Alice Ruggles Trust Relationship Safety Resource Teacher Guidance

Introduction to KS4 Lessons

These notes accompany three lesson plans which promote awareness of unhealthy relationship behaviours and stalking, in order to help protect young people from the potential risks in such situations. The lessons are offered free to schools to ensure young people aged 14-16 learn essential safeguarding information and skills in an interactive yet safe and age-appropriate way.

The lessons were written in collaboration with the Alice Ruggles Trust. Alice Ruggles was killed by an ex-boyfriend who had stalked her for several months. In Alice's case, help seeking was delayed as she did not initially recognise the risks she was facing. The Trust, set up by Alice's family, aims to increase awareness surrounding stalking in order to create a generation who understand more about the risks associated with such behaviours. It aims to educate young people about the warning signs which may be present in an unhealthy relationship or when someone initially receives unwanted attention from another, in order to reduce the risk of undesirable behaviours escalating.

Lesson 3 provides an opportunity to discuss Alice's case through the lens of improved police procedures to address stalking. However, we would not recommend teachers focus on the fuller details of Alice's case to avoid undermining confidence in reporting to police and to keep learning safe.

Further details of the circumstances surrounding Alice's tragic death, to inform your professional understanding of the way stalking can escalate, can be found at https://www.aliceruggglestrust.org/post/alices-story.

Locating this resource within your curriculum

These lessons are not designed to be taught in isolation, but should always be located within a wider programme of relationships education, as part of a planned, developmental PSHE education programme.

 It is important that the focus on unhealthy relationship behaviours is balanced by other learning which looks at positive relationship behaviours so that young people have a model for good quality relationships on which to base their future experiences.

Safeguarding young people

The topic areas covered in this resource include some sensitive issues, the delivery of which can sometimes be challenging for both young people and teachers. It is likely that some members of the group/class may have witnessed or experienced some form of relationship abuse, or might know someone who has. It is therefore important to liaise with pastoral staff to formulate a plan to manage any students known to have potential vulnerabilities to such topics, and to consider how to plan for and manage young people who may be affected bysuch learning but are not otherwise known to staff. This may include providing the option of an 'exit card' and a named member of pastoral staff available to speak to, ensuring that learning is distanced from individual experiences and using inclusive language when approaching topics.

Learning in PSHE education is closely connected with the concerns young people face in their day to day lives. Recent evidence on the effectiveness of PSHE1 demonstrates that teaching about issues such as relationship abuse increases the possibility of a young person making a disclosure and seeking help from a trusted adult. If, during the course of a lesson or other interaction with students, a teacher becomes worried about an individual's safety, they have a duty to report their concerns to their Designated Safeguarding Lead, and to follow child protection policies. Further sources of help can be found by contacting social services or the police.

PSHE education is best explored in contexts which are relevant to students' lives. However, creating some emotional distance is important. For this reason, the lesson materials use fictional characters and scenarios which students may be able to identify with. Students are often encouraged to give advice to characters in these fictional scenarios, but this exploration of 'something happening to someone else' is very different from talking about their own experiences. Such disclosures should be discouraged in a lesson setting but, as set out below, should be supported in a safe context.

Creating a safe learning environment

A safe learning environment helps students feel comfortable with sharing their ideas, values and attitudes without attracting negative feedback and will help teachers to confidently manage discussions on sensitive issues. It is good practice for teachers to:

- work with students to establish ground rules about how they will behave towards each other in discussion

Examples of ground rules include:

- Everyone has the right to be heard and respected.
- We will use language that won't offend or upset other people.
- We will comment on what was said, not the person who said it.
- We won't share our own, or our friends', personal experiences.
- We won't put anyone on the spot and we have a right to pass.
- We won't judge or make assumptions about anyone.

- offer opportunities for students to discuss issues in small groups as well as sharing views with the class
- make boxes available in which students can place anonymous questions or concerns, to avoid having to voice them in front of the class
- provide access to balanced information and differing views to help students clarify their own opinions and views. It is a key principle of PSHE education that there is a positive approach to learning which does not attempt to induce shock, fear or guilt but focuses on what students can do to keep themselves and others healthy and safe.
- be sensitive to the needs and experiences of individuals – some students may have direct experience of some of the issues
- distance the learning from students to discourage personal disclosures in the classroom, avoid creating an emotional response that will block learning and to allow learners to consider the content objectively. Distancing can be achieved through the use of case studies, examples and questioning which focus on the choices and actions of fictitious characters, rather than the young person themselves
- always work within the school's policies on safeguarding and confidentiality
- link PSHE education into the whole-school approach to supporting student welfare
- make students aware of sources of support, both inside and outside the school, and how to access it.

Appropriate sources of help and support should be signposted so young people are clear about opportunities for them to talk about personal situations in a suitable, one-to-one setting. If a disclosure is made before, during or after a PSHE education lesson, teachers should follow their school's safeguarding policy. All staff should be familiar with this policy before embarking on any PSHE education teaching. To encourage students to participate in the lessons, teachers should ensure that the content, approach and use of inclusive language reflect the diversity of the school community.

Baseline and end point assessment

For PSHE education to be relevant, meaningful and engaging for students and for assessment for and of learning to be possible, it is important to gauge students' relevant prior knowledge, understanding, skills, beliefs and attitudes. Suitable baseline assessment activities are included in the lesson materials to support such assessment. It is important that students have opportunities to draw together and reflect on their learning, for teachers to feel confident that learning has taken place and for both students and teachers to identify future learning needs. Assessment opportunities are embedded in the lesson plans for teachers to check progress against the intended learning outcomes.

Families	Pupils should know: • how to: determine whether other children, adults or sources of information are trustworthy: judge when a family, friend, intimate or other relationship is unsafe (and to recognise this in others' relationships); and, how to seek help or advice, including reporting concerns about others, if needed.
Respectful relationships, including friendships	Pupils should know: • practical steps they can take in a range of different contexts to improve or support respectful relationships. • that in school and in wider society they can expect to be treated with respect by others, and that in turn they should show due respect to others, including people in positions of authority and due tolerance of other people's beliefs. • that some types of behaviour within relationships are criminal, including violent behaviour and coercive control.
Online and media	Pupils should know: • their rights, responsibilities and opportunities online, including that the same expectations of behaviour apply in all contexts, including online. • what to do and where to get support to report material or manage issues online.
Being Safe	Pupils should know: • the concepts of, and laws relating to, sexual consent, sexual exploitation, abuse, grooming, coercion, harassment, rape, domestic abuse, forced marriage, honour-based violence and FGM, and how these can affect current and future relationships.
Intimate and sexual relationships, including sexual health	Pupils should know: • how to recognise the characteristics and positive aspects of healthy one-to-one intimate relationships, which include mutual respect, consent, loyalty, trust, shared interests and outlook, sex and friendship.

Mapping against the PSHE Association Programme of Study

The lessons can be used to address the following learning opportunities within the PSHE Association's Programme of Study at key stage 4.

Lesson 1: Core theme 2: Relationships:
- R1. the characteristics and benefits of strong, positive relationships, including mutual support, trust, respect and equality
- R3. to respond appropriately to indicators of unhealthy relationships, including seeking help where necessary
- R7. strategies to access reliable, accurate and appropriate advice and support with relationships, and to assist others to access it when needed
- R12. to safely and responsibly manage changes in personal relationships including the ending of relationships
- R17. ways to access information and support for relationships including those experiencing difficulties
- R28. to recognise when others are using manipulation, persuasion or coercion and how to respond
- R29. the law relating to abuse in relationships, including coercive control and online harassment
- R30. to recognise when a relationship is abusive and strategies to manage this
- R31. the skills and strategies to respond to exploitation, bullying, harassment and control in relationships

Lessons 2&3: Core theme 1: Health and wellbeing:
- H5. the characteristics of mental and emotional health; to develop empathy and understanding about how daily actions can affect people's mental health
- H22. ways to identify risk and manage personal safety in new social settings, workplaces, and environments, including online
- H23. strategies for identifying risky and emergency situations, including online; ways to manage these and get appropriate help, including where there may be legal consequences (e.g. drugs and alcohol, violent crime and gangs)

Core theme 2: Relationships:
- R11. strategies to manage the strong emotions associated with the different stages of relationships
- R12. to safely and responsibly manage changes in personal relationships including the ending of relationships
- R13. ways to manage grief about changing relationships including the impact of separation, divorce and bereavement; sources of support and how to access them
- R14. the opportunities and potential risks of establishing and conducting relationships online, and strategies to manage the risks
- R15. the legal and ethical responsibilities people have in relation to online aspects of relationships
- R16. to recognise unwanted attention (such as harassment and stalking including online), ways to respond and how to seek help
- R17. ways to access information and support for relationships including those experiencing difficulties
- R29. the law relating to abuse in relationships, including coercive control and online harassment
- R31. the skills and strategies to respond to exploitation, bullying, harassment and control in relationships.

Core theme 3: Living in the wider world:
- L15. about the unacceptability and illegality of discrimination and harassment in the workplace, and how to challenge it

Background Information

Definition of stalking - Stalking is generally described as "A pattern of unwanted, fixated and obsessive behaviour which is intrusive and causes fear of violence or serious alarm or distress"
- It can be remembered using the pneumonic FOUR: Fixated, Obsessive, Unwanted, Repeated

Stalking can feature a range of behaviours which may include, but is not limited to:
- following a person
- contacting or attempting to contact them by any means o visiting their home or workplace o sending/leaving unwanted gifts
- tracking or surveillance

- monitoring the person both physically and/or online
- hacking digital devices
- threatening the target or themselves
- reputational damage or making false complaints
- threatening to disclose private sexual images o physical assault o harming pets.

Contextual statistics

- According to the Crime Survey for England and Wales (March 2020), 1 in 5 women and 1 in 10 men have experienced stalking at some point in their lifetime.2
- 90% of people who contacted the National Stalking Helpline have been stalked by someone they know. (National Stalking Helpline)
- 40% of people who contacted the National Stalking Helpline had been stalked by someone they had been intimate with. (National Stalking Helpline)
- Research suggests that, on average, a person experiencing stalking is stalked for 2.5 years. (Sheridan, 2005)
- One survey found that, on average, those targeted by stalkers experience 100 incidents of stalking behaviour before reporting to police. (Sheridan, 2005)6 Legal and police procedural context
- Stalking is illegal - the Protection of Freedom Act 2012 made it a specific offence which is prosecuted under the Protection from Harassment Act 1997. Further information on the law can be found from the Crown Prosecution Service (CPS) here.
- The Stalking Protection Act introduced Stalking Prevention Orders in January 2020.
- In 2018 a Police/CPS Joint Protocol on the appropriate handling Stalking or Harassment offences was published to improve safety of those experiencing stalking. A checklist was introduced to facilitate referrals.
- The police have implemented a suite of training and guidance material for leaders, investigators and police responders, plus a Single Point of Contact (SPOC) Network with responsibility for Stalking and Harassment offences was set up.
- A risk screening tool has been developed and trialled in three police forces and is currently being evaluated for national rollout.

Different stalker types and motivations

There are different motivations involved in stalking. The lesson resources address different types but it is important when teaching, to avoid focusing solely on one form of stalking as this could delay help-seeking.

- It is important to note that stalking is a behaviour not a mental disorder. Where mental disorder does play a role in stalking, its contribution varies depending on a range of factors.

The following is adapted from information provided by North Yorkshire Police

- Rejected stalking generally arises following the breakdown of a close relationship – often a former sexual relationship but stalking can also occur in the context of an ended friendship or family relationship. The initial motivation may focus on reconciliation or revenge for a perceived rejection. Behaviours can often reflect both motivations, with the perpetrator switching between appeals to reconcile and anger. Over time, the distorted contact can become a substitute for the past relationship as it allows the stalker to continue to feel close to the target. In other cases, the behaviour continues as a way of salvaging the perpetrator's self-esteem in the face of the perceived rejection.
- Resentful stalking occurs in response to a stalker's perceived feelings of injustice or humiliation. Targets are strangers or acquaintances who the stalker believes have mistreated them, and the stalking is a way of getting revenge. Sometimes such beliefs arise from delusions due to a severe mental illness. Such stalking may continue due to the sense of power and control the stalker derives from inducing fear in their target.
- Intimacy seeking stalking arises out of a context of loneliness or a lack of a close confidante. Most commonly, strangers or acquaintances become the target of the stalker's desire for a relationship. Frequently their behaviour is fuelled by a severe mental illness involving delusional beliefs about the victim, such as the belief that they are already in a relationship, even though none exists. The initial motivation is to establish an emotional connection and, ultimately, an intimate relationship. The stalking is maintained by the gratification that comes from their perceived close connection to the person they are stalking.
- Incompetent suitors stalk in the context of loneliness or lust and target strangers or acquaintances. In contrast to the Intimacy Seeker type, their initial motivation is not to establish a loving relationship, but to get a date or a short term sexual relationship. Commonly such stalking continues for shorter periods of time, but when it does persist, this is normally because the stalker is unaware of or insensitive to the distress of their victim. Sometimes this is due to a disability.

- Predatory stalking stems from deviant sexual practices and interests. Stalking is usually initiated as a way of obtaining sexual gratification (e.g., voyeurism targeting a single victim over time), but can also be used to seek information about someone as a precursor to a sexual assault. Stalkers enjoy the sense of power and control that comes from targeting the usually unsuspecting stranger in whom the stalker has developed a sexual interest.

Advice for those at risk of stalking and those being stalked

The following advice is featured in the second lesson plan in this pack:
- Call the police: Stalking is a crime. Those being stalked should call the police on 101 or 999 in an emergency and say they are being stalked.
- Seek support: Stalking support services can help including the National Stalking Helpline: www.stalkinghelpline.org.
- Tell people: Tell as many trusted people as possible about what is happening and keep track of who has been told (e.g. GP, tutor etc)
- Be cyber secure: Change passwords, check privacy settings, scan for spyware, visit getsafeonline.org.
- Avoid contact: As long as it feels safe to do so, keep contact with the stalker to an absolute minimum.
- Vary routines: Avoid going to the same coffee shop at the same time each day, for example, and make sure a trusted person knows your location in case of emergency.
- Record all contact: Capture everything: screenshots, call logs, keep a diary: time, dates, locations of incidents, any witnesses and include how the behaviours felt at the time in any entries. This helps the police do their job to protect a target of stalking.

Additional Information

For further information on establishing a safe learning environment and on creating a spiral PSHE education curriculum, visit: The PSHE Association: https://www.pshe-association.org.uk/ Further materials which can help to embed these lessons within a full RSE programme are also available by searching the PSHE Association's quality assured resources.

For further information on stalking and the risks it poses, visit: The Alice Ruggles Trust: https://www.alicerugglestrust.org/ The Suzy Lamplugh Trust: https://www.suzylamplugh.org/ ⬚ Additional information on managing unhealthy relationships is available from: Relate: https://www.relate.org.uk/ Childline: https://www.childline.org.uk/info-advice/

Students may benefit from the following suggestions if they need support with stalking behaviours or unhealthy relationships:
- Police 101, or 999 in an emergency
- The Mix – Stalking guidance within the crime and safety section
- National stalking helpline 0808 802 0300 (9.30-4pm except Wednesdays 1-4pm) also provides email support and an assessment tool: https://www.suzylamplugh.org/pages/category/national-stalking-helpline
- Victim Support provides help for those experiencing stalking via the phoneline 0808 1689 111 or chat feature: https://www.victimsupport.org.uk/crime-info/types-crime/stalking-and-harassment/
- The Cyber Helpline provides a cyberstalking action plan to secure devices and keep evidence plus a chat facility is available. https://www.thecyberhelpline.com/guides/cyber-stalking
- 24-hour National Domestic Violence Freephone Helpline 0808 2000 247
- Respect support those exhibiting controlling behaviours 0808 802 4040
- Men's Advice Line supports men with controlling partners 0808 801 0327