaging survivors of all intersections in service design and delivery: • that it is essential for creating effective, compassionate and responsive support systems • It ensures that services are grounded in real experiences and needs, leading to better outcomes and a more inclusive approach to response and recovery	Adopt a transparent, safe and inclusive trauma-informed approach to working with survivors of violence and abuse Ensure meaningful involvement and engagement of survivors in the design of approaches to prevention of VAWG

Knowledge, Understanding – What Workers Need to Know	**Skills** – What Workers Need to Do
PERPETRATORS OF VAWG	
Understands and recognises perpetrators' responsibility and accountability in the context of VAWG and continuum of violence Understand the short and long-term impacts victim blaming can have on survivors, e.g. self-blame, shame, anxiety, depression, thoughts of suicide, etc.	Focuses solely on the perpetrator's patterns of behaviour, their choice, responsibility and accountability for use of abuse, and/or violence, and in the wider context of VAWG as a systemic issue Holds the perpetrator as active and visible and understands the importance of not using mutualising or neutralising language – e.g. 'relationship problems' Avoiding cultural stereotyping narratives which dismiss experiences of abuse – e.g. 'that's just what BME parents are like' or 'some people are just more traditional in their values'

Knowledge, Understanding – What Workers Need to Know	**Skills** – What Workers Need to Do

ROLE SPECIFIC SPECIALIST KNOWLEDGE – RELEVANT TO SPECIALIST AREA OF TEAM OF ORGANISATION (SIGNPOSTING TO LOCAL AND NATIONAL TRAINING INITIATIVES WILL BE PROVIDED VIA ESIP)

Has a comprehensive understanding of types of VAWG to effectively support victims and address systemic power imbalances, including but not limited to (role/specialist area dependant):

- Physical, sexual, psychological, emotional, and economic abuse occurring in the family, within the community, and in institutions – and in both physical and digital spaces and places
- Domestic abuse/coercive controlling behaviours
- Sexual violence and abuse, including harassment, intimidation, threats, stalking, sexual assault and ape
- Child abuse occurring within family settings, including domestic abuse, and sexual abuse by male family members including siblings
- Child sexual abuse and exploitation including the production and sharing of indecent images of children
- Sharing or threatening to share someone's intimate images without their consent
- exploiting someone who is vulnerable by giving them money, drugs or a place to stay in exchange for sex
- Commercial sexual exploitation (CSE), including prostitution, lap dancing, stripping, pornography
- Human trafficking, including for the purposes of domestic servitude
- Child criminal exploitation, which may include gangs and organised criminal networks
- LGBTQI+ Conversion Practices
- Female genital mutilation (FGM)

Able to encompass the following skills and approaches as pivotal to the specific role/specialist area, that build further on relevant specialist training and development:

- Able to use and assertively advocate for helpful vs unhelpful language when working with survivors (move away from victim-blaming language)
- Able to challenge false narratives, beliefs and attitudes about VAWG
- Able to apply relevant legislation in practice
- Able to recognise signs of different forms of VAWG
- Works to best practice signposting & collaborative approaches
- Able to consider impact on mental and physical health implications on survivors
- Able to increase the safety of survivors through appropriate safety planning & risk management, and referral pathways
- Prioritises specialist VAWG training and development relevant to own area of expertise and how it overlaps with other types of VAWG
- Understands how factors such as race, class, disability, and sexual orientation intersect with gender to impact survivors
- Able to provide support that is survivor-centred and trauma-informed
- Able to access protocols in place that support identification and support around vicarious trauma

Knowledge, Understanding – What Workers Need to Know	**Skills** – What Workers Need to Do
ROLE SPECIFIC SPECIALIST KNOWLEDGE – RELEVANT TO SPECIALIST AREA OF TEAM OF ORGANISATION (SIGNPOSTING TO LOCAL AND NATIONAL TRAINING INITIATIVES WILL BE PROVIDED VIA ESIP)	
• Honour-based abuse, including forced marriages, dowry abuse and 'honour based' coercive control and killings; exploitation of spousal visas • Prevention and support around stress, burnout and vicarious trauma	

GROUP 4 – MANAGERS & LEADS

The learning at this level is intended to build on the GROUP 1 learning modules & elements of GROUP 2

GENDER EQUALITY

Knowledge, Understanding – What Managers Need to Know	**Skills** – What Managers Need to Do
UNDERSTANDING GENDER & POWER	
Has an enhanced understanding of the causal link between gender inequality and VAWG, and the importance of adopting a gendered analysis of VAWG Understands the importance of viewing their role and responsibilities through a gender lens – applying this to all elements of their work	Ability to recognise and respond to the needs of the organisation and workforce in effectively addressing gender inequality and VAW at all levels Ability to develop and implement initiatives to address key issues and reduce gender inequality in the workplace, e.g. remove barriers for women to access leadership and decision-making roles; remove barriers for women to access professions and roles where they are under-represented; develop initiatives to support women's career trajectories; and retain women in the workforce Demonstrates awareness of the particular barriers to workplace progression for women with overlapping oppressions – e.g. women of lower socio-economic background; women for whom English is not their first language; women of diverse ethnicities and cultures; women with disabilities; women experiencing poor mental health, etc.

Knowledge, Understanding – What Managers Need to Know	**Skills** – What Managers Need to Do

WORKFORCE DEVELOPMENT & IMPROVING PRACTICE

Understands why workforce development is a key tool in addressing gender inequality and preventing and responding to VAWG

Recognises why it is necessary to take a whole organisation approach to workforce development so that staff at all levels are competent

Understands the role institutions and organisations have in addressing inequalities in systems and services

Understands the importance of keeping up to date with best practice – particularly around lesser understood forms of VAWG

Understands the importance of evidence-based practice in regard to VAWG

Understands the importance of continuing to challenge the workforce with special attention to how policies and practice impact on the most marginalised people in our communities and work spaces

Active promotion of good practice and transparency around issues and need for further development, with clear communication across all organisational levels

Workforce development is prioritised on all levels:

- Staff understand why is this important, and how this relates to their roles
- Actions training needs assessments for team/department/employees
- Ensures that all training is gender competent and Equally Safe aligned
- Connects with local specialist services to deliver/co-deliver training where possible, or includes local training within learning pathways and offerings
- Recognises the need for trainers and those delivering sessions to be gender-competent, knowledgeable and appropriately trained
- Ensures training and development on lesser understood forms of VAWG and on diverse range of women's; experiences – i.e. mental health; addiction; disability; LGBTQI+ identity; ethnicity and culture etc.
- Dedicated learning and regular reflection time is built into staff work load, which enables and encourages a learning culture within teams
- Sharing knowledge and good practice is prioritised, valued and rewarded

Knowledge, Understanding – What Managers Need to Know	**Skills** – What Managers Need to Do
Understands the importance and need to promote and role-model good practice, and to demonstrate commitment with external partners and stakeholders	Active promotion of good practice and profile raising of equality and diversity initiatives, demonstrating commitment to promote gender equality and tackle VAWG via external communications, including partner & stakeholder communication, community relations, customer service, and corporate communication
Recognises that women's inequality at work (examples listed above) is a cause and a consequence of women's inequality in society – women's economic inequality reduces financial independence, restricts choices and opportunities and can create conducive context for VAWG Understands of the ways in which gender inequality exists and can be reinforced within the workplace: • Pay gap • Occupational segregation • Workplace dynamics • Policies • Practice • Recruitment • Support and wellbeing • Working conditions and support for working mothers • Childcare and caring responsibilities Understands the individual and organisational role in relation to Public Sector Equality Duties (PSED)	Demonstrates consideration of how particular roles and/or services can affect groups experiences based on their gender and intersecting identities in different ways: • Ensures that organisational policies are gender sensitive/informed • Ensures EQIA are conducted and that they are thorough and comprehensive • Is committed to reviewing and updating existing policies, introduces new policies where relevant such as Flexible Working, VAW & Domestic Abuse specific policies • Reviews and strengthens recruitment and promotion processes to ensure they respond to women's inequality in labour market • Creates robust, adequate and appropriate support pathways for staff • Participates in or prioritises multiagency partnerships platforms, spaces, in particular VAWG partnerships, to discuss gender as a cross-cutting issue • Prioritises and resources workforce development to strengthen practice • Identifies opportunities to reduce discrimination and advance equality through policy and practice • Demonstrates and encourages power sharing at strategic and operational level – in decision making processes, service design, task distribution, meeting coordination & facilitation

Knowledge, Understanding – What Managers Need to Know	**Skills** – What Managers Need to Do
	Ability to reflect equality considerations in the design of internal and external policies and delivery of services, and regularly review those Demonstrates commitment to accessibility wherever possible – for example removing barriers for people who require use of translators (including sign language); performing these over different platforms such as online as well as in person; ensuring buildings are accessible etc. Where appropriate, services are designed to cater for people of diverse cultures and ethnicities; religious backgrounds; LGBTQI+ identities; and migrants with No Recourse to Public Funds (NRPF)

INTERSECTING IDENTITIES

Understands the unique needs of some groups in regard to access to services that are inclusive and understands their specific experiences and identities Understands and respects core terminologies concerning intersecting identities, i.e. religious beliefs, diverse ethnicities and cultures; LGBTQI+ identities etc. Understands and respects that people use pronouns that coincides with their gender identity, and that some people use more than one set of pronouns, e.g. she and they	Can use respectful and appropriate terminology and can explain why this is important, and can detail the negative impact on individuals and work environments when there is a failure to do so Uses respectful, inclusive terminology and definitions, and use appropriate language and pronouns – recognising the importance of avoiding sexist, racist, homophobic, transphobic or ableist language Understands the need to constantly review and update language, as it is an ever-moving landscape Recognises the importance of service users and colleagues' choice and privacy regarding being out at work and in front of their families/ communities – and the importance of asking them about it

Knowledge, Understanding – What Managers Need to Know	**Skills** – What Managers Need to Do
Understand the impact of stigmatisation of intersecting identities in wider society, resulting in additional barriers to support – some people may face additional limitations (No Recourse to Public Funds (NRPF)) Understands that a gendered intersectional analysis means Understands how multiple systems of oppression intersect i.e. that tackling gender inequality must also take into consideration interlinked forms of discrimination	Ensure services are tailored collaboratively, centring survivor engagement in order to meet the diverse needs arising from these intersections Able to create and maintain meaningful partnerships and collaborations with equalities organisations

GROUP 4 – MANAGERS & LEADERS

The learning at this level is intended to build on the GROUP 1 learning modules & elements of GROUP 2

VAWG

Knowledge, Understanding – What Managers Need to Know	**Skills** – What Managers Need to Do
VAWG IN THE WORKPLACE	
Understands the causal link between gender inequality and VAWG, that that VAWG is a human rights violation, and that addressing gender inequality is essential to preventing & eradicating VAWG Has an enhanced understanding of the impact of VAWG for women in the workplace (Physical and mental health, lower productivity, lateness, staff absence & high turnover, staff morale, work satisfaction)	Can explain the causes of VAWG and why, recognising gender inequality and imbalance of power between men and women to be both cause and consequence of VAWG is important in addressing VAWG Ability to identify and address the impact of different forms of VAWG in the workplace and impact on the functioning of the organisation

Knowledge, Understanding – What Managers Need to Know	**Skills** – What Managers Need to Do
Has an enhanced understanding of the economic cost of VAWG at all levels, such as personal costs, work status & productivity, health services, criminal and justice systems, housing, child protection and specialist VAWG services	Develop and implement HR policies that address and alleviate the economic impact at individual and organisational level, and that signpost and support survivors to access help and – where possible - emergency funds Commit to improving the organisation's/service's engagement with service users affected by various forms of VAWG, including lesser known forms, while taking an intersectional, trauma informed, and survivor-cantered approach
Understands multiagency partnerships (VAW partnerships, Multi-Agency Risk Assessment Conference (MARAC), Multi Agency Tasking and Coordination (MATAC)) and the importance of engaging with them, as is relevant to the remit of their role	Recognises the importance of a multi-agency approach Demonstrates commitment to collaboration and engaging in partnership with stakeholders and partnerships
Understands the national legislative and policy context as it relates to all forms of VAWG, and to gender equality more broadly – including the way the policies impact women and girls of different intersections	Ability to identify relevant aspects of key legislation and policy and implications for the organisation & workforce

Knowledge, Understanding – What Managers Need to Know	**Skills** – What Managers Need to Do

PREVENTING & RESPONDING TO VAWG

Knowledge of key issues for women including, but not limited to:

- experience of sexual violence, harassment and abuse in the workplace
- experience of domestic abuse in the workplace
- experience of online or tech enabled abuse
- experience of lesser known forms of VAWG
- accessibility issues
- legislative barriers e.g. for migrant women with No Recourse to Public Funds (NRPF)
- socio-economic barriers affecting women in particular, e.g. child care costs; etc.
- discrimination on the basis of other intersecting forms of their identity

Understands that both sexual abuse and violence and domestic abuse, as well as other lesser known forms of VAWG are workplace issues and that considerations must be made around:

- Addressing and preventing perpetration of sexual violence/abuse and domestic abuse in the workplace
- The prevalence, impact and the complexity of individual experience
- The need to centre a survivor's experience, ensuring they can make decisions about what happens next
- Processes for safety planning, recognising the need for urgency or timely action – and the importance of specialist service involvement
- Duty of care to workers, ensuring dignity and respect at work

Addresses the different ways that domestic abuse, sexual abuse/violence, and other lesser-known forms of VAWG occur as workplace issues (within the workforce, and among service users):

- Tackles examples of everyday sexism including banter and use of derogatory or discriminatory language
- Actively promotes a zero-tolerance approach to VAW including sexual harassment
- Challenges unequal power dynamics within internal meetings as well as external and multiagency settings where possible, reflecting also on the unequal power dynamic that exists within leadership spaces, where women may have diminished power/confidence and capacity to speak out

Ensures VAWG policies are fully implemented and staff are trained, aware and policies are accessible

Ensures clear processes for support available for survivors of VAWG in the workplace, and these are accessible and available

Knowledge, Understanding – What Managers Need to Know	**Skills** – What Managers Need to Do
• The need to address what could be a conducive context (culture of the organisation, limited pathways for support, investigation or redress) • Response to perpetrators, and process for investigating & handling sexual abuse/violence and domestic abuse	
Understands key considerations of all forms of VAW as a workplace issue, including barriers to reporting, investigating misconduct, and responses and provisions for employees affected by VAW Is aware of and can identify where systems create, sustain and perpetuate inequality and violence – across services, practice, policies, institutions – including within their own organisation Is aware that services and professionals' actions can play a pivotal role in ensuring the safety of women and children and in achieving positive outcomes	Commitment to the role the organisation can play in preventing various forms of VAW, or mitigating the impacts Is visible and active in responding to incidents within the workplace and demonstrates a commitment to creating a culture and a workforce that responds safely, justly and in a gender and trauma-informed way Ensures systems are adequate and appropriate for recording and reporting of incidences and manifestations of any forms of VAW in the workplace Has robust signposting in place for all forms of VAW, and in particular for women experiencing these who also experience multiple overlapping oppressions – e.g. poor mental health; learning disability; disability; addiction; diverse ethnicities and cultures; No Recourse to Public Funds (NRPF); forced marriage; LGBTQI+ people etc. Is aware of appropriate policies that are in place for proactively responding to people with experience of overlapping oppressions and discriminations, knows how to implement and support staff to access

Knowledge, Understanding – What Managers Need to Know	**Skills** – What Managers Need to Do
Understands the importance and impact of effectively responding to disclosures, including confidentiality, risk assessments and safety planning Understands disclosures may come both from within and without the organisation (client/public based and workforce based)	Ability to respond to reports and/or disclosures effectively, in a trauma-informed, survivor-centred and compassionate manner Signposts to appropriate services rather than tries to become an expert in matters which they aren't specialist in – which can escalate risk
Understands how to deal appropriately with perpetrators in the workplace – which may result in criminal offence reporting	There are clear policies and procedures for dealing with perpetrators of VAW in the workplace, and these policies represent the full spectrum of VAW and the continuum of violence – from misogynist jokes, harassment, to sexual assault, domestic abuse and other criminal offences
Recognises that the language used when discussing, reporting or making records is significant, shapes responses and drives attitudes and cultures	Seeks to ensure that responsibility is apportioned to the perpetrator and their behaviours, rather than on the survivor Actively challenges written and verbal communication which perpetuates victim blaming myths, inaccuracies that are based on individual bias or which reflects a sexist, racist, ableist, homophobic or transphobic rhetoric

Knowledge, Understanding – What Managers Need to Know	**Skills** – What Managers Need to Do
SURVIVOR CENTRED SERVICES	
Recognises the need for and the value in creating space for meaningful participation of those with lived experience – in the design and delivery of services Understands that there needs to be a shift in the way we talk about VAWG, and who we talk to, listen to and centre	Follows a meaningful and ethical framework when consulting with survivors and those with lived experience Prioritises and where appropriate, creates space for meaningful and ethical participation, that includes remuneration for those involved, clear processes for co-production or consultation, and evaluation approaches that are designed by and with survivors to ensure that participation is safe, appropriate and meaningful and outcomes/ outputs effective Safely, sensitively and appropriately, with the support of specialist agencies, seeks the perspectives, insights and expertise of those with lived experience to help shape responses and reports back on changes, outcomes and outputs Engages with and consults with survivor reference groups as part of the Women's Aid and Rape Crisis Networks, as well as other communities of interest and support – e.g. mental health, learning disability organisations; LGBTQI+ groups; BME communities etc.

Knowledge, Understanding – What Managers Need to Know	**Skills** – What Managers Need to Do
STAFF WELLBEING AND SUPPORT	
Understands vicarious trauma - recognises that those working directly or in connection to those experiencing trauma can also need additional support – that they may have disclosed or undisclosed experiences of violence and abuse or may be traumatised or retraumatised through the course of their work This may be particularly relevant for those responding to or investigating various forms of VAWG Recognises duty of care to all staff that they line manage and the wider workforce	Recognises the impact of vicarious trauma, and ensures appropriate clinical supervision and support is available for specialist and frontline staff Supports those working directly or in connection to those experiencing trauma (incl. those who may be survivors themselves), by ensuring systems of support are accessible and visible for those who need them; trained and equipped managers, and effective pathways Supports staff to prioritise wellbeing, ensures programmes and pathways are available and designed around what is needed most to promote & support positive health and wellbeing of staff Support and supervision (internal or external is available), which includes stand-alone agenda items on vicarious trauma Preventative training is available at various workforce levels on stress, burnout and vicarious trauma

EVALUATION & NEXT STEPS



Evaluating the ESiP Framework

To enable ESiP to better understand, to track and to measure the contribution that the ESiP Framework makes towards shifting attitudes, behaviours and practice, the team have been working with ***Matter of Focus*** to strengthen our theory of change using a comprehensive outcome map. Through continued use of OutNav software to capture evidence and construct a clear and compelling narrative about the aims, assumptions and impact of ESiP learning, we will be able to continue building a picture of change.

To facilitate a more coordinated approach to measuring outcomes, ESiP have developed guidance for organisations engaging with the framework, to support evaluation and impact measuring locally. This will be shared with local councils who are implementing the learning, to harmonise and coordinate data collection and outcome tracking. This lays the groundwork for future national approaches to outcome mapping, using a contribution analysis.



What's next?

Equally Safe in Practice continue to work to support the implementation of the wider framework, working alongside local councils and other public sector organisations to transform practice across Scotland.

Our current and future work can be viewed on our website ***equallysafeinpractice.scot*** and includes the following:



Launch of the Kitemark Process for this K&S Framework –

Beginning with 6 trial sites, the ESiP Kitemark will be launched in autumn of 2024.



National ES Workforce Development Advisory Group –

Expertise and insight from across the VAWG, women's and equalities sector, combined with sector specialists will guide the next phases of the Equally Safe in Practice.



Leadership Series –

The ESiP Leadership Series will continue in 2024, with a range of events, webinars and resources.



Intersectional best practice –

ESiP, in collaboration with specialist organisations will draw on data and experience within the sector to meet learning gaps, focus on lesser-known forms of VAWG and bi-relational links with alcohol, drug use, mental health and poverty.

RESOURCES AND REFERENCES





RESOURCES



GLOSSARY

REFERENCES:

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