stop ! sv

a training manual for staff in nightlife settings
to identify, prevent and respond to sexual violence

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Contents

Introduction

stop!sv is a training programme designed to support a range of partners in preventing sexual violence (see Box 1) in the night-time environment, particularly within pubs, bars and nightclubs. Sexual violence has considerable negative impacts on those visiting and working in nightlife, as well as wider communities and public services. It can also harm the night-time economy if individuals are reluctant to visit and use these spaces through fear of experiencing sexual violence. The **stop!sv** programme focuses on increasing the capacity of staff working in nightlife (e.g. bar servers, door staff) to recognise and prevent sexual violence within the workplace, and their ability and willingness to respond through positive bystander intervention.

This manual provides stakeholders engaged in the night-time environment with:

— A training programme designed to develop nightlife workers' capacity, ability and willingness to identify, prevent and response to sexual violence in the night-time environment.
— Information, tools and techniques to support implementation of the training programme.
— A strategic framework to support the development, implementation and impact of the training programme.

The night-time economy is an active, continually changing setting where multiple activities take place with the participation and interaction of different people, organisations and interests. **stop!sv** provides a training programme that can be adapted to different settings and local needs. Whilst the programme can be implemented as a standalone intervention, prevention strategies tend to work best when they are driven by multi-agency commitment and collaboration. Consequently, this manual also provides a framework for mobilising a community-level coalition to support the training programme. A community-level coalition may involve a range of stakeholders (including those working in the night-time economy) who can play a vital role in:

— Raising awareness of the extent, nature and impact of sexual violence;
— Engaging partners from different sectors (e.g. Government, night-time economy, public) to support the prevention of sexual violence;
— Supporting the implementation, impact and sustainability of the training programme; and,
— Implementing and supporting related sexual violence prevention activity.

Why

focus on sexual violence in nightlife?

The nightlife environment is an important space where young people engage in leisure activities, party and have fun. It is also a space that generates and promotes youth cultures which have an impact on the identities, behaviours and attitudes of both partygoers and surrounding populations. Nightlife is a key economic sector in Europe, of great importance to the growth, development and diversification of many cities and regions. While nightlife environments can have large benefits however, they also pose challenges and risks for harm, including sexual violence. Therefore, nightlife is a context that needs to be explored, assessed and managed to protect the health and wellbeing of those involved, either as partygoers or as service providers.

The nightlife environment is a regulated setting where players are subjected to rules and laws (that vary across countries). It offers the possibility of developing a workforce that, once trained, can perform an essential role in protecting themselves, co-workers and patrons from sexual violence. Nevertheless, as nightlife environments are ever changing, so too must the prevention approaches and strategies employed to prevent harms and promote health and wellbeing. Therefore whilst **stop!sv** aims to translate science into practice through the provision of a resource that shares existing knowledge and understanding; the training programme is also designed to encourage collaborative learning.

A participatory action research methodology is embedded in the **stop!sv** approach. This seeks to involve a range of community stakeholders in developing, refining and embedding prevention activity, grounded in research and reflective learning. To prevent sexual violence in nightlife environments, it is imperative to understand how harms materialise and in what form, and to unravel the intertwined conditions that can facilitate or prevent it. Working with nightlife staff will provide a unique insight into the nature, extent and impacts of sexual violence within this context, and potentially ways in which to prevent and reduce it. Such an approach will aid the implementation of prevention activities at a local level, while also building the evidence base on what works to prevent sexual violence in nightlife environments.

Who

is the stop!sv programme for?

This manual has been created to support the training of staff and managers working in recreational nightlife. The programme is also targeted at professionals working in related areas, including prevention experts and policymakers with responsibilities in areas such as prevention, education or labour rights. While different partners have different roles, wherever possible we would recommend developing a community coalition (or mobilising an existing coalition) to support implementation of the training programme and advocate for, or implement, other strategies that help prevent sexual violence more broadly. Inclusion of professionals from other sectors (e.g. health, community groups, and employment and justice departments) in the training sessions as deliverers or contributors will also facilitate the contextualisation of the training at a local level, and promote collaborative approaches to prevention.

Box 1 provides a brief summary of the potential role of different partners in developing and implementing **stop!sv**.

How

to use this manual

The STOP-SV manual is organised into three sections:

Part 1 aims to provide a summary of sexual violence in nightlife, and the stop!sv framework for prevention, including:
— Definition of the problem including the nature and extent of the problem, its consequences and risk factors;
— Evidence based prevention activity including a summary of approaches to prevent and combat sexual violence in all settings (including the nightlife environment); and,
— The **stop!sv** approach to prevent sexual violence in nightlife.

Part 2 focuses on the training programme, including:
— Background information for trainers on how to deliver the training programme; and
— The training programme including PowerPoint presentation training slides and accompanying notes, activities and materials.

Part 3 focuses on training programme follow up and evaluation, providing examples of methods to measure and evaluate training programme implementation.

Box 1

Role of key partners in the stop!sv programme

Industry (venue owners, managers, and staff)

For a business to succeed it must take care of the health and safety of its clients and employees. Prevention is therefore an essential part of the social responsibility of any nightlife business. Venue owners and managers have a vital role in implementing the **stop!sv** training programme, ensuring their staff (e.g. bar tenders, glass collectors, DJs, security staff, toilet and cloakroom supervisors) are adequately trained and supported.

Governments and administrations

Policy and decision makers can play a strategic role in the implementation, evaluation and sustainability of the **stop!sv** programme. Their participation in the community coalitions can: facilitate access to data on the issue and promote understanding; support the dissemination of training programme outcomes; and support the development and implementation of other strategies that may promote the impact of the training programme and reduce sexual violence.

Civil society

Young people make up the majority of participants in nightlife as both clients and employees and it is vital to engage them in prevention. **stop!sv** provides an opportunity to do this through the training and community coalitions. By engaging young people, they can help to address and alter social norms that promote sexual violence. Equally, they can provide valuable insights on the problem and ways to prevent it. Engaging young people in the development of prevention activity can make it more meaningful for the intended audience (i.e. their peers). Since gender and gender relationships play an important role in recreational nightlife, feminist, gender equality/equal rights and LGBTIQ (Lesbian, Gay, Bisexual, Transgender, Intersex and Questioning) associations can also make a valuable contribution. More broadly, neighbourhood organisations and parents' associations* can offer additional support.

* In some European countries [e.g. Spain], the legal age for working in and accessing bars and nightclubs is 16 years.

Background to the stop!sv programme

What do we know about sexual violence in nightlife?

What is sexual violence in the nightlife context?

The World Health Organization defines sexual violence as:

> *"Any sexual act, attempt to obtain a sexual act, unwanted sexual comments or advances, or acts to traffic, or otherwise directed, against a person's sexuality using coercion, by any person regardless of their relationship to the victim, in any setting, including but not limited to home and work"* (1).

This definition incorporates a wide range of aggressive and non-consensual acts that, in the context of nightlife environments, can include:

— Rape or attempted rape;
— Unwanted sexual contact, such as groping, kissing and touching;
— Unwanted non-contact sexual attention or harassment, such as verbal comments and sexual gestures;
— Coerced sexual activity, such as through threats, verbal pressure or the surreptitious provision of alcohol and drugs;
— Engaging in sexual activity with someone who is unable to give consent due to intoxication through alcohol or drug use; and,
— Sexual exploitation (e.g. providing underage access to venues in exchange for sexual favours).

Sexual violence in nightlife is thought to be most commonly perpetrated by male patrons towards female patrons, or female staff. However it can be committed by individuals of both genders towards both opposite and same sex victims, and can also be committed by staff – towards both patrons and other staff members.

Meeting potential romantic or sexual partners is one of the main reasons why young people go to bars and nightclubs. This means that nightlife venues can be highly sexualised environments which can complicate the understanding and recognition of the issue. This is further complicated by widespread alcohol and drug use, which can both reduce inhibitions and increase vulnerability to sexual assault. There are several ways in which sexual violence can manifest in nightlife settings, including (2-4):

— Sexual violence may be **opportunistic**, for example if someone takes advantage of crowding to touch another person or if someone's intoxication is exploited sexually by another person (including a partner, date, acquaintance or stranger).

— Sexual violence may occur through **misperceptions**, such as when an individual incorrectly perceives another person to be sexually interested in them or a sexual action to be acceptable to them. Violence may also arise as part of the response to such misperceptions, such as through an aggressive rejection of an advance or an aggressive reaction to a rejection.

— **Predatory** individuals may target nightlife venues as easy locations for finding victims; particularly those who have been drinking alcohol heavily or using drugs. Such individuals may be less likely to recognise their vulnerability; less capable of refusing or defending themselves against sexual approaches; and less likely to report sexual assault to authorities. Predatory individuals may also provide individuals with alcohol or drugs (openly or surreptitiously) for such a purpose.

— **Social norms** may support sexual violence and prevent people from recognising this as such (e.g. if women who drink or work in bars are considered to be 'loose' or if being 'touched up' on a night out is accepted as normal behaviour). Sexual violence by men towards women can be related to cultures of machismo, male bonding and the assertion or defence of perceived dominant male identities.

How prevalent is sexual violence in nightlife settings?

At a local level, public services such as police or health services may hold information on sexual violence in nightlife. However, with many incidents going unreported such information may underestimate the problem. Internationally, a few research studies have been implemented to identify and understand the prevalence of sexual violence specifically related to the nightlife environment. Most studies focus on those using nightlife (rather than those working in nightlife). However, such studies provide an insight into the prevalence and nature of sexual violence that occurs in the night-time economy:

— In a UK study of nightlife users, 70% of females and 42% of males reported that they had experienced unwanted sexual touching during a night out at some point in their lifetime (5).
— In a study of females travelling from the USA to Mexico for a weekend night out, 38% and 1.5% reported experiencing moderate and severe sexual aggression respectively during their night out (6).
— In a study of male students in the USA, 92% reported perpetrating at least one sexually aggressive act in bars since they were students in college (7).
— In a Brazilian study, one in ten male and female nightclub patrons reported that someone kissed them or tried to have intercourse against their will whilst in the club that night; 5% of males and 3% of females reported that they had kissed or attempted to have intercourse against a person's will whilst in the club that night (8).
— In a Canadian study, around a quarter of all observed incidents of verbal or physical aggression in pubs/clubs were related to sexual/romantic overtures (3). Of these, key types of aggressive behaviours included invasive contact (e.g. rubbing groin against a person) and engaging in persistent advances following a refusal (4).

What are the consequences of sexual violence in nightlife?

Sexual violence in nightlife and other settings can have both direct and indirect consequences. For instance, it may lead to injury, disability or even death. Further impacts may also be placed on the victim's health and wellbeing, through stress and mental health problems; substance use; unintended pregnancies and abortions; and sexually transmitted infections (9). A study exploring females' attitudes towards and experience of sexually overt approaches in bars found that: the majority would be upset/bothered if someone they did not know touched their breast/chest (87%) or

genital area whilst in a bar, and half (52%) if their buttock was touched (10). Impacts may also be seen on the night-time economy. A UK study found that over a quarter of male (25%) and female (30%) nightlife users would be reluctant to return to a venue in which they received unwanted sexual touching (5).

What factors promote or prevent sexual violence in nightlife?

Evidence suggests that sexual violence in nightlife settings is the result of a combination of inter-related factors. These factors can relate to the characteristics of an individual, their relationships, or the community and society in which they live. Some key associations identified in the academic literature are presented in Box 2.

Box 2

Examples of factors associated with sexual violence in nightlife

Individual level	**Gender:** e.g. females are more likely than males to experience, and males more likely to perpetrate than females
	Age: e.g. victims and perpetrators tend to be of a younger age
	Alcohol consumption: by victims and perpetrators
	Personal history/previous victimisation: within nightlife and in other locations
Relationship level	**Group dynamics:** e.g. experience of sexual aggression amongst the group (either on the same or a previous night out) associated with individual group members' increased risk of sexual aggression during the night out
Community and societal level	**Attitudes, expectations and social norms:** around what is acceptable and/or an expected behaviour in nightlife settings can be a contributor to sexual violence
	Nightlife venues: e.g. venue characteristics (e.g. dark, crowding), alcohol promotion (e.g. drinks specials), and permissive attitudes/behaviours of management and clients promote risks of sexual harassment and violence

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Preventing sexual violence
in nightlife settings

Evidence on what works to prevent sexual violence in any setting is still in its infancy. Some evidence suggests that strategies to reduce access to and harmful use of alcohol, and/or change social and cultural gender norms may be effective (9). Within nightlife settings, as awareness of the prevalence and impact of sexual violence has increased so too has the development and implementation of preventive interventions (e.g. campaigns raising awareness of the issue and legislation, and aiming to change social norms). However, few interventions have been rigorously evaluated to assess their effectiveness. Some evidence suggests that third party (i.e. bystander) involvement can play a role in either the escalation or de-escalation of violence in bars. Although much of this research is focused on male-male aggression (11), promising findings are emerging of sexual violence prevention through bystander education (12). Bystander programmes aim to alter social norms and encourage people to tackle and prevent sexual violence. They do this through promoting norms that protect against violence and motivating people to promote these norms through providing peer leadership around preventing sexual violence and to intervene when they witness such behaviours (13). **stop!sv** presents an opportunity to develop the evidence base on what works to prevent sexual violence in nightlife, through the implementation and evaluation of the **stop!sv** training programme.

EU legislation
around sexual violence

European legislation does not specifically address the issue of sexual violence in the nightlife environment. However, the topic is covered within broader legislations:

— **EU Victims' Directive (2012/29/EU):** Adopted in 2012, this establishes minimum standards on the rights, protection and support of victims of crime in the EU, and makes specific reference to victims of gender-based violence, victims of sexual violence and victims of violence in a close relationship.

— **Council of Europe Convention on preventing and combating violence against women and domestic violence (Istanbul Convention):** Adopted in 2011, this is the first legally binding regional instrument that comprehensively addresses different forms of violence against women, such as psychological violence, stalking, physical violence and sexual violence.

Appendix 1 provides a summary of **stop!sv** partner countries' (Portugal, Spain, Czech Republic, the United Kingdom) legislation relating to sexual violence.

The stop!sv approach to prevent sexual violence in nightlife

stop!sv aims to provide a practical tool to help those working in nightlife to identify, respond to and prevent sexual violence amongst clients and staff. Research suggests that to prevent complex harms such as sexual violence in nightlife settings, a series of multi-component actions are required with continuity over time. **stop!sv** has adopted this approach, and is grounded in theory, based on evidence of what works to prevent sexual violence, and incorporates the collation of knowledge on the problem at a local level to inform the development of prevention activity.

Learning-action process

The **stop!sv** programme uses a participatory action research methodology, which seeks to involve key stakeholders in developing both prevention activity and research. Key stakeholders in the **stop!sv** programme include prevention professionals, policy and decision makers, and industry representatives including venue managers and staff. Participatory action research aims to ground research in communities, placing the emphasis on participation and action by involving participants, taking into consideration their personal experiences of the problem and the contexts where the problem takes place as well as their reflective, analytical and transformative capacity. In the participatory action research process all participants are willing to learn from each other and to collaborate in the design, implementation and evaluation of the strategy developed to prevent or face the problem and overcome it.

Several participatory process methods are presented in the training module to facilitate active participation of the group. The primary goal is to develop positive solutions, by facilitating productive discussions among participants with a focus on action.

Community approach

Since many stakeholders are involved in the management and regulation of nightlife, co-operation among them is essential for the assessment, design and implementation of multi-component prevention strategies. Community awareness and community mobilisation (accompanied by other strategies) have proven to be effective in reducing young persons' access to alcohol and night-time traffic injuries, violence and crime (14). In Sweden, for example, the STAD programme - a multi-component community intervention implemented in Stockholm since 1996 - has been associated with steady decreases in alcohol-related problems in nightlife (15). Based on community mobilisation, training of servers in responsible beverage service and stricter enforcement of existing alcohol laws, some of the lessons learned by the STAD programme can be translated and adapted to the **stop!sv** programme. To support leadership, community involvement and funding in the medium and long-term, **stop!sv** builds on the consolidation of a working coalition as a strategy for enhanced development, implementation and sustainability.

The development of a working coalition at the community level is envisaged to have several benefits through promoting partnership working, sharing resources and developing and working towards collective goals. Working coalitions in the **stop!sv** programme are intended to facilitate several processes:

— Raising awareness and community mobilisation;
— Training of staff working in premises;
— Incorporation of the training programme in prevention protocols;
— Dissemination of project findings and outcomes; and,
— Evaluating, refinement and (if effective) sustainability of the training programme after pilot implementation.

Consideration of wider influences

A broad range of factors influence individuals' values and behaviours, several of which are relevant to the prevention of sexual violence in nightlife settings, and are included as key considerations throughout the **stop!sv** training programme:

— **The socialisation of young people**: Socialisation is a process through which people learn and adopt socio-cultural elements of their environment. Some elements that contribute to socialisation remain the same across time (e.g. family) whereas others present at different stages of life. In adolescence and early adulthood for example, individuals' friends and peer groups can exert great influence upon them. The nightlife environment brings young people together to socialise and learn from each other, whilst surrounded by a range of other influential factors (e.g. alcohol, music, fashion) that can shape attitudes, behaviours, relationships, values and identities. All these influences can promote or discourage the adoption of healthy behaviours. The **nightlife environment** has a central role in young people's socialisation and therefore can make a valuable contribution to prevention efforts.

— **The role played by alcohol**: The sale and consumption of alcohol is a key feature of recreational nightlife activity. Alcohol consumption has been shown to be associated with being a victim of, and perpetrating, sexual harassment and violence in nightlife settings. Managers and staff in nightlife settings can have an important influence on alcohol drinking behaviours through the ways in which they manage, sell and promote alcohol.

— **The sexualisation of culture**: Many societies have become more sexualised (15), with for example an increase in frequent erotic presentation of women and, to a lesser extent, men in public spaces (16). Sexualisation of cultures can influence individuals' lives, particularly females who are more likely than men to be viewed as sexual objects and face pressure to be 'sexy', and be subjected to sexual violence, or subject to more aggressive forms of sexual teasing and coercion (17). The "empowering" nature of hotness portrayed by the media has been sold

to young females as their own choice; a freely chosen option where this highly sexualised self-presentation is depicted as an expression of their confidence (18). Such sexualised cultures will inevitably influence values, attitudes and behaviours relating to sexual violence.

— **Gender identity and relations of power**: Gender identity is often defined through the integration of a person's biological sex; the gender they perceive themselves to be; and how they present themselves to the world. The roles of different genders however are often socially constructed, and thus as society changes or varies by location, so too can actual or perceived gender roles, including power relations between genders. Thus, whilst females may be more at risk of being a victim of sexual violence in nightlife, and males as perpetrators, we should not stereotype females as victims and males as aggressors. All genders can be either. Societal expectations of gender roles can prevent or promote sexual violence in nightlife, and/or the reporting of it.

Part 2
The stop!sv
training programme

This section provides background information for trainers on how to deliver the training programme; and the training package including PowerPoint presentation training slides and accompanying notes, activities and materials.

General information for trainers
on training programme delivery

stop!sv *approach to learning*

The **stop!sv** training programme uses a non-formal learning approach. Non-formal learning is a type of learning which takes place through planned activities (with identified learning objectives, learning time, teaching resources) with some form of learning support present (i.e. learner-teacher relationship). However it is not typically provided by an education or training institution. It may cover programmes to convey knowledge and develop skills, and can be organised by various stakeholders (e.g. businesses, civil society organisations, and the general public). Non-formal learning may increase informal learning - learning resulting from daily activities related to work, family or leisure which is not organised or structured in terms of objectives, time or learning support.

Ethical and professional principals

To facilitate non-formal and informal learning, trainers and trainees need to follow a number of ethical and professional principles. Ethics is generally regarded as being about the norms of behaviour that people follow, regarding what is good or bad, right or wrong. Ethics in the context of professional practice is about:

— Developing the ability of practitioners to see the ethical dimensions of problems, to reflect on issues, to make difficult decisions and to be able to justify these decisions.
— Acting with integrity according to one's responsibilities and duties, and behaving in accordance with professional principles, guidelines or agency rules.
— Ensuring that the behaviour of everyone involved[1] is of a standard that promotes the effective delivery of prevention work or services. This involves building trust between stakeholders and promoting confidence in the capacity of those stakeholders to implement effective action collectively (e.g. through sharing knowledge and committing resources).

stop!sv trainers have a commitment to:

— Treat people with respect, valuing each individual and avoiding discrimination.
— Respect and promote people's rights to make their own decisions and choices, unless the welfare or legitimate interests of themselves or others are seriously threatened.
— Promote and ensure the welfare and safety of people, while permitting them to learn through undertaking challenging educational activities.
— Contribute towards the promotion of social justice for people and in society generally, through encouraging respect for difference and diversity and not accepting discrimination.
— Recognise the limits between personal and professional life and be aware of the need to balance a supportive relationship with people whilst maintaining suitable professional distance.
— Recognise the need to be accountable to people/communities, colleagues, funders and wider society with a relevant interest.
— Develop and maintain the required skills and competence to be a **stop!sv** trainer.
— Build an appropriate learning environment, as exciting and attractive as possible, incorporating a wide variety of real practices and contexts.

Empowerment of trainees

Empowerment is an approach to enable people to become more powerful and have more control over their lives, health and wellbeing. Empowerment approaches must operate at various levels, from focusing on the individual through to organisations and communities. In **stop!sv**, empowerment embodies work to develop healthy and vibrant nightlife environments and prevent sexual violence through health education, advocacy and collaboration across communities and key stakeholders.

Through increasing awareness on the nature, extent and impacts of sexual violence, the factors that promote it and ways to prevent and respond to it, **stop!sv** aims to mobilise trainees to prevent sexual violence in the nightlife environment (and elsewhere). Those working in nightlife can be considered as potential bystanders (i.e. witnesses; as well

1 Political and managerial leaders, stakeholders, managers, representatives, employees, volunteers and participants.

as victims) of sexual violence, and therefore are a key group to engage in prevention. Educating and training bystanders is a key prevention strategy for various forms of violence, including sexual violence. Such interventions aim to increase community receptivity and active involvement in prevention. Further, they aim to encourage, enable and empower people to intervene safely and stop or reduce sexual violence, and also to reduce situational barriers that could halt the bystander intervention process.

Educational techniques for trainers

The **stop!sv** training method assumes that all participants have knowledge and experience to contribute and share. Therefore, while the training should follow the sessions provided, the delivery and discussions held within the training sessions can be adapted to the needs of each situation and training group. Training should be guided by what participants already know, what they need to know and how and where to access the required new information. We intend to promote the development of skills that are complementary to critical thinking. Ideally, a training programme should provide an environment that meets individual and collective needs, and allows for creativity and innovation.

It is recognised that some nightlife professionals may not be very receptive to training beyond what they see as their function, especially if the training is aimed at reducing alcohol (and other substance) use. For example, nightlife premises can often rely on the sale of alcohol as their main form of profit and managers may be concerned that staff training in prevention may harm their business. In some situations, the high turnover of staff in nightlife premises may discourage employers and owners from committing to staff training on prevention. For these reasons training should be simple, useful and focused on professionals' needs and current practices, taking into account each nightlife environment.

Tips to facilitate the training of staff

Training should be carefully planned to allow clear formulation of learning goals. Some tips for supporting the delivery and impact of the training include:

— **Pre-training information**: prior to attending the training, trainees should be provided with: a brief summary of the purpose, nature and value of the training, including learning objectives; and practical details such as training length, time frames and location.

— **Ice-breaker**: Training should begin with an ice-breaker that enables trainees to feel warmly integrated into the course, and comfortable discussing the topic.

— **Active and collaborative learning**: Learning should not be solely dependent on the trainer, with participants being solely knowledge recipients. Sessions must be active and constructive, resulting in learning that is relevant for individuals and the

group as a whole. Individuals can contribute to the training through sharing their knowledge, values and experiences. This can make the training more meaningful for trainees, facilitating the development of problem-solving approaches and reflective and critical thinking.

— **Learning environment**: the training should be delivered in an appropriate environment that is suitable for the size of the group and the activities involved in the training. The environment should promote active and collaborative learning and ensure both the trainer and trainees are comfortable (physically and emotionally).

— **Make learning clear and fun**: Provide clear information and give simple instructions in a fun way. Before starting group work, provide rules for group working (e.g. tasks, time allocated, and confidentiality). Facilitate positive discussion by asking: what, so what and what now to develop critical thinking.

The stop!sv training package

The **stop!sv** training programme has four core objectives:

01 To raise awareness of the nature of sexual violence in nightlife settings, its consequences and associated risk factors.

02 To promote the unacceptability of all forms of sexual violence.

03 To improve awareness of ways to identify, prevent and respond to sexual violence in nightlife settings.

04 To develop individual's skills to enable safe bystander engagement to prevent or respond to sexual violence.

The programme is designed to be delivered in *2+ hours*. This training pack includes:

— PowerPoint training slides.
— Training notes, provided for each individual PowerPoint slide including:
  » The slide objective;
  » The estimated time required to discuss the slide content and complete any accompanying activities;
  » Additional materials required;
  » Information to provide to trainees;
  » Activities (where relevant) and;
  » Additional considerations for the trainer (where relevant).

To implement the training, the following materials are required:

— A laptop/computer with PowerPoint, internet access and audio;
— A projector, or ability to display the PowerPoint slides and films/video (accessed via the internet) on a screen for all trainees to view;
— Pens, paper/post it notes and a board (or wall); and,
— Printed copies of the training materials.

Prior to delivering the training, you will need to gather local city and/or country specific information to include in the training pack and share with trainees including information on:
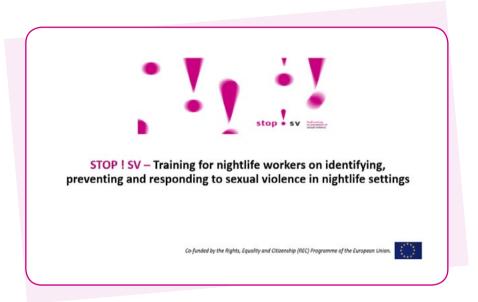
— Support services (insert into training slide 3, 23 and 26);
— Legislation relating to sexual violence, and/or relating topics (e.g. consent) (insert into training slide 5; if no relevant legislation exists, remove the slide).
— The nature and/or prevalence of sexual violence in the local nightlife setting. Information may come from routine data sources such as police-recorded crimes, research studies and/or media stories (insert into training slide 9).

Slide 1

stop!sv

Objective Introduce trainees to the trainer and other trainees.
Estimated time required 3 minutes.
Materials required Training material 2 (for trainer only).

STOP ! SV – Training for nightlife workers on identifying, preventing and responding to sexual violence in nightlife settings

Co-funded by the Rights, Equality and Citizenship (REC) Programme of the European Union.

Trainer notes

Introduce yourself to trainees, and ask each trainee to introduce themselves to you and the group including:

01   Their name (or name they wish to be called).
02   Which nightlife venue or settings they work in (if they are from different venues/ settings).
03   What their job role is.
04   How long they have worked in nightlife settings.

Note Use information from points 2-4 to complete relevant sections of the training attendance sheet (Training material 2).

Slide 2

Objectives

Objective Introduce trainees to the training objectives.
Estimated time required 3+ minutes.
Materials required Training material 2 (for trainer only).
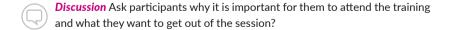

Objectives   stop ! sv

- Raise awareness of the nature of sexual violence in nightlife settings, consequences and associated risk factors
- Promote the unacceptability of all forms of sexual violence
- Improve awareness of ways to identify, prevent and respond to sexual violence
- Develop skills to enable safe bystander engagement

Trainer notes

The **stop!sv** training has four core objectives:

01   To raise awareness of the nature of sexual violence in nightlife settings, its consequences and associated risk factors.
02   To promote the unacceptability of all forms of sexual violence.
03   To improve awareness of ways to identify, prevent and respond to sexual violence in nightlife settings.
04   To develop individuals skills to enable safe bystander engagement to prevent or respond to sexual violence.

Discussion Ask participants why it is important for them to attend the training and what they want to get out of the session?

Note Record a summary of responses on the training attendance sheet (Appendix 2).

Training considerations

Objective Set ground rules for training participation.
Estimated time required 4+ minutes.
Materials required None.

Trainer notes

Before we start the session, it is important to set some ground rules to facilitate an open and supportive discussion, in a safe environment.

— This session is discussing a subject that may be sensitive for some people. You may have experienced or know others who have experienced sexual violence.
— Throughout the training it is important to be respectful of and towards others in the group. It is okay to challenge other's thoughts, however please be respectful. Only one person should speak at a time to allow all thoughts to be captured.
— Ensure that you maintain individual's confidentiality both during and after the training session. Keep whatever is said in this room only.
— You may or may not wish to share your experiences or thoughts, and you do not have to engage in any discussion that you do not wish to. Nor should you ask any other trainee to share experiences or thoughts if they do not want to.

— If at any point you need to leave the training session due to the topic being discussing, that is okay. I would like to ensure that you are okay however, so I would ask that you contact me following the session.
— Should any of you wish to discuss anything further, I would be happy to do so at the end of the training session. Further advice and support can be accessed from (provide details as appropriate).

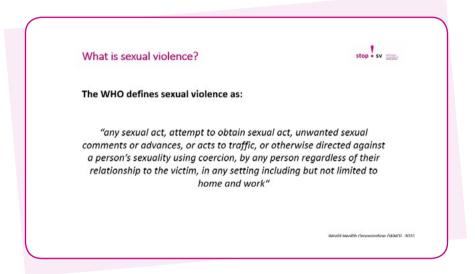**Ask** participants if they have any questions or concerns they would like to raise before proceeding.

Note Insert details of local support services onto the slide prior to the training session. If no relevant support services exist, refer them to another practitioner, e.g. If you require any advice or support regarding sexual violence, please speak to a health practitioner.

What is sexual violence?

Objective To reflect on personal beliefs on what sexual violence is, and explore the WHO definition.
Estimated time required 5+ minutes.
Materials required Post it notes / marker pen / board.

Trainer notes

Activity Ask each trainee to briefly write down what they think sexual violence is. Ask trainees to share their thoughts with the group.

The World Health Organization defines sexual violence as:

> *"any sexual act, attempt to obtain sexual act, unwanted sexual comments or advances, or acts to traffic, or otherwise directed against a person's sexuality using coercion, by any person regardless of their relationship to the victim, in any setting including but not limited to home and work"*

World Health Organization (WHO), 2010 (9)

Note Organise thoughts in a cloud of words (on a board) and facilitate discussion and *reflection amongst the group. Share the World Health Organization definition of sexual violence with the group and relate trainee descriptions of sexual violence to the definition.*

Legislation relating to sexual violence?

Objective To explore relevant country specific legislation relating to sexual violence (and/or related topics).
Estimated time required 2+ minutes.
Materials required None.

Legislation

stop ! sv

Insert information on local country legislation

Trainer notes

Share relevant country specific legislation relating to sexual violence, and/or related topics (e.g. consent).

Note Insert details of relevant legislation relating to sexual violence (and/or related topics, e.g. consent) onto the slide prior to the training session. If no relevant legislation exists, remove the slide.

Sexual violence in nightlife

Objective To explore the nature of sexual violence in nightlife settings.
Estimated time required 3+ minutes.
Materials required None.

Sexual violence in nightlife

stop ! sv

- Rape or attempted rape, unwanted sexual contact (e.g. groping), unwanted non-contact sexual attention or harassment, coerced sexual activity, engaging in sexual activity with someone who is unable to give consent, sexual exploitation
- Venues can be highly sexualised environments
- Alcohol/other drugs use can reduce inhibitions and increase vulnerability
- Several ways in which sexual violence can manifest:
  - Opportunistic, misperceptions, predatory, social norms
- Most commonly perpetrated by males towards female, but also:
  - By both genders towards opposite and same sex victims
  - By and to staff – towards patrons and other staff members

Trainer notes

The WHO definition of sexual violence incorporates a wide range of aggressive and non-consensual acts that, in the context of nightlife environments, can include: rape or attempted rape; unwanted sexual contact (e.g groping); unwanted non-contact sexual attention or harassment (e.g. verbal comments); coerced sexual activity (e.g. through threats or the surreptitious provision of alcohol and drugs; engaging in sexual activity with someone who is unable to give consent due to intoxication; and, sexual exploitation (e.g. providing underage access to clubs in exchange for sexual favours). Nightlife settings are often highly sexualised environments - meeting potential romantic or sexual partners is one of the main reasons why young people go to bars and nightclubs. This can complicate understanding and recognition of the issue, which is further exacerbated by widespread alcohol and drug use which can both reduce inhibitions and increase vulnerability. Sexual violence can manifest in several ways:

— Sexual violence may be *opportunistic*, for example if someone takes advantage of crowding to touch another person.

— Sexual violence may occur through *misperceptions*, such as when an individual incorrectly perceives another person to be sexually interested in them or a sexual action to be acceptable to them.

— *Predatory* individuals may target nightlife venues as easy locations for finding victims; in particular, those who have been drinking heavily or using drugs. Predatory individuals may also provide individuals with alcohol or drugs (openly or surreptitiously) for such a purpose.

— *Social norms* may support sexual violence and prevent people from recognising this as such, for example if women who drink or work in bars are considered to be 'loose' or if being 'touched up' on a night out is accepted as normal behaviour.
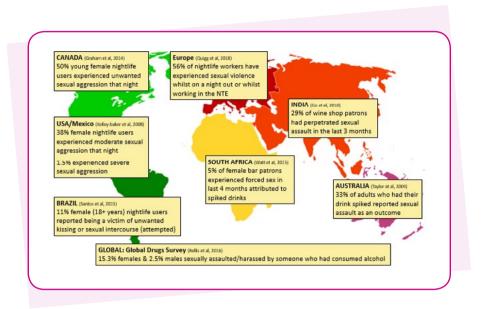
Sexual violence in nightlife is thought to be most commonly perpetrated by male patrons towards female patrons or staff. However it can be committed by individuals of both genders towards both opposite and same sex victims, and can also be committed by and to staff – towards both patrons and other staff members.

Sexual violence in nightlife settings *(world map)*

Objective To illustrate the nature and/or prevalence of sexual violence in different nightlife settings.
Estimated time required 2+ minutes.
Materials required None.

Trainer notes

Whilst sexual violence in nightlife settings can often be hidden, or viewed as an accepted part of nightlife activity, research studies show how prevalent it is in different settings. For example:

— In a study of females travelling from the USA to Mexico for a weekend night out, 38.0% and 1.5% reported experiencing moderate and severe sexual aggression respectively during their night out (6).
— In a study of male students in the USA, 92% reported perpetrating at least one sexually aggressive act in bars since they were students in college (7).
— In a study conducted in Canada, half (50.0%) of young (19-29 years) female nightlife users reported experiencing unwanted and/or persistent sexual aggression during a night out (4).
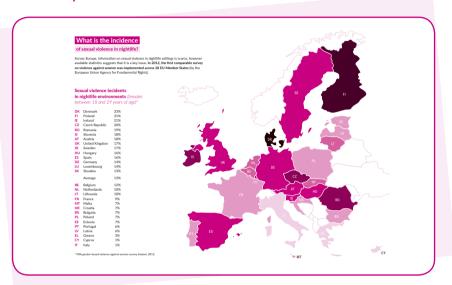
— In a Brazilian study, one in ten male and female nightclub patrons reported that someone kissed them or tried to have intercourse against their will whilst in the club that night; 5% of males and 3% of females reported that they has kissed or attempted to have intercourse against a person's will whilst in the club that night (8).
— A study in India found that 29% of wine shop patrons had perpetrated sexual assault in the last three months (in any setting) (19).
— In a study of nightlife workers (n=114) across three European countries, 56% reported having been a victim of sexual violence in nigthtlife (whilst working or on a night out) during their lifetime (20).

Sexual violence in European nightlife settings

Objective To illustrate the nature and/or prevalence of sexual violence in European nightlife settings.
Estimated time required 2+ minutes.
Materials required None.

What is the incidence
of sexual violence in nightlife?

Across Europe, information on sexual violence in nightlife settings is scarce, however available statistics suggests that it is a key issue. **In 2012, the first comparable survey on violence against women was implemented across 28 EU Member States** (by the European Union Agency for Fundamental Rights).

Sexual violence incidents in nightlife environments *(females between 18 and 29 years of age)**

DK	Denmark	33%
FI	Finland	31%
IE	Ireland	21%
CZ	Czech Republic	20%
RO	Romania	19%
SI	Slovenia	18%
AT	Austria	18%
UK	United Kingdom	17%
SE	Sweden	17%
HU	Hungary	16%
ES	Spain	16%
DE	Germany	14%
LU	Luxembourg	14%
SK	Slovakia	13%
	Average	13%
BE	Belgium	12%
NL	Netherlands	10%
LT	Lithuania	10%
FR	France	9%
MT	Malta	7%
HR	Croatia	7%
BG	Bulgaria	7%
PL	Poland	7%
EE	Estonia	7%
PT	Portugal	6%
LV	Latvia	6%
EL	Greece	3%
CY	Cyprus	1%
IT	Italy	1%

* FRA gender-based violence against women survey dataset, 2012.

Trainer notes

Across Europe, information on sexual violence in nightlife settings is scarce, however available data suggests that it is a key issue. In 2012, the first comparable survey on violence against women survey was implemented across 28 EU Member States (by the European Union Agency for Fundamental Rights). The survey involved interviewing (face to face) 42,000 randomly selected women (from the general population), collecting data on the extent, frequency and severity of violence against women in the EU. The study found that since the age of 15:

— 11% of females had experienced sexual violence by a partner or non-partner (ranging from 4% in Portugal to 19% in Denmark).
— Overall 8% of women reported that the most serious incident of violence by a non-partner occurred in a nightlife setting, ranging from 1% in Italy to 18% in Denmark.

Note Figures for the **stop**!**sv** pilot site countries are shown on the slide. These can be replaced with the country where the training is being implemented (where data exists – see http://fra.europa.eu/en/publications-and-resources/data-and-maps/survey-data-explorer-violence-against-women-survey).

Sexual violence in *insert country/city name*

Objective To illustrate the nature and/or prevalence of sexual violence in nightlife setting (s) in the country/city.
Estimated time required 2+ minutes.
Materials required None.

Sexual violence in *insert country/city name*

stop ! sv

Include local country/city data on sexual violence in nightlife settings

Trainer notes

Share relevant country/city specific information relating to sexual violence in nightlife settings.

Note Insert details of the nature and/or prevalence of sexual violence in the local nightlife settings. Information may come from routine data sources such as police-recorded crimes, research studies and/or media stories.

What is consent?

Objective To establish what is meant by consent, and discuss factors that may influence the capacity to consent within the nightlife context.
Estimated time required 4+ minutes.
Materials required internet access / projector / audio.

Trainer notes

An important element in the prevention and management of sexual violence in nightlife is the understanding of the term consent. Consent is when someone freely agrees (e.g. gives permission / says yes) to sexual activity. Sexual violence occurs if an individual does not freely give consent to sexual activity, or is unable to consent to (e.g. due to age, mental and physical abilities) or refuse (e.g. due to coercion, threats of or actual violence) the sexual activity (1). Consent can be withdrawn at any time, which means that individuals should be freely able to stop a sexual activity at any point.

Activity The slide provides definitions of consent, inability to consent and inability to refuse. Please read the definitions and then we will watch an awareness raising video: Consent, as simple as a cup of tea, which demonstrates what consent is. The video is in the English language.

Web link https://www.youtube.com/watch?v=oQbei5JGiT8

Is this consent?

Objective To consider what consent is.
Estimated time required 4+ minutes.
Materials required None.

Is this consent?

• **Example 1:**
Adam picks up a knife from the kitchen drawer and shows it to Sarah laughing and waving it around, then asks Sarah to perform oral sex on him. Sarah does not know if he is joking and is scared and embarrassed, so she performs oral sex.

• **Example 2:**
Mark and Anna are at a party and are kissing on the sofa for most of the night whilst drinking heavily. Anna starts to get really drunk and stops being so interactive but still carries on making out. As Anna gets more drunk, Mark carries on and asks if they should go to the bedroom. Anna doesn't seem to understand but follows Mark into the bedroom where they carry on kissing, until Anna is sick.

Who are you?, Wellington, New Zealand, 2011

Trainer notes

Activity Ask trainees to read example 1, then ask them the following questions. Example responses are provided below each question to facilitate discussion.

Questions for trainees

01   Did Sarah put up any resistance?
     No - Why not? She was intimidated.
02   Was Adam being aggressive?
     Maybe not intentionally, but showing the knife is threatening.
03   Do you think Adam likes Sarah?
     Maybe, but he doesn't know how to show it.
04   Did Sarah consent to perform oral sex?
     No. It is not consent if the sexual activity happened because they or someone else was threatened with force, or because they were actually forced.

Ask trainees to read example 2.

01   **Was Anna sober enough to consent?**
Not if she does not understand Mark's invite.

02   **Was Anna consenting to kissing?**
At the beginning of the night before Anna was drunk and, it was possible for her to consent.

03   **Did Anna consent to going into the bedroom and kissing more in private?**
No, Anna was too drunk and did not understand what she was consenting to. Consent can be withdrawn at any time, or not given even if given earlier.

04   **As Mark is also drunk, is he still responsible for this actions?**
Yes. Being drunk is not an excuse for perpetration of a sexual violence and does not remove responsibility for committing sexual violence.

Who are you?, Wellington, New Zealand, 2012

Myths or Facts?

Objective To dispel myths around sexual violence.
Estimated time required 4+ minutes.
Materials required None.

Myths or facts

stop ! sv

1.   A woman is more likely to be sexually assaulted if she wears revealing clothing or flirts with people.

2.   Sexual violence doesn't really happen that much.

3.   If someone doesn't scream or fight back, it isn't really sexual violence.

4.   Once a person agrees to have sex, they can't really change their mind because the other person can't be expected to stop.

Trainer notes

Activity Read out each statement and ask trainees if they agree or disagree. Responses for each are provided below each statement to facilitate discussion.

01 **A woman is more likely to be sexually assaulted if she wears revealing clothing or flirts with people.**
Women of all ages, cultures, and backgrounds are sexually assaulted. Women may dress a certain way to feel good about themselves, but that does not mean they are asking to be assaulted or deserve it. In fact, research shows that offenders choose to assault women based on availability and vulnerability, not how they dress or behave. Subscribing to this myth places the blame on the victim, rather than the offender, who is the only person responsible for the sexual assault.

02 **Sexual violence doesn't really happen that much.**
Sexual violence is one of the most underreported violent crimes, making it difficult to know how much it is happening. As shown previously, it is a key problem in many nightlife settings.

03 If someone doesn't scream or fight back, it isn't really sexual violence.
Just because someone doesn't scream or fight does not mean they are saying
"yes." A person may be in shock about what is happening or may be too scared to
do anything, especially if threats or coercion is used. Fear is very powerful and may
cause a person to freeze up in order to prevent things from getting worse.

**04 Once a person agrees to have sex, they can't really change their mind because the
other person can't be expected to stop.**
A person can always decide what they are or are not comfortable with at any point
in time. That's their right. The other person must respect those wishes. If the other
person chooses to ignore or disregard those feelings, they are committing sexual
violence.

Who are you?, Wellington, New Zealand, 2012

Factors associated with sexual violence

Objective To highlight factors that are associated with sexual violence in nightlife.
Estimated time required 5+ minutes.
Materials required None.

Trainer notes

Research suggest that the nature and prevalence of sexual violence in nightlife settings is the result of a combination of factors. These factors can relate to the characteristics of an individual, the relationships they hold, or the community and society in which they live. For example:

— **Demographics**: Many studies suggest that females are more likely than males to experience sexual violence in nightlife settings. For example, in a study of UK nightlife users, females were 6.7 times more likely than males to report experiencing sexual molestation during a night out in the past 12 months (21). Some studies suggest that both victims and perpetrators of sexual violence in nightlife settings tend to be of a younger age (22, 23).

— **Group dynamics**: Some studies have explored the influence of group dynamics in preventing or promoting sexual violence in nightlife settings, with findings

suggesting varying relationships. For example, two studies have found that experience of sexual aggression amongst the group (either on the same or a previous night out) was associated with individual group members' increased risk of sexual aggression during the night out (4, 24). Individuals social status within, or familiarity with, the group also appears to be a key factor. In a study of female bar patrons, lower social status in the group was associated with increased risk of sexual aggression amongst those who had consumed 5+ alcoholic drinks (4).

— **Nightlife venues**: The sexualised nature of nightlife environments, and the behaviours (e.g. alcohol consumption) and expectations (e.g. fun/friendly/open environment) of nightlife patrons can exacerbate risks of sexual violence (25, 26). In an observational study in Canada, sexual activity, contact and competition was related to frequency of aggression occurring in bars (25). In a study of US females visiting Mexico for a night out, a number of characteristics relating to the venue and their customers were associated with increased risk of moderate sexual aggression on a night out. Factors included the presence of drinks specials and customers openly removing their clothing, appearing to be drunk, fighting and using drugs (6). The role and interaction style of venue security staff has also been suggested as being associated with sexual violence (26). Certain environment factors have also been shown to have a potential influence. Bar and clubs can often be dark, crowded and noisy places, and these factors have been found to contribute to the problem. For example, these venue characteristics may make be easier for perpetrators to commit offences due to the close proximity of patrons and/or the difficulty in identifying offenders (26, 27).

— **Social norms** may support sexual violence and prevent people from recognising this as such, for example if women who drink or work in bars are considered to be 'loose' or if being 'touched up' on a night out is accepted as normal behaviour. Sexualisation and gender stereotyping are often promoted through music, marketing and publicity images. The commercially driven nature of sexualisation, and particularly female objectification, is quite often accepted by all those who work in and use nightlife settings. Accounts of behaviours amongst females can be ambivalent and stigmatising, shifting from accounts of women's sexual availability and performance, to words of criticism and disapproval on women's behaviour. For instance women who dance seductively, flirt openly, and have regular casual sex, are often labelled by men as hot and exciting. However, they still use terms such as dirty, slutty, and nasty - among other - to convey their disapproval towards what they consider to be a promiscuous woman. The same occurs when speaking with women and the attraction the 'bad boys' seem to exert on them.

Factors associated with sexual violence (venues)

Objective To highlight factors that are associated with sexual violence in nightlife venues.
Estimated time required 3+ minutes.
Materials required Appendix 3 (printed copies required for trainees).

Factors associated with sexual violence (venues)

stop ! sv

Examples of factors that may promote (either directly or indirectly) sexual violence in nightlife venues

	Personal behaviour	Venue management	Physical context	Alcohol and drug use	Social context
Staff	Rude or obnoxious / too friendly with clients	Poorly trained (responsible beverage service; conflict management) or uncoordinated staff	Poorly supervised areas and clients	Staff drinking alcohol (using drugs) Staff overserving drunk customers	Oversexualised staff or use of overtly sexual / violent music
Clients	Lack of boundaries with staff / other clients	Lack of house rules Acceptance of permissive behaviours	Overcrowding / queuing (e.g. bathrooms) Unattended / isolated clients	Level of drunkenness Evidence of drug use	Level of dancing / sexual contact in dancing Level of sexual activity in venue
General atmosphere	General rowdiness / permissiveness	Tolerance of offensive / abusive behaviours	Dark / hidden areas Dirtiness	Level of customer intoxication	Use of highly sexualised images Level of sexual competition in venue

Trainer notes

The environment, both physical and social, impacts on staff, clients and the general atmosphere of a venue. Through physical design, aesthetics, management and marketing strategies, staff performances, the environment communicates formal and informal rules that provide content and meanings to the activities developed in recreational nightlife. A growing body of evidence shows that certain characteristics of the premises, including staff and customers, are major contributors to alcohol-related problems in and around licensed premises, including sexual violence. This table illustrates different factors that may promote sexual violence in nightlife venues, directly and indirectly. Whilst the training will not focus on all these factors, it is important to be aware of them as you may be able to reduce and/or eliminate them. For instance, one that all nightlife workers can have a role in reducing and/or monitoring, is the level of intoxication of patrons, which is associated with sexual violence in various ways.

Note Provide trainees with a copy of Appendix 3.

Alcohol

Objective To highlight the associated between alcohol and sexual violence.
Estimated time required 5+ minutes.
Materials required Appendix 4 (printed copies required for trainees).

Alcohol   stop ! sv

- The relationship between alcohol and sexual violence in nightlife setting
  may be related to several factors:
  - Alcohol use directly reduces self-control and the ability to process
    information
  - The expectations about the effects of alcohol may also influences a
    person's personality and behaviour
  - Alcohol and other drugs may be used to facilitate sexual violence

Trainer notes

Across numerous research studies alcohol consumption by either the victim or
perpetrator has been associated with sexual violence in nightlife settings (4, 6, 8, 21,
27, 28). For example in a study of US females (aged 21+) visiting Mexico for a night out,
those who consumed any alcohol were 4.8 times more likely to experience moderate
sexual aggression during their night out (6). The relationship between alcohol use and
sexual violence in nightlife settings may be related to a number of factors. Alcohol use
directly affects cognitive and physical functioning reducing self-control and the ability to
process information (29). Thus, for example, reducing the ability of victims to recognise
sexually aggressive cues or to resist coercive attempts, or perpetrators to distinguish
between friendly and sexually interested behaviours of others (4, 27, 30, 31). The
expectations about the effects of alcohol (e.g. feeling more sexual) may also influence a
person's personality and behaviours (27, 30). Evidence also suggests that females may
be more vulnerable to sexual violence in nightlife settings as males may believe that
a female consuming alcohol is more sexually available and sexually promiscuous, and
forcing sex on a woman is more acceptable when she is drinking (4, 32, 33).

Activity Provide trainees with a printed copy of Appendix 4 to read. Ask them if
they recognise these signs of intoxication in customers.

Learning what to watch for

Objective To consider individual's observational capacity.
Estimated time required 5+ minutes.
Materials required None.

Trainer notes

As discussed earlier, sexual violence can occur in various forms – not all sexual violence happens near the rape end, it includes many other activities where people have not gained consent, may have misinterpreted a situation, or believe an act to be acceptable that is not. Although there is a high prevalence of sexual violence in many nightlife settings, this is still a hidden problem, due to many reasons including it being: an often accepted part of the nightlife environment; sometimes difficult to identify within the environment; and a hidden subject. Thus to identify sexual violence, we need to understand what it is and how to identify it within the nightlife settings.

As discussed earlier, meeting potential romantic or sexual partners is one of the main reasons why young people go to bars and nightclubs, meaning nightlife venues can be highly sexualised environments. This can complicate understanding and recognition of the issue. There may be a fine line between whether someone is trying to seduce or coerce someone to do something sexual. However, they are opposing concepts. Seduction aims to encourage interest and consent to participate in a sexual activity,

and does not include putting pressure or forcing a person to take part or consent to the activity. Sexual coercion on the other hand is the opposite of this, with the aim being to achieve a desired goal regardless of the other person's wishes.

From someone interacting to make friends and/or looking for a romantic/sexual partner (right side of the diagram) to a sexual assault (left side of the diagram), somebody trespassing limits and boundaries – there is an important territory for intervention. Whilst you as nightlife workers may not be able to identify if someone is coercing another into a sexual activity, you have the ability and are in a position to detect potentially dangerous situations and vulnerable customers. The session will now focus on providing you with an understanding of how to identify, prevent and respond to sexual violence in the nightlife settings.

Key partners and their roles in nightlife venues (1)

Objective To consider the different roles that key partners can play in preventing and responding to sexual violence in nightlife.
Estimated time required 2+ minutes.
Materials required None.

Key partners and their roles in nightlife venues

stop ! sv

Proactive practices that management/staff can implement:

- Ensuring the physical and social conditions of the premises
- Guaranteeing staff understand and engage in responsible server practices
- Avoiding marketing strategies that encourage violent behaviours and/or excessive drinking
- Developing partnership strategies to reduce harm by, for example, establishing good communication and cooperation between police, local authorities, public transport agencies, health services and the community

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Trainer notes

Both management and staff within nightlife settings can implement a range of proactive approaches to identify, prevent and response to sexual violence in nightlife. Some approaches may aim to address some of the risk factors discussed earlier, including:

— Ensuring that the physical and social conditions of the premise do not promote sexual violence, and/or help prevent it.
— Ensuring staff understand the importance of and engage in responsible server practices.
— Avoiding marketing strategies that encourage violence or drunkenness.
— Developing partnership strategies to reduce harm by, for example, establishing good communication and cooperation between police, local authorities, public transport agencies, health services and the community.

Whilst you as individuals may not be in a position to implement all these things, you all have the potential to influence social norms, raise awareness of what sexual violence is and the unacceptable nature of it, and to prevent or respond to it as a bystander.

Key partners and their roles in nightlife venues (2)

Objective To consider the different roles that key players can play in preventing and responding to sexual violence in nightlife.
Estimated time required 5+ minutes.
Materials required Post it notes / marker pen / board.

Key partners and their roles in nightlife venues (2)   stop ! sv

What roles can these groups of nightlife workers play in preventing and/or responding to sexual violence?

- Access and security admission staff

- Security and ambience controller staff

- Serving staff

- DJs, speakers, entertainment staff

Trainer notes

Activity Ask trainees to consider and write down what roles these groups of nightlife workers can play in preventing and/or responding to sexual violence? Responses for each are provided below each statement to facilitate discussion.

— Access and security admission staff
    » E.g. Identify underage / drunk customers and ask if they need help / support
— Security and ambience controller staff
    » E.g. Identify 'problematic' customers; monitor/control customer behaviours
— Serving staff
    » Responsible beverage service
— DJs, speakers, entertainment staff
    » Music policy / oversight of the venue and customers

Note Organise thoughts in a cloud of words (on a board) and facilitate discussion and reflection amongst the group.

What is a bystander

Objective To understand what it means to be a passive, active and positive bystander.
Estimated time required 2+ minutes.
Materials required None.

Trainer notes

A bystander is a person who witnesses an event, such as witnessing sexual violence in nightlife settings. A Passive bystander is someone who *does not* intervene in an event. All those in the nightlife settings, including staff and nightlife patrons, are a bystander. An active bystander is someone who *does* intervene in an event. An active bystander can prevent an event, and/or respond to it whilst or after it has occurred. An positive bystander is someone who intervenes in a way to impact the event and its outcome positively. They take action and are mindful of caring for other's and themselves.

Adapted from *The Intervention Initiative*, 2014 (35);
Who are you?, Wellington, New Zealand, 2012

Opportunities to intervene

Objective Consider how to be an positive bystander in the nightlife setting.
Estimated time required 20+ minutes.
Materials required internet access / projector / audio.

Opportunities to intervene

stop ! sv

Who Are You?, Wellington, New Zealand

https://www.youtube.com/watch?v=iUj2OHLAG3w

Trainer notes

Activity Explain you are now going to watch a short film, and you will break the film up into sections for discussion.

Play the film – PAUSE at 4.25 minutes
Ask trainees the following questions. Potential responses are below each question to help facilitate discussion.

What happened?
— Everyone had a good time and was drinking – a normal party situation
— There is ambiguity, it's not clear how the two characters feel about each other – most encounters begin this way – this is okay
— This is normal behaviour, friends, drinking, flirting etc.
— They went to a club and drank more
— The girl got very drunk

- The guy hit on her while her friend was in the toilet and she was on the dance floor on her own
- He takes her away from the dance floor and buys her more drinks
- They kiss on the dance floor
- They leave together
- He takes her by the hand and leads her down an alley then into a taxi
- He kisses her and touches her while she is woozy and only semi-responsive
- He leads her to the bedroom when he sees her flat mate watching them making out
- She is drunk and non-responsive on the bed when he kisses her and begins to take off his clothes

So what?
- She became more drunk so could not make sexual decisions as well as when she was sober
- Their communication and body language would have been harder to read the more drunk they got
- He hits on her when her friend has gone to the toilet – why did he wait until she was alone? Does he want to be accountable for his actions? Is it easier to get sex from drunk women when they are alone?
- He buys her more drinks even though she is already really drunk, with the intention of having sex
- He leads her away and continues to make out with her but she doesn't look like she is engaging or communicating with him
- Does she look like she is enjoying making out? How can you tell? – her body language and facial expressions, she is woozy, drunk and disengaged
- By the time they get home and in the bedroom, she is almost asleep – do you think even if they could have consensual sex together now, that they would both enjoy it? Why? Why not? They are too drunk, they might not remember, they might not feel it, they might not understand what the other person wants

What now?
- Now that he has hit on her when she is so drunk, giving, asking for or mutually understanding consent is harder. Gaining and understanding consent to sex will be less clear, going forward would be unethical (refer back to previous slides on consent and the law)
- What do you think will happen now? – rape/sexual assault – no consent, he does not seek consent, and she is incapable of giving it as she is 'stupefied' by alcohol (She will be raped / He will be a rapist).

Ask the participants to identify who in the film so far could have intervened?
Those who can observe, question and intervene include: the girl's friend, the bar tender, the taxi driver, the guys in the queue, the bouncer, the guy's friends and the flat mate.

Ask trainees how each person identified could have acted as an ethical bystander?
(How could they have intervened, what could they have said or done?)

Examples to facilitate discussion include:

— *Friend.* Do you like this guy? Are you alright? Are you too drunk? Do you want to sit down? Do you want to go home?
— *Bar Tender.* Are you sure you want another drink? You look a bit drunk, are you okay? Would you prefer water? Would you like something to eat? I can't serve you if you are that drunk.
— *Taxi driver.* Are you both going to the same address? What are your names? Here is my card with my name on it; I will wait here until you are inside.
— *Guys in the queue.* Do you know him? Have you met him tonight? You look drunk are you okay? Are you getting a taxi now? Do you want to go alone? Ask the bouncer to intervene.
— *Bouncer.* Do you know him? Where are you going now? Do you need a taxi? Would you like to wait inside for a taxi?
— *The guy's friends.* She looks drunk, get her number and call her tomorrow. Don't buy her any more drinks she looks drunk already, she might go sick.
— *Flat mate.* Have you had a good night? How do you two know each other? Where are you sleeping tonight? Thanks for bringing her home, we have no spare room.

Play the rest of the film
Watch the rest of the film to see how many of their suggestions come up.

Ask trainees: What do you think about how people intervened? Which interventions can you see yourself doing? Do you think any of the interventions put people in danger?

Adapted from *Who are you?*, Wellington, New Zealand, 2012

Considerations in responding

Objective To reflect upon reasons why people may or may not intervene.
Estimated time required 5+ minutes.
Materials required None.

Trainer notes

You need to be aware that not everyone will be an active bystander. There may be many reasons why others do not intervene.

Activity Split trainees into two groups.

— Ask the first group to consider: In relation to sexual violence in nightlife, why would they be a positive active bystander (i.e. why would they intervene to prevent/respond to it)?
— Ask the second group to consider: In relation to sexual violence in nightlife, why would they NOT be a positive active bystander (i.e. why would they not intervene to prevent/respond to it)?
— After the groups to feed back to each other what they have come up and then discuss the responses.

— If debate happens between the two groups facilitate this and allow them to challenge each other's notions about being a positive active bystander.
— The debate will bring out the barriers to becoming a positive active bystander and will tease out some of the solutions from the group themselves.
— You can facilitate this by asking "how could you get over or around that?" when someone indicates a barrier, e.g. afraid of getting beaten up. (Solution: tell someone else and don't become involved yourself).

Adapted from *Who are you?*, Wellington, New Zealand, 2012

A person needs to be aware of the problem to intervene, they need to feel responsible for preventing and responding to it, and they need the skills to respond appropriately and safely.

— You need to be aware of a problem to intervene
  » All people have a fundamental human right to live in freedom and safety – including being free from sexual violence in nightlife settings.
  » Observe activities within the venue - identifying sexual violence, or behaviours that may promote harms, or increase risks of harms occurring.
  » The effects of sexual violence may not be immediately clear – people may act as if they are okay, or may be in shock. Individuals may take a long time to reveal what has happened to them and some will never do it. Physical injuries may not be immediately apparent.
— You need to feel responsible for preventing and responding to it – as both a member of society and as part of your professional role within the nightlife environment.
— You need the skills to respond appropriately and safely
  » Prevention and/or response interventions should take into account that each event is unique and should meet the needs of the victim.
    » Sexual violence may affect people differently – treat everyone as an individual. Individuals may experience a wide variety of responses such as anger, fear, shame, or confusion, other's may not. Some may also be physically injured.
    » All people should be treated with respect and dignity – including respect for individual life histories, cultural context and diversity. Individuals have a right to be treated with dignity, without value judgements and stereotypes.
  » There are different forms of response and intervention – it's not just about being confrontation.
  » Individual's confidentiality and privacy should be maintained as appropriate – Individuals may not want anyone else to know about the incident, including the authorities. Professionals must obtain the informed consent of the victims in
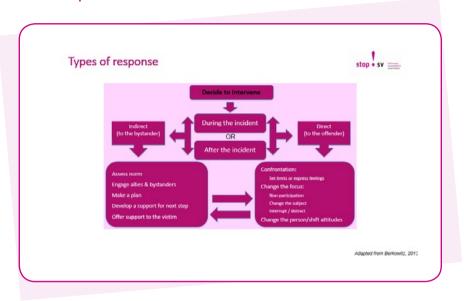
order to be able to provide information that is relevant for legal reasons or other services and ensure that the services that receive the information, respect of the principle of confidentiality.

» Interventions to prevent and/or respond should ensure that they do not endanger individuals or harm them further.

— Be aware that not everyone will be an active bystander – people may ignore, promote or perpetrate the harm (i.e. sexual violence). However, just because other's do this, does not mean that people should not intervene – as long as it is safe to do so, they should intervene.

» There may be many reasons why others don't intervene – e.g. they may not have the necessary support or skills to intervene; social norms may prevent them from intervening; they may not feel responsible or wish to take on the responsibility; they may be fearful of potential consequences of intervening; it may not be safe to intervene.

Types of response

Objective To consider ways to respond to sexual violence.
Estimated time required 5+ minutes.
Materials required None.

Trainer notes

Sexual violence in the context of the nightlife environment incorporates a wide range of aggressive and non-consensual acts. The varying nature of sexual violence in nightlife means that responses will differ, and will be dependent on each unique situation and the needs of the person who has experienced the harm.

Responses can be direct or indirect:

— Direct actions:
  » Use of body language to signal disapproval
  » Changing the situation through:
    » Not engaging in or encouraging behaviours that promote (or encompass) sexual harassment and violence.
    » Interrupting the situation or distracting the perpetrator (s), through changing the subject.
  » Confronting the perpetrator (s).

— Indirect actions:
  » Assessing the situation to see if someone is being harmed.
  » Gaining support from others to prevent or stop the incident from occurring.
    » Asking another person to intervene, or to intervene with you.
  » Supporting the individual who has experienced sexual harassment and/or violence.

For example, if we think back to the film, the bystanders intervened in different ways:

— The stranger – points out to his friend and security – so this is indirect intervention – he has engaged allies.
— The flatmate – does not confront him, rather, she diverts attention – she is shifting the focus and interrupting the behaviour - thanks him for bringing her home and also takes her friend away.
— The bartender - again no confrontation, he interrupts by calling friend over.
— The best friend - again no confrontation but interruption - simply asks her if she wants to go and takes her out of the situation.
— The security guard intervenes directly through confrontation – *point out that they must never do this because it would not be safe* – and interruption by taking her away.

So there are ways of stopping a situation without directly confronting the offending person.

Adapted from Berkowitz, 2009 (34); *The Intervention Initiative*, 2014 (35)

Ways to respond

Objective To consider and practice ways to respond to sexual violence.
Estimated time required 10+ minutes.
Materials required Appendix 5 (printed copies required for trainees).

Ways to respond   stop ! sv

| Shift the focus | Confrontation | Ask another person to intervene | Offer help to the victim |

Shift the focus:
- Interrupt the behaviour (diversion / distraction)
- Don't respond Don't laugh or engage Leave
- Deflection – changing the subject
- Reframe – change the remark into something positive

Confrontation:
- Say why it is unacceptable
- Say why it bothers you
- Raise consequences that the offending person identifies with

Ask another person to intervene:
- With you
- Separately

Offer help to the victim:
- Immediate
- Referral

Only intervene when it is safe for you to do so.
If not safe, in an emergency contact/dial xxxx

Adapted from The Intervention Initiative, 2014

Trainer notes

This slide shows some suggestions for intervening during and/or after the event. You can:

Shift the focus
— Make them understand why they behave as they do and why their behaviour is problematic so you change their attitude.
— Needs a conversation with respect for all – listening is important.
— Identify what is underlying the behaviour.
— Engage in 'open talk' – show interest in understanding the person and why they behave as they do.

Confrontation
— Express interest in the offending person.
— Give reasons why you are concerned.

- Share how you/others feel.
- Ask if the offending person understands your point.
- Look at alternative behaviour/support them in change.

Ask someone else to intervene
- Are they in a better position to intervene?
- Do they have the appropriate skills to intervene?
- Can they support you to intervene?
- Good communication between staff is vital.

Offer help to the victim and ensure their safety
- Immediately, in a non-judgemental and supportive way. First responder's (including nightlife workers) actions and attitudes may be critical to the way in which the victim copes with the trauma and to the length of time it may take to recover. In order to gain the victim's trust and cooperation and to enable the victim to provide accurate, complete information about the crime, the first responder must make every effort to suspend judgment and to treat the victim with respect and unconditional support.
- Get the victim to a safe, secure place. Make sure the victim is not left alone.
- Be aware that the victim may not be ready or willing to take formal action at that time, or accept support. The response should be tailored to the individual's needs and the situation.
- Ensure you have appropriate information available to you to enable you to sign post the victim to local support services and/or authorities.

It is vital that you only intervene when it is safe for you to do so. If not safe, in an emergency, call the police.

The varying roles of nightlife workers and their location within the venue offers each staff member a different opportunity to observe incidents of sexual violence, and intervene accordingly. For example:

- *Bar staff* have good oversight of the bar area and the level of intoxication of those requesting alcoholic drinks, or having drinks bought for them. They have the potential to explore if these people may be vulnerable, to sexual violence or others harms.
- *Glass collectors* often move around the venue and have the opportunity to observe client behaviours, and if safe can prevent and challenge behaviours that may promote sexual harassment and violence.
- *DJs* often have good oversight of a venue and thus client behaviours, and can discourage those behaviours directly, and/or alter other staff to issues.
- *Door staff* also have good oversight of the venue and monitor client behaviours, including outdoor areas such as entrance queues.

All staff can intervene during or following the incident. Effective communication between staff members can facilitate this.

Activity Split trainees into groups and provide each group with a role play scenario (Appendix 5). Ask each group to read their scenario and to consider ways to respond to it.

Ask each group to share the scenario to the group and their thoughts around how they could respond to it (if trainees are happy to, they could act out the scenario and their response).

Note Insert details of local emergency services contact onto the slide prior to the training session.

Adapted from Berkowitz, 2009 (34); *The Intervention Initiative*, 2014 (35)

Summary

Objective To summarise learning from the session and address any questions or concerns.
Estimated time required 5+ minutes.
Materials required None.

Summary

- Sexual violence can manifest in different forms in the nightlife settings
  - All forms are unacceptable
  - Consent can be withdrawn at any time
- A range of factors are associated with sexual violence in nightlife settings.
- Nightlife workers can have a key role in preventing and responding to sexual violence in nightlife settings (Bystander role)
- Each event is unique – different approaches required
  - Shift the focus/person
  - Confrontation
  - Gain support
  - Offer help to the victim

stop • sv

Trainer notes

In summary, sexual violence can manifest in different forms in the nightlife settings. All forms are unacceptable, and consent can be withdrawn at any time. A range of factors are associated with sexual violence in nightlife settings. Nightlife workers can have a key role in preventing and responding to sexual violence in nightlife settings through both their professional role and their role as a bystander. Each event is unique however and different approaches may be required to prevent and respond to sexual violence. Key strategies to responding to sexual violence include: shifting the focus or person; confrontation; gaining support, and/or offer help to the victim.

(?) *Ask* participants if they have any questions or concerns before you conclude the training session.

Further information

Objective To provide infornation on how to gather further information.
Estimated time required 2+ minutes.
Materials required None.

Trainer notes

Provide trainees with details of local support services, and inform them that you are happy to discuss any issues raised through the training.

Note Key points to consider when handling disclosures of sexual violence (Who are you?, Wellington, New Zealand, 2012):

— *Acknowledgement* Support the person, let them know you believe them, they are brave, thank them. It is not your role to investigate the disclosure, just to acknowledge.
— *Safety and confidentiality* Is the person at ongoing risk of harm or harming? Are there children at risk? What are the limits of your confidentiality?
— *Support* Give the person the information needed to access support. Refer to specialist agencies and have their contact details close at hand.
— *Your own wellbeing* Speak to someone, debrief and reflect on your handling disclosure practice.

Part 3
Programme evaluation

Introduction

Monitoring and evaluation is an essential part of any violence prevention programme. It allows implementation and uptake of the programme to be tracked, and shows whether the programme is appropriate to its target audience; which parts of it work well and which do not; and whether it is having its desired effects. This helps determine whether the programme is an effective use of resources, how it could be improved and if it is appropriate to repeat or roll out on a larger scale.

Monitoring involves keeping records of programme activity, including when, where and by whom the programme is implemented and the numbers and types of participants that engage with it.

Evaluation can take two main forms:

— *Process evaluation:* this examines whether a programme has been implemented as intended and helps identify and address any barriers to effective implementation.
— *Outcome evaluation:* this examines what effects the programme has had and whether it is achieving its objectives.

Monitoring and evaluation
of stop!sv

The **stop!sv** programme has been piloted in three European nightlife areas, leading to the training of 118 nightlife workers. Evaluation of the pilot found that post-training, most nightlife workers agreed that the training had improved their knowledge about sexual violence, including its nature and extent, and risk factors; and prevention and response. Further, post-training, they were significantly more likely to have improved attitues about sexual violence, with participants more likely to agree that: consent can be taken back at any time and sexual violence is never the fault of the victim. Participants also reported feeling more confident in responding to sexual violence (20).

It is important that individuals or organisations that use the **stop!sv** programme include monitoring and evaluation activity to ensure the programme reaches its target audience, is appropriate to them, and is beneficial to violence prevention.

Monitoring of stop!sv

Collecting data on the numbers and types of individuals that participate in the **stop!sv** programme is essential to monitor its uptake and use, and to inform future implementation. Appendix 2 of this training manual provides an example template that can be used to record information on programme implementation and participation. This includes data on when, where and by whom the training programme was delivered as well as the characteristics of those who participate in the programme (including gender, age group, venue/organisation and job role). It also provides a summary box for trainers to record information on participants' reasons for taking part in the training programme and what they hope to gain from it.

This type of information should be routinely collected whenever **stop!sv** is implemented. It can be used to:

— Monitor the types of individuals, venues and organisations that have participated in **stop!sv**. This allows understanding of which groups are engaging with the programme and which are not and helps inform further targeting of sexual violence prevention work.
— Inform future programme implementation, by providing understanding on what different participants hope to gain from the programme as well as groups that could be targeted for engagement.
— Feedback to funding bodies, providing necessary information on numbers and types of groups reached by the programme as well as uptake and demand for the programme for its future use.

Evaluating stop!sv

While evaluation is an important part of implementing the **stop!sv** programme, the type of evaluation used will vary depending upon available skills and resources. We would suggest that those who use the **stop!sv** programme initially run a pilot training programme including basic evaluation techniques to ensure it is appropriate to and valued by the target audience. Wider use of the programme would ideally include a more in-depth evaluation to ensure it is implemented as intended and is having its desired effects.

This manual does not provide a complete guide to evaluating **stop!sv**. However, it outlines three potential levels of evaluation:

01 Use of a *post-training questionnaire* to identify participants' perceptions of the training programme and the impacts it has had or will have on their knowledge and behaviour.

02 Use of *pre- and post-training questionnaires* to enable the identification of changes in participants' knowledge of, attitudes towards, and confidence in addressing sexual violence.

03 Use of *follow up studies and other research methods* to measure changes in behaviour and sexual violence as a result of programme implementation.

Post-training questionnaires

Asking participants to complete a questionnaire at the end of the training programme provides valuable feedback on participants' perceptions of the programme and its effects. The questionnaire can include questions such as:

— How relevant participants felt the programme was to their role
— How useful they felt the programme was
— Whether they feel the programme increased their knowledge on sexual violence
— Whether they feel the programme increased their confidence in addressing sexual violence
— Whether they think they will change their behaviour as a result of participating in the programme
— What aspects of the programme they did/did not value
— How well they felt the programme was delivered
— How much they enjoyed the programme
— Any suggestions they may have for improving delivery of the programme

Some example questions that could be used in a post-training questionnaire are included in Appendix 6.

Pre- and post-training questionnaires

Asking participants to complete questionnaires both before (pre-) and after (post-) the training programme can provide useful information on the programme's immediate impact on knowledge, attitudes and intended behaviours. These questionnaires can include questions to measure participants':

— Knowledge of issues relating to sexual violence
— Attitudes towards sexual violence
— Perceptions of their role in violence prevention
— Confidence in addressing sexual violence
— Knowledge of support services for sexual violence
— Likely behaviours when encountering sexual violence

By repeating the same questions in both surveys, any changes in participants' responses before and after completing the training programme can be identified. The post-training questionnaire can also include questions about participants' perceptions of the programme content and delivery, as detailed in the previous section. Some example questions that could be used in both pre- and post-training questionnaires are included in Appendix 6.

Follow up studies and other research methods

Evaluations that measure the impacts of **stop!sv** on participants' behaviour and levels of sexual violence are important in identifying its effectiveness and informing wider use of the programme. It is highly recommended that implementers who choose to use **stop!sv** across a wider audience undertake follow up studies and other research methods to ensure the programme has beneficial effects. These types of studies require more complex designs and could be implemented in collaboration with academic partners or others with research expertise. The types of methods that could be used include:

— Follow up studies of programme participants to see if changes in knowledge, attitudes and behaviours are maintained over longer periods of time (e.g. 3, 6 or 12 months).
— Use of routine data sources (e.g. police or health data) to identify any changes in reports of sexual violence associated with programme implementation.
— Observational studies or surveys of nightlife patrons to identify any changes in staff practices, nightlife environments or experience of sexual violence associated with programme implementation.

The **stop!sv** team would be very grateful if those that implement and evaluate the programme share their experiences and findings (see www.irefrea.org).

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Czech Republic

Czech Penal Code[1]

Article 185	**Rape**	**(1)** Whoever forces another person to have sexual intercourse by violence or by a threat of violence, or a threat of other serious detriment, or whoever exploits the person's vulnerability for such an act, shall be sentenced to <u>imprisonment for six months to five years</u>.

(2) An offender shall be sentenced *to* <u>imprisonment for two to ten years</u>, if he/she commits the act referred to in Sub-section (1)

    a) by sexual intercourse or other sexual contact performed in a manner comparable with intercourse,
    c) on a child, or
    d) with a weapon.

(3) An offender shall be sentenced to imprisonment for five to twelve years, if he/she

    a) commits the act referred to in Sub-section (1) on a child under the age of fifteen,
    b) commits such an act on a person in detention, serving a prison sentence, in protective treatment, in security detention, in protective or institutional therapy or in another place where personal freedom is restricted, or
    c) causes grievous bodily harm by such an act.

(4) An offender shall be sentenced to imprisonment for <u>ten to eighteen years</u>, if he/she cause death by the act referred to in Sub-section (1).

(5) Preparation is criminal.

Article 186 **Sexual Duress**

(1) Whoever forces another person to masturbation, indecent exposure, or other comparable conduct by a threat of violence or a threat of another serious detriment, or whoever exploits the vulnerability of another for such conduct, shall be sentenced to imprisonment for six months to four years or to prohibition of activity.

(2) The same sentence shall be imposed to anyone who makes another person perform sexual intercourse, masturbation, indecent exposure, or other comparable conduct by exploiting his/her addiction or the offender's position and credibility or influence derived therefrom.

(3) An offender shall be sentenced to imprisonment for one year to five years, if he/she commits the act referred to in Sub-section (1) or (2)

   a) on a child, or
   b) with at least two persons.

(4) An offender shall be sentenced to imprisonment for two to eight years, if he/she

   a) commits the act referred to in Sub-section (1) with a weapon,
   b) commits the act referred to in Sub-section (1) or (2) on a person in detention, serving a prison sentence, in a protective treatment, security detention, protective or institutional therapy or in another place where personal freedom is restricted, or
   c) commits such an act as a member of an organised group.

(5) An offender shall be sentenced to imprisonment for five to twelve years, if he/she

   a) commits the act referred to in Sub-section (1) on a child under the age of fifteen, or
   b) caused grievous bodily harm by such an act.

(6) An offender shall be sentenced to imprisonment for ten to sixteen years, if he/she causes death by the act referred to in Sub-section (1) or (2) .

(7) Preparation is criminal.

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1 Act No. 40/2009 Coll., Penal Code:
http://www.ejtn.eu/PageFiles/6533/Criminal%20Code%20of%20the%20Czech%20Republic.pdf

Portugal

Portuguese Penal Code

Article 163	**Sexual coercion**	**(1)** Who, by means of violence, a serious threat, or after having, for that purpose, rendered unconscious or unable to resist, embarrass another person to suffer or to practice, with himself or with others, a relevant sexual act is punished with <u>imprisonment from one to eight years</u>.
		(2) Any person who, through not understood in the preceding paragraph, embarrasses another person to suffer or to perform a major sexual act, with himself or with another person, shall be punished with <u>imprisonment for up to 5 years</u>.
Article 164	**Infringement**	**(1)** Who, by means of violence, a serious threat, or after having, for that purpose, rendered him unconscious or unable to resist, embarrass another person:
		a) To suffer or to practice, with or with others, copula, anal intercourse or oral coitus; or
		b) Undergoing vaginal or anal introduction of parts of the body or objects;
		(2) Who, through not understood in the previous number, embarrass another person:
		a) To suffer or to practice, with or with others, copula, anal intercourse or oral coitus; or
		b) Undergoing vaginal or anal introduction of parts of the body or objects;
		Shall be punished with <u>imprisonment from 1 to 6 years</u>.
Article 170	**Sexual Harassment**	Whoever harasses another person, practicing acts of an exhibitionist nature, formulating proposals of sexual content or constraining them to sexual contact, shall be punished with <u>imprisonment for up to one year or with a fine of up to 120 days</u>, if more severe penalty shall not apply to it by virtue of another legal provision.

Spain

Spanish Penal Code[2]

Article 178	**Sexual Assault**	Anyone who violates the sexual freedom of another person, using violence or intimidation, will be punished as responsible for sexual assault with imprisonment from <u>one to five years</u>.
Article 179		When sexual assault consists on carnal vaginal, anal or oral access, or the introduction of body members or objects through any of the first two canals, the person responsible will be punished as criminal of rape with <u>imprisonment from six to 12 years</u>.
Article 181	**Sexual abuse**	**(1)** Whoever who, without violence or intimidation and without consent, performs acts that violate the freedom or sexual indemnity of another person, shall be punished as responsible for sexual assault with <u>imprisonment for one to three years or fined from eighteen to twenty four months</u>.
		(2) For the purpose of the previous paragraph, non-consensual sexual abuse shall be deemed to be committed against persons who are deprived of their senses or whose mental disorder is abused, as well as those committed by nullifying the will of the victim through the use of medicines, drugs, or any other natural or chemical substance suitable for that purpose.
		(3) The <u>same penalty</u> shall be imposed when the consent is obtained in a situation when the manifest superiority of the person responsible prevails limiting the freedom of the victim.
		(4) In all the above cases, when the sexual abuse consists of carnal access through the vaginal, anal or oral tracts, or introduction of body members or objects through any of the first two canals, the person responsible will be punished <u>by prison sentence of four to ten years</u>.

| **Article 182** | | (1) | Any person who, by engaging in deception or abusing from a position of trust, authority or influence over the victim, engages in acts of sexual nature with persons over the age of sixteen and under the age of eighteen, shall be punished by imprisonment from one to three years. |
| | | (2) | When acts consist of carnal access through the vaginal, anal or oral tracts, or introduction of body members or objects through any of the first two canals, the penalty shall be imprisonment from two to six years. |

| **Article 184** | **Sexual Harassment** | (1) | Any person requesting favours of a sexual nature, for himself or for a third party, in the context of a continuous or habitual employment, teaching or provision of service relationship; and that with such behaviour causes a situation objectively and seriously intimidating, hostile or humiliating for the victim, shall be punished as a perpetrator of sexual harassment with imprisonment from three to five months or a fine from six to 10 months. |
| | | (2) | If the person guilty of sexual harassment has committed the act by taking advantage of a situation of superiority at work, academia or hierarchical, or with the express or tacit message of causing evil to the victim's legitimate expectations in the context of the said relationship. The penalty will be imprisonment for five to seven month or a fine from 10 to 14 months. |

2 http://www.legislationline.org/documents/section/criminal-codes

United Kingdom

Sexual Offences Act 2003 plus Sentencing Manual[3]

Part 1 (1)	**Rape**	**(1)** A person (A) commits an offence if—

    a) he intentionally penetrates the vagina, anus or mouth of another person (B) with his penis,
    b) B does not consent to the penetration, and
    c) A does not reasonably believe that B consents.

(2) Whether a belief is reasonable is to be determined having regard to all the circumstances, including any steps A has taken to ascertain whether B consents.

(3) Sections 75 and 76 apply to an offence under this section.

(4) A person guilty of an offence under this section is liable, on conviction on indictment, to imprisonment for life.

Part 1 (2)	**Assault by penetration E+W**	**(1)** A person (A) commits an offence if—

    a) he intentionally penetrates the vagina or anus of another person (B) with a part of his body or anything else,
    b) the penetration is sexual,
    c) B does not consent to the penetration, and
    d) A does not reasonably believe that B consents.

(2) Whether a belief is reasonable is to be determined having regard to all the circumstances, including any steps A has taken to ascertain whether B consents.

(3) Sections 75 and 76 apply to an offence under this section.

(4) A person guilty of an offence under this section is liable, on conviction on indictment, to imprisonment for life.

Part 1 (3)	**Sexual Assault**	**(1)**	A person (A) commits an offence if—

Part 1 (3)   **Sexual Assault**

(1) A person (A) commits an offence if—

   a) he intentionally touches another person (B),
   b) the touching is sexual,
   c) B does not consent to the touching, and
   d) A does not reasonably believe that B consents.

(2) Whether a belief is reasonable is to be determined having regard to all the circumstances, including any steps A has taken to ascertain whether B consents.

(3) Sections 75 and 76 apply to an offence under this section.

(4) A person guilty of an offence under this section is liable—
   a) on summary conviction, to imprisonment for a term not exceeding 6 months or a fine not exceeding the statutory maximum or both;
   b) on conviction on indictment, to imprisonment for a term not exceeding 10 years.

Part 1 (4)   **Causing a person to engage in sexual activity without consent**

(1) A person (A) commits an offence if—

   a) he intentionally causes another person (B) to engage in an activity,
   b) the activity is sexual,
   c) B does not consent to engaging in the activity, and
   d) A does not reasonably believe that B consents.

(2) Whether a belief is reasonable is to be determined having regard to all the circumstances, including any steps A has taken to ascertain whether B consents.

(3) Sections 75 and 76 apply to an offence under this section.

(4) A person guilty of an offence under this section, if the activity caused involved—

   a) penetration of B's anus or vagina,
   b) penetration of B's mouth with a person's penis,
   c) penetration of a person's anus or vagina with a part of B's body or by B with anything else, or
   d) penetration of a person's mouth with B's penis,
   e) is liable, on conviction on indictment, to imprisonment for life.

(5) Unless subsection (4) applies, a person guilty of an offence under this section is liable—

   a) on summary conviction, to imprisonment for a term not exceeding 6 months or to a fine not exceeding the statutory maximum or both;
   b) on conviction on indictment, to imprisonment for a term not exceeding 10 years.

Appendix 2

stop!sv training attendance sheet

Trainer (s) name

Date of session Day   Month   Year

Location of training

Country of training (i.e. venue name)

Trainees:

Trainee	Gender		Estimated age group (years)		Venue / Setting	Job role	Years working in nightlife
	Male	Female	Under 25	25 and over			
01							
02							
03							
04							
05							
06							
07							
08							
09							
10							
11							
12							
13							
14							
15							

Summary of trainee responses to Slide 2: *Can you tell me a little about why it is important for you to attend this training and what you want to get out of the session?*

Factors associated with sexual violence within nightlife premised

The nature and prevalence of sexual violence in nightlife settings is the result of a combination of intertwining factors that can promote such harms. Some of the key associations identified are summarised in the table below:

Factors that may promote (either directly or indirectly) sexual violence in nightlife settings

	Personal behaviour	Venue management	Physical context	Alcohol and drug use	Social context
Staff	Rude or obnoxious / too friendly with clients	Poorly trained (responsible beverage service; conflict management) or uncoordinated staff	Poorly supervised areas and clients	Staff drinking alcohol (using drugs) Staff overserving drunk customers	Oversexualised staff (attitude, entertainment, dressing code) or use of overtly sexual / violent music
Clients	Lack of boundaries with staff / other clients	Lack of house rules Acceptance of permissive behaviours	Overcrowding / queuing (e.g. bathrooms) Unattended / isolated clients	Level of drunkenness Evidence of drug use	Level of dancing / sexual contact in dancing Level of sexual activity in venue
General atmosphere	General rowdiness / permissiveness	Tolerance of offensive/ abusive behaviours	Dark / hidden areas Dirtiness (litter, spills, empty glasses and bottles)	Level of intoxication of the participants	Use of highly sexualised images Level of sexual competition in venue

There are several tools to help identify the level of intoxication of one person. The following list may be of help when making these ratings. It is intended to describe the signs of slight, moderate and severe intoxication.

1. **Slight intoxication**
Slight changes in appearance and behaviour.

2. **Moderate intoxication**

   » *Behaviour*
   - » Physical contact between drinker and others become more common.
   - » Noisy / loud conversation.
   - » Reduced physical distance between drinker and others while in conversation.
   - » Very friendly, particularly with strangers / sexy approaches, provocative dancing.

   » *Appearance*
   - » May complain about feeling hot or sweaty.
   - » May have self-satisfied glow or a smug look.

   » *Co-ordination*
   - » Stooped or limp, may lean on objects.
   - » Speaks slowly, concentrates on speaking.

3. **Severe intoxication**

   » *Behaviour*
   - » May totally disregard social conventions (e.g. going to the bathroom outside)/ dancing on top of tables.
   - » May be withdrawn, paranoid.
   - » Confused, indecisive.

   » *Appearance*
   - » Dishevelled, hair messed, shirt out /untidy, smeared make up.
   - » Eyes almost closed.

   » *Co-ordination*
   - » Stumbling, bumps into things.
   - » Poor speech, may slur words.

stop!sv training role play scenarios

Role play scenario 1

The venue is crowded, people are very drunk, dancing and having fun. You see a male passed out on the floor in the corner of the venue, he appears to be on his own.

(1) Any concerns with this? What and why?
(2) In your role as a nightlife worker (and a bystander), what are some of the things you could do here?

Role play scenario 2

A female who looks very drunk is being escorted out of the venue by a male. She doesn't appear to know what is happening and cannot stand up properly. It is not clear if she knows the male.

(1) Any concerns with this? What and why?
(2) In your role as a nightlife worker (and a bystander), what are some of the things you could do here?

Role play scenario 3

You are with a group of staff, and one person is talking about having sex with another person who was drunk and kept falling asleep througout the sexual activity. Some of those listening are laughing.

(1) Any concerns with this? What and why?
(2) In your role as a nightlife worker (and a bystander), what are some of the things you could do here?

Views on the training

To what extent do you agree/disagree with the following statements?

— The training will help me to better deal with sexual violence in the nightlife environment.
— The training has helped me know where to go for help and support in cases of sexual violence.
— Since completing the **stop!sv** training, I have been better able to deal with sexual violence in the nightlife environment.

Including a 5 point likert scale: strongly agree, agree, neither, disagree, strongly disagree.

Atttitudes and perceptions of sexual violence

To what extent do you agree/disagree with the following statements?

— I don't think sexual violence is a problem in the nightlife venue where I work.
— Staff working in nightlife venues can do something about sexual violence in nightlife.
— Sexual violence is never the fault of the victim.

Including a 5 point likert scale: strongly agree, agree, neither, disagree, strongly disagree.

Confidence to identify vulnerability and respond to sexual violence

In general, how confident do you think you would feel:

— Doing something if you see a woman in a bar, pub or nightclub surrounded by a group of men, and she looks very uncomfortable or upset.
— Speaking up to someone who is making excuses for forcing someone to have sex with them.
— Asking someone you work with to help you address sexual violence.

Including a 5 point likert scale: really not confident, confident, neither, confident, realy confident.

Experience of identifying vulnerability and responding to sexual violence

Please read the list below and tick *Yes* or *No* for all the items indicating behaviours you have actually engaged in DURING THE LAST 3 MONTHS.

— Asked someone who seemed upset in a bar, pub or nightclub if they were okay or needed help
— Asked someone I work with to help me address sexual violence.
— Let someone I didn't know who I suspected had been sexually assaulted know that I'm available for help and support

Experience of sexual violence

Whilst in a bar, pub or nightclub, has anyone ever touched you sexually in a way that you did notwant to be touched or done something else sexual to you that you did not want them to do?

stop!sv

Staff training
on prevention of
sexual violence

stop ! sv

IREFREA

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