

**EQUALITY and RIGHTS  
ADVOCATES**

**A NEW**



**EARA**

**FOR HAMPSHIRE**



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Scout  
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## So far....

Delivered assemblies to all year groups and to staff on misuse of the word 'gay'.

Presented at the Hampshire Rights Respecting Annual Conference.

Been invited to present at the Hampshire Anti-Bullying conference.

Sexual harassment is a form of discrimination under the **Equality Act 2010**

**Sexual harassment** is unwanted behaviour of a sexual nature which you find offensive or which makes you feel intimidated, humiliated or distressed.

# Sexual harassment can include:

- ▶ sexual comments or jokes
- ▶ physical behaviour, including unwelcome sexual advances, touching and various forms of sexual assault
- ▶ displaying pictures, photos or drawings of a sexual nature
- ▶ sending messages with a sexual content

# Key finding from the Women and Equalities Select Committee report:

- ▶ By the age of 18, one in three girls have experienced unwanted sexual touching while at school - and the way incidents of this nature have been handled has been 'alarmingly inconsistent'.
- ▶ Teachers often accept sexual harassment as 'banter'.
- ▶ Sexual harassment has become a 'normal part of school life' for many.

**QUIZ:**

**ANSWER A**

**ANSWER B**

**ANSWER C**



**Q1:** You hear a group of girls discussing another student behind her back, with words such as “slut” and “whore” being used frequently. What do you do?

- A. Warn the girls to use more appropriate language in school.
- B. Confront them about their language choices and explain why it is inappropriate. If continued, alert a senior member of staff to the situation.
- C. Disregard as harmless ‘banter’.

Q2:

In a lesson, a female student has her bra undone by another student seated behind her. You see the entire event and consequently, her friends attempting to do it back up. What do you do?

- A. Attempt to reprimand the child by embarrassing them in front of the class. Ask what they are doing in front of the entire class.
- B. Ask both students to stay behind at the end of the lesson to discuss the issue. Make it clear that this is unacceptable and a form of harassment.
- C. Continue the lesson pretending you haven't seen.



**Q3:** Coming out of a PE lesson, you notice an openly gay student being inappropriately touched by another male student against his will. What do you do?

- A. Tell the student to stop what he is doing and rush them along to their next lesson.
- B. Take the student aside and question them about their behaviour. Explain how this is a form of harassment.
- C. Dismiss the issue completely because it's just boys messing about.

**Q4:** You notice, while on duty, a year 11 female student forcibly encouraging a Year 7 to kiss her. What do you do?

- A. Walk past telling them to split it up and continue on your duty.
- B. Talk to them individually and discuss with the year 11 how the behaviour is unacceptable, and ask the year 7 if they are okay. Encourage the year 7 to report these issues if they occur again.
- C. Create some 'cheeky banter' and suggest the year 7 is lucky.

**Q5:** Before starting a lesson, you overhear a group of students accusing another of engaging in sexual activities with another student, pressuring them into revealing personal details regarding their supposed actions. What do you do?

- A. Hurry the students and begin the lesson; you are aware that the situation is making the student uncomfortable.
- B. Ask the student if they would like to move for the lesson and report the incident to an appropriate member of staff who can deal with it sensitively.
- C. Keep listening - it's good gossip for the staff room!

# How did you score?

- ▶ Mostly A - You are aware of sexual harassment around the school but do not always understand how to tackle it, or feel comfortable doing so.
- ▶ Mostly B - You are aware of sexual harassment around the school and how to deal with it effectively; you always challenge this behaviour when observed.
- ▶ Mostly C - You did not identify these examples as forms of sexual harassment, and as such failed to deal with them effectively.

# What we'd like you to do now:

- ▶ Review
- ▶ Prepare
- ▶ Observe
- ▶ Challenge
- ▶ Record



<http://www.publications.parliament.uk/pa/cm201617/cmselect/cmwomeq/91/9102.htm>