

What does it mean to be a Rights Respecting School at JGHS



Achieving Silver

Rights respecting attitudes and **language** are embedded across the school.



Children, young people and adults in our community have a **thorough understanding of child rights**.



The school **explicitly adopts a child rights approach based** on the UNCRC and is embedding it into school policy, practice and culture.



RRSA has a **positive impact** on children and young people's learning and wellbeing.



Respect

Kindness

Integrity

Inclusion

High Expectations

United Nations Convention on the Rights of the Child

The rights which relate particularly to gender inequality and gender-based violence are:

- ***Article 2 (non-discrimination)***
- ***Article 19 (protection from violence, abuse and neglect)***
- ***Article 29 (aims of education)***
- ***Article 34 (sexual exploitation)***
- ***Article 39 (recovery from trauma and reintegration)***

In addition, ESAS makes children and young people's involvement central – by seeking their views and perspectives in how issues relating to gender equality and gender-based violence affect them – and by working with them to decide on and carry out actions to address their concerns.

- ***Article 12 (respect for the views of the child)***



Success Criteria



Inset May 2024

- Raise staff awareness of ESAS – what is the why?
- Staff complete 10 min survey
- Staff complete E-Module training
- Staff sign up for the 'ESAS Action Group' and recommend pupils

Next Step

- Interested staff please email Ian Porter and Tania Peters



Why?

- Roots of male violence against women begin early
- Schools are key sites in which norms are established
- Victimization/perpetration often begins in adolescence
- GBV affects all students
- GBV can also affect staff

ESAS: A whole-school approach



equally safe
at school



ESAS Baseline Survey



- In January 2024 University of Glasgow researchers surveyed all JGHS S2, S4 and S6 students in English, Maths, PE & PSE.

S2 = 274 students completed the survey

S4 = 265 students completed the survey

S6 = 74 students completed the survey

There is no cost to the school to take part in Equally Safe at School and there was a £500 contribution to the school for the cost of administering the survey.

School report points of interest 1/2

- Student experience of sexual harassment (at school or on way to and from school; last 2 months): Ranged from 2% to 24% depending on type of sexual harassment behaviour) (higher among girls and S4 students).
- Most common locations where students felt unsafe at school (last 2 months): toilets (24%); hallways (13%), on the way to and from school (13%), school grounds, classroom. Cafeteria and Library were seen as the safest places. Girls reported feeling less safe than boys, especially in toilets, on the way to and from school and hallways.
- 30% of students feared being sexually harassed (at school or on way to and from school) in last 2 months (noteworthy difference between girls and boys: 49% versus 10%).
- Most students feel confident to report sexual harassment to staff (62-76% depending on the type of SH incident). Confidence seems lower among girls than boys.
- 60% said 'students don't report 'unwelcome sexual comments or jokes' as they don't believe they will be taken seriously. The percentage was higher among girls (70%) than boys (51%).

School report points of interest 2/2

- 48% of students think GBV is talked about too little in school (this was highest among girls (64%), S4 (58%) and S6 students (54%)).
- A majority (62%) agree that GBV can be talked about openly in school (lower percentages among girls and S4 students).
- 44% of students think all or most staff would respond appropriately to an incident of sexual harassment. 9% thought that no staff would respond appropriately. 48% thought that some or a few would respond appropriately. Girls thought that less staff would respond appropriately as compared to boys.
- Some endorsement of gender stereotypes, e.g. 32% of boys believe there are more things that boys are better at than girls.
- S6 students tend to have more gender-equal attitudes