

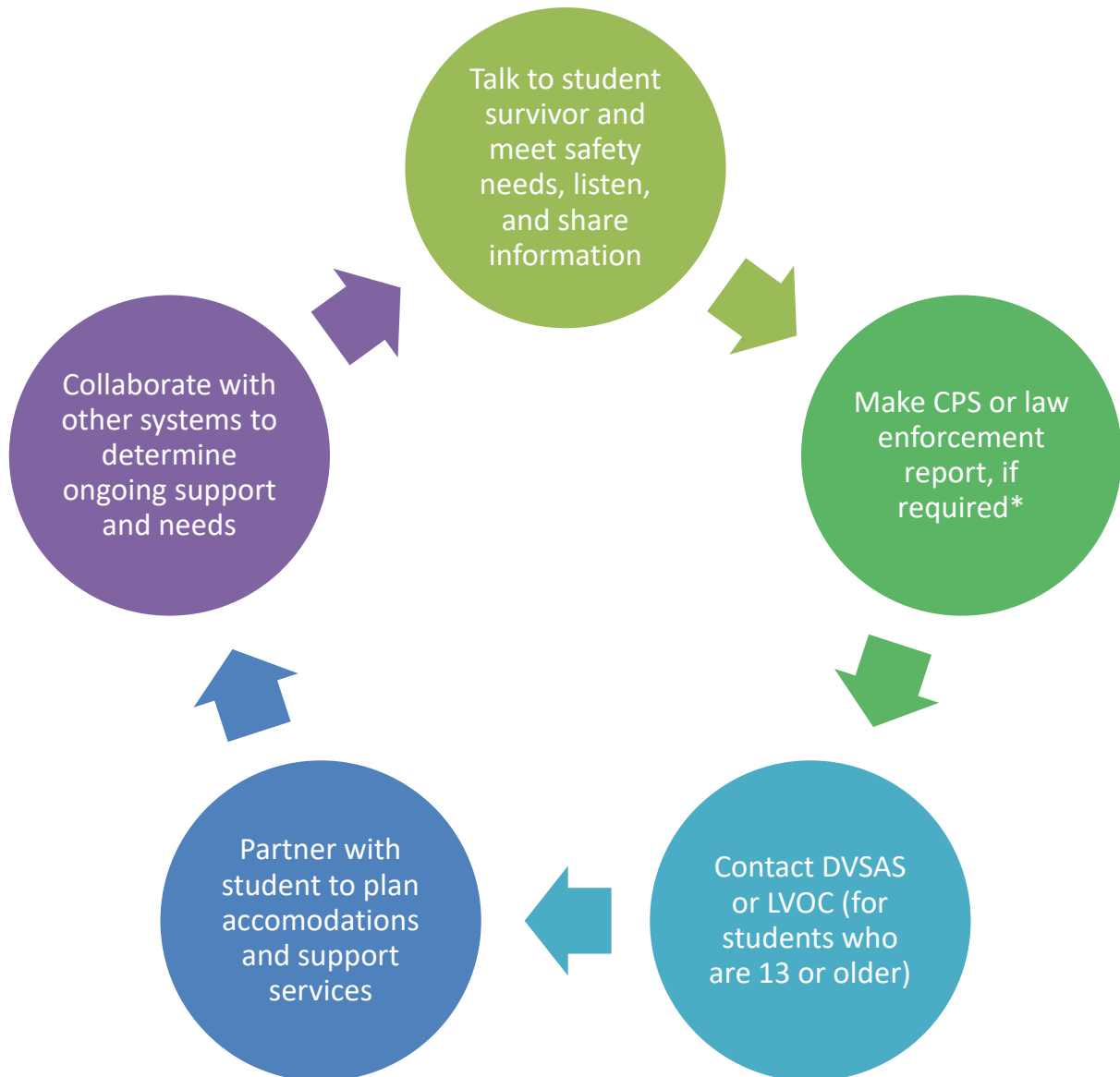
Relationship Abuse & Sexual Violence Response Protocol

For students impacted by sexual assault, stalking, domestic violence, or dating violence



COMMISSION
ON SEXUAL & DOMESTIC VIOLENCE

Relationship Abuse & Sexual Violence Response Process



*Talk to your administrator regarding this policy.

These behaviors may indicate a problem *in the life of a student*

you might see...

ignoring privacy boundaries and checking the other person's cell phone, email or social networks

extreme jealousy, possessiveness, or insecurity

belittling, name-calling, or put-downs

explosive temper

isolation from family and friends

constant mood swings

physically inflicting pain or hurt in any way

suspiciousness or accusations of cheating

telling a partner what they can and cannot do

coercing or pressuring someone to have sex

unexplained marks or bruises

excessive texts, especially wanting to know where the partner is at all times

threats to share unflattering or sexual images

slut-shaming or gender-based bullying via social media or in person

distributed pictures or videos of sexual or physical violence

rumors or bragging about sexual behaviors where consent seems unclear

student seems consistently **depressed or anxious**

student **stops participating** in extracurricular activities or other interests

student **stops spending time with friends** and family

What to do if you are concerned about a student:

1. **Approach the student privately.**
2. **Explore that concern, with the goal of offering support, NOT to do an investigation.**
People who are experiencing abuse or assault are most likely to disclose to a person they have a trusted relationship with—**you**. If the student discloses, or you suspect sexual assault or relationship abuse, **follow the protocol** by contacting the school counselor and involving the student in next steps.
3. **Do no harm.** Your role is important and may open a door to healing. If you do not feel prepared to offer supportive statements, you could say: **“I am going to find someone who can help”** and contact a school counselor.

you can say...

If you are concerned that a student may BE a victim:

I have noticed [insert behavior] lately. I want you to know that I care about your safety and well-being. Do you have an adult in your life that you trust and can talk to?

I care about you and have been worried about you lately. How would you feel about walking to the counselor’s office together so you can get some support?

If you are concerned that a student may KNOW a victim:

I thought I heard you say something about sexual contact that did not sound consensual. Alcohol and consent can be tricky. I am worried about that person’s safety and would like to help.

I heard you talking about another student and I am concerned about that person’s safety based on what I heard. I won’t tell [student’s name] that I spoke with you, but I would like to know more so that I can help.

How to talk to a student about an incident:

Believe, Support, and Validate:

- This sounds like **a difficult experience**.
- **I'm really sorry** to hear this happened to you.
- This was **not your fault**.
- You deserve to be treated with **respect**.
- **I am here to help**, please go on.
- What do **you** need?
- **Are you okay?** Do you need medical attention?
- **I believe you**.
- Do you **feel safe?**
- I'm **so glad** you came to talk to me.
- **This is important**.
- I know this must be uncomfortable. Please **take your time**.
- If you want to talk about this again, **you can talk to me**.

do

- Talk to the student in a safe setting, **away from other students**.
 - **Recognize** that the student may be fearful, confused, and/or vulnerable.
 - **Believe them:** It takes a lot of courage to tell an adult and it can be devastating to hear that someone doesn't believe you.
 - Ask them what they think will **make them feel safer** and if they feel comfortable telling friends or family what is going on.
 - **Be kind:** Convey warmth and understanding.
 - Support by **actively listening**.
 - **Respect their privacy:** Only tell the people who need to know about the situation.
 - Think about the questions you ask and what you need to know: **are you asking questions for your own curiosity** or because it will help you help the student?
- Questions related to drug or alcohol use, what the student was wearing at the time, or about their behaviors can be interpreted as placing blame on the victim.

don't

- **Minimize** or downplay the situation.
- Place any **blame** on the victim.
- **Give advice**.
- **Make promises** you can't keep.
- Ask what they were **wearing**.
- Ask if they were **drinking**.
- **Lecture** the student about what you consider to be poor judgment or choices.

If a student tells *you* about an incident:

1. **Believe, support, & validate**
(see examples on page 4).

3. Determine if a **report** is required
(see policy # _____).

2. **Tell the student** you are going to contact the
School Counselor.

4. Contact the **school counselor**, then follow the steps
below.

The *school counselor* should:

1. **Reach out to the student** who has experienced abuse or assault.
2. **Believe, support, & validate** the student.
3. Ensure that the student has their **immediate medical and safety needs met**.
4. **Give the student information** about what's next: that you are going to **call a DVSAS or Lummi Victims of Crime (LVOC) advocate** who can meet with them to provide support and information.
5. Ask the student if they would like to **involve their parent(s) or guardian(s)**: would their parents be supportive and would it be safe to include them?
6. **Call DVSAS or LVOC advocate** to speak with the student on the phone and set up a time to meet at school.
7. **Share DVSAS and LVOC contact information** with the student.
8. Work with the student (and advocate) to set up **immediate & ongoing accommodations**. Explore accommodation options for the student accused of violence before the student victim.
9. **Follow-up** with the original staff involved, CPS, law enforcement, DVSAS advocate, etc.

**Believe,
Support,
Validate**

Mandated reporters should:

(See policy # _____)

1. **Tell the student** that you are required to make a report to law enforcement or CPS, and invite the student to participate in report.
2. **Do not investigate** the report.
3. **Inform** your administrator.
4. **Report** to CPS or law enforcement.
5. Offer to have a **DVSAS or Lummi Victims of Crime (LVOC) advocate** meet with the victim **during the police or CPS interview**.
6. **Call DVSAS or LVOC** to inform them of time/location of the interview.
7. Take down **contact information** of the people responding and **ask about the best way to follow up**.

Domestic & Sexual Violence Service Directory

DVSAS

Domestic Violence and Sexual Assault Services

24-hour confidential helpline

1-877-715-1563
360-715-1563
www.dvsas.org

School-based advocacy

Prevention Education Specialist
360-671-5714
schools@dvsas.org

LVOC

Lummi Victims of Crime

24-hour confidential helpline

(360) 312-2015

School-based advocacy

Olivia Solomon
(360) 312-2015
olivias@lummi-nsn.gov

Tl'ils Ta'á'altha

Nooksack Tribe Victims of Crime Program

24-hour confidential helpline

(360) 306-5090
<https://nooksacktribe.org/departments/youth-family-services/tlils-taaaltha-victims-of-crime-program/>

More resources for teens

Love is Respect

www.loveisrespect.org

That's Not Cool

www.thatnotcool.com

**The NW Network of Bi, Trans,
Lesbian, and Gay Survivors**

(206) 568-7777

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