



## Weekly Bulletin 26<sup>th</sup> November 2021

Thursday 2<sup>nd</sup> December

*Diamond Class Trip – African Dance & Drumming*

Friday 17<sup>th</sup> December

*Break up for Christmas*

### **Vacancies – After School Club Supervisor / Assistant - Before School Club Assistant**

We are looking for vibrant Club Supervisor/Assistants for our high quality out of hours school provision for children (Age 4-11) within a positive, safe and happy environment. You would be responsible for planning age-appropriate activities which enthuse and engage the children, making good use of both the indoor and outdoor environment and communicating with parents.

Please click the below links for further information:

[After School Club Assistant – Skelton Newby Hall CE Primary](#)

[After School Club Supervisor – Skelton Newby Hall CE Primary](#)

[Before School Club Assistant – Skelton Newby Hall CE Primary](#)

Closing date for applications is Monday 6<sup>th</sup> December 2021.

### **Reuse Santa Appeal**

This year the Reuse Santa Appeal takes place between 15 November and 15 December. We are collecting toys, games, puzzles and books in good condition for ages 4 – 16 to be given to our charity partners. If you have any you would like to donate please bring to school, and we will drop off at the collection points. Please see attached poster for further information.

### **Diamond Class Trip – African Dance & Drumming**

On Thursday 2<sup>nd</sup> December, Diamond Class will be joining Class 4 from Sharow for an African Dance & Drum session at St Johns Church, Sharow. The bus will be leaving Skelton Newby Hall Primary at 8:45am prompt and will be back for normal pick up at 3:30pm. Children are encouraged to wear comfortable clothing with trainers and will need a bottle of water.

### **Poppy Appeal**

Thank you to all the parents and children for purchasing the poppies, and to Diamond Class for selling these at break times. We raised a very impressive £79.12!

### **How we tackle sexism and sexual harassment in our schools**

Following the successful parent information session on Wednesday, we have created a parent document to support you in your understanding and to enable you to challenge unwanted behaviours. Thank you to all of you who took part. We aim to be providing further parent sessions on different subjects throughout the year to allow us to share more about what we do in school.

# Tackling sexism and sexual harassment in our schools

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## Sexual harassment: definition

Sexual harassment means unwanted sexual conduct.

It can happen online and offline. It can include:

- Sexual comments, such as sexual stories, lewd comments, sexualised name-calling or sexual remarks about clothes and appearance
- Sexual 'jokes' or taunting
- Physical behaviour, such as deliberately brushing against someone or interfering with their clothes (note: this can sometimes cross a line into sexual violence), or displaying pictures, photos or drawings of a sexual nature
- Online sexual harassment. This may be standalone, or part of a wider pattern of sexual harassment and/or sexual violence. It may include:
  - Consensual and non-consensual sharing of nudes and semi-nudes images and/or videos (note: taking and sharing nude photographs of under-18s is a criminal offence)
  - Sharing of unwanted explicit content
  - Upskirting (note: this is a criminal offence)
  - Sexualised online bullying
  - Unwanted sexual comments and messages, including on social media
  - Sexual exploitation, coercion and threats

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## 6 tips to help you challenge it in the moment

- > **Challenge it there and then.** It's important to do this to send a clear message that the comment or behaviour isn't acceptable. Don't dismiss or downplay an incident
- > **Challenge the behaviour, not the person.** This depersonalises the challenge. For example, "That is sexist language" is a more helpful comment than "You're sexist"
- > **Explain what the problem is.** This gives a reason for your challenge and helps pupils see why their comment or behaviour was problematic
- > **Support the victim and show empathy.** Let them know it's not their fault. Consider the incident from their perspective and encourage others to do the same
- > **Challenge gender bias and stereotypes.** And be aware of your own biases too. Don't stereotype or make assumptions based on your perceptions of the pupils involved
- > **Focus on the perpetrator's behaviour rather than the victim's.** This moves us away from seeing sexual harassment and violence as 'inevitable' and something girls should adapt their behaviour to avoid

## Conversation starters

- > "That's not how we behave. This could be seen as inappropriate touching / language ... "
- > "You may not have seen it this way, but ... "
- > "What do you think that word means?"
- > "What do you mean by that?"
- > "You may not think there's anything wrong with that behaviour / language, but many others would"
- > "In our family we ... "
- > "I'm really uncomfortable with you saying things like that / behaving that way. It makes me feel ... "

## COMMON QUESTIONS

### **But surely if someone shares an image they are partly to blame if it gets shared?**

It's important that children are educated about the potential risks of the internet, including how easily images can be shared, so that they can make informed choices. If an incident happens, it might be appropriate to support a pupil to consider who they share images with in the future.

But, if an image is shared or used inappropriately by another pupil or someone else, the blame for that inappropriate use or sharing sits entirely with that person, not with the pupil whose photo was used in that way.

### **But sexism affects men too. Not all men sexually harass women.**

This is true, but the evidence shows that women are disproportionately affected by sexual harassment and assault. Overwhelmingly, men are the perpetrators of these types of crime.

Work around overcoming sexism and sexual harassment is not about blaming all men, or portraying women as helpless victims. Instead, it's about recognising that we all have a part to play in tackling sexist stereotypes and harassment in all of its forms.

The ultimate goal of work around this issue is to create a school where nobody is bound by arbitrary gender stereotypes, and in which everyone understands the meaning of consent and everyone feels safe and able to be themselves. This work is for the benefit of *all* pupils, staff and volunteers, not just women and girls.

### **But what if I like being wolf whistled?**

Everyone has different preferences for how they want others to treat them, and that's fine. But just because one person likes certain interactions, it doesn't mean others will too. Others might find them intimidating, hostile or humiliating.

If wolf whistling is deemed acceptable within a school (or society as a whole), it sets a precedent for the sexualisation of women, which contributes to a culture where the more extreme behaviours further up the pyramid we looked at become accepted.

Sexual harassment is defined in the Equality Act 2010 as unwanted conduct of a sexual nature which has the purpose or effect of violating someone's dignity, or creating an intimidating, hostile, degrading, humiliating or offensive environment.

Behaviours like wolf whistling would fall within this definition.

### **Where do we draw the line between banter and harassment?**

Sometimes behaviour that appears harmless can have unintended harmful impacts, including contributing to stereotypes and assumptions.

While we wouldn't discourage people from making jokes and having fun, when jokes target key parts of a person's identity and refer to inappropriate and even criminal behaviour, this is entirely unacceptable and goes beyond being a 'joke' or 'banter'.

Thinking back to the pyramid of gendered violence, these behaviours set the foundation for a culture where increasingly violent behaviours can happen.

