



WHAT DO I NEED TO KNOW ABOUT SCHOOL RELATED GENDER BASED VIOLENCE (SRGBV)

WHAT IS SCHOOL RELATED GBV

SRGBV can be defined as acts or threats of sexual, physical or psychological violence occurring in and around schools, perpetrated as a result of gender norms and stereotypes, and enforced by unequal power dynamics.

It also refers to the differences between girls' and boys' experiences of violence and their vulnerability to exposure to violence.

School Related Gender Based Violence violates fundamental rights of children, it is a form of gender discrimination and has a wide range of physical, behavioral and learning consequences for the physical and emotional well-being of children, their school performance and the likelihood of violent behaviour in the long term.

FORMS OF SRGBV

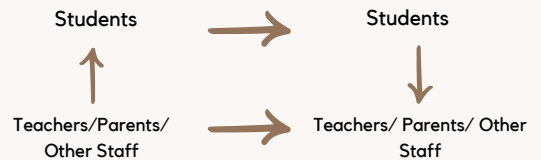
- ◆ Bullying, including verbal and/or physical harassment.
- ◆ Seduction and/or sexual harassment that also referred to as "teasing"
- ◆ Non-consensual touching or sexual assault.
- ◆ Tolerance (or encouragement) of male domination or aggression within the school environment.

WHERE CAN IT TAKE PLACE

Incidents of gender-based violence in schools may occur in the classroom, in the office, in the toilets, in public school common areas, but also on the streets and areas around schools. It can take place at home, in the community, with school being the common meeting place for the parties involved.

Person that can be related to incidents of SRGBV incidents as victims or perpetrators might include

In a school setting, individuals who perpetrate gender-based violence on others may include:



What to do and what to avoid if a child discloses to me an incident of SRGBV

Managing disclosure in a sensitive way is the first step in the restorative process for a child. Non-response may leave the child feeling unprotected or alone. Conversely, overreacting emotionally can scare the child and avoid talking to you further.

WHAT CAN I DO

- I try to stay informed about the law and rules and protocols of the school.
- I assure the child that he or she has done the right thing in deciding to speak up
- I try to stay calm
- I listen carefully to what the child has to say and give the children space to express themselves
- I believe the child and show that I care, without accusing the child for what happened
- I explain to children that I will need to share information about what happened with a trusted person who can help, and I ask them how they feel.
- I report the incident following the rules and the protocol of the school.
- I try to receive support not only for the child but also for me.
- I act immediately and liaise with the emergency services if I believe the child is in danger.
- I try to include the child in the process, considering their needs and encouraging their participation.

WHAT TO AVOID

- Blame the child for what happened.
- Express disbelief or justify what happened.
- Make promises I can't keep: e.g., promise not to talk to anyone
- Confront the perpetrator
- Avoid to touch the child without consent



What can I do as a teacher to prevent gender-based violence in schools

I try to be vigilant and aware of school gender violence so that I can identify, reduce and try to prevent situations when they occur and may put children at risk. Respect the privacy and need of the child



When the child has questions about school gender violence:

1

I answer questions and use examples from the environment. I answer every question coming from the child and even if I don't know the answer, I take care of the feeling that accompanies this question.

2

I communicate simply, honestly and directly in language appropriate to the child's age and avoid discussing all the issues together. I am not afraid to say, "I don't know" or "I feel uncomfortable, but I would like to try to talk about it".

3

I do not react strongly, negatively or dramatically to something that the child asks me or mentions to me, as I do not forget that my reaction will determine how the child will perceive his/her own action.

4

I do not forget that we should not joke about issues related to gender-based violence, push for discussion, tease the child about changes or even evade by saying that he or she is not old enough or small enough.



PROMOTING GENDER EQUALITY IN THE CLASSROOM



- I am aware of my personal beliefs about gender and how they may affect my interaction with children.
- I use neutral language when referring to children/students.
- I avoid grouping children into boys and girls and assigning tasks/activities in class that are traditionally associated with a particular gender
- I try not to use gender stereotyping and provide a wide range of different examples of gender roles in non-stereotypical roles.
- I create equal opportunities for everyone to participate and encourage working in heterogeneous groups in relevant activities.
- I enhance the expression of emotions for/in all children. I bring under discussion and dialogue relevant preconceived ideas that children may bring into the classroom or arise through the learning process.
- I encourage school staff to develop a framework for gender equality that promotes gender-neutral language and encourages non-traditional gender roles and activities.
- I try not to use material that reinforces gender stereotypes and when this is included in the curriculum, I foster a fruitful discussion.
- It is helpful to refer to the child in their preferred gender, using the appropriate gender. I do not forget that my personal example of how I include and refer to the child will be paramount to the attitude of other child-peers.