

"Some of the boys make comments on a lot of the girls in our years bodies and the girls just have to ignore it because no one thinks it's a big deal. The boys also slap the girls butts and touch their breasts without any consent." – Female student "I was in a French lesson in year 8 and a boy sitting next to me kept groping my bum and tried moving his hand to my front." – Female student "Boys often lift skirts up and whistle and treat girls in a sexual manner and nothing gets done about it." – Female student "Some of the boys in my primary would air hump behind girls when they weren't looking" – Male student "A boy touched my bum and try to touch my boob. I felt uncomfortable and I didn't tell him because I was scared but I tried to ignore him." – Female student "Some of the boys in my primary would air hump behind girls when they weren't looking" – Male student "A female pupil disclosed a class mate had 'groped' her at lunch time. She was disciplined when she retaliated but did not want to tell a male colleague about the incident." – Secondary school teacher "Boys touch girls inappropriately in corridors and at lunch/break times, they all seem to find this normal." – Secondary school teacher "In class boys talk about girls bodies and they do it to the male female sick is to the teachers and at girls, ask girls in class if a particular photo is them have he got it shared what it looks like. Girls have cried in class several times due to abuse or intimate photos." – Secondary school teacher "Female teachers have been sexually assaulted by male pupils in corridors and classrooms. This often happens when there's a crowd or disruption so that they are more likely to get away without being caught or identified. Male pupils regularly act inappropriately towards female girls." – Female secondary school teacher "I have been in this school trying to teach all over the case where a boy pushed his crotch up against my back to intimidate me. The boy was removed from my lesson once and then I was asked to accept him back in." – Female secondary school teacher "You often hear boys being told to 'man up' or 'not be such a girl' because people think being called a girl is an insult." – Female student "The term 'like a girl' is used to describe boys as being weak or rubbish, this can be hurtful to boys and girls but the term shouldn't be used as its hurtful on all girls who aren't weak or rubbish." – Female student "In school I was told to man up because I was male and not many that were female in school. Told to 'act like a girl' because I didn't used to wear make up in early years of secondary school." – Female student "In school a teacher told me to man up when someone was bullying me" – Male student "I have seen this occurring in school when a teacher has told somebody else to 'man up', this is easily sexist as girls (females) can also become braver than boys (males). Boys have also told girls that they are not allowed to play sports such as football because it's a 'boys sport'." – Male student "Often crosses over with homophobia: boys being called 'gay' if they like things seen as girly or show emotion." – Secondary school teacher "Teaching a subject with classes dominated in number by boys, I am often trying to stop conversations about girls that are degrading, sexualised and offensive." – Secondary school teacher "I have [heard] a male member of staff saying to another member of staff 'Don't be such a girl' in a derogative manner, which is particularly strange because we work in a girls school." – Secondary school teacher "In a staff briefing, staff as a whole were told to take 'Man Up Pills' in regards to high levels of staff sickness and staff feeling tired." – Secondary school teacher "Frequent serious violently misogynistic language used by a number of boys about and towards female staff and pupils. Very worrying sense of entitlement to belittle and make sexually unacceptable/threatening comments to females" – Teacher at Pupil Referral Unit "I thought I was going to fail maths and science but the teacher told me it's okay because girls tend to be better at expressive lessons." – Female student "I wanted to play football but because I'm a 'girl' they said that I'm not as good as the boys and how I'm too 'weak' to play. This happened in primary school." – Female student "At my secondary school girls were not allowed to play rugby or other stereotypically male sports like football instead we had to do dance and gymnastics which are sports the boys never had to do." – Female student "I love to play football with the boys as I did this on a weekend and played at their standard, but in a PE lesson I had to go with the girls group" – Female student "I was told not to bring the table in from the other classroom for me to use and rather the teacher asked a boy to lift it for me. Even though I was perfectly capable of doing it myself." – Female student "In things like PE it was always girls play one sport boys play another. I always liked sport until I moved up to secondary school." – Female student "I didn't like playing football and preferred spending time with girls so was teased because of that." – Male student "Was constantly bullied for being in the choir and enjoying drama. As a result of that I lost my passion for the arts.." – Male student "A group of boys was bullying a kid in a lower year. I went to tell the teacher about drama. Me and a number of my friends put a stop to it fairly quickly but the school couldn't do anything about it." – Male student "We were packing up and a girl went to put the boxes back in the cupboard but the teacher said 'leave it, that's a boys job, you go and pack the books'." – Male student "Once during an observation, I was told that instead of washing 'babies' in the water tray, I should have put knights to engage the boys. Because of course none of the boys will grow up to be fathers who might bathe their own children. And childcare concerns females only." – Teacher "I teach design and technology. Every day I see sexist slurs towards cookery being

"Mae hi ym mhobman"

Astudiaeth ar rhywiaeth mewn ysgolion

-a sut rydyn ni'n mynd i'r afael ag ef.

Crynodeb gweithredol



UK FEMINISTA

Cyflwyniad

"Mae rhai o'r bechgyn yn gwneud sylwadau ar gyrrf llawer o'r merched yn ein blynnyddoedd ac mae'n rhaid i'r merched ei anwybyddu oherwydd does neb yn credu ei fod yn beth mawr. Mae'r bechgyn hefyd yn slasio penolau'r merched ac yn cyffwrdd â'u bronnau heb unrhyw gydsyniad."

- Myfyriwr benywaidd

"Roeddwn i mewn gwers Ffrangeg ym mlwyddyn 8 ac roedd bachgen oedd yn eistedd wrth fy ymwl yn gafael yn fy mhen-ôl a cheisio symud ei law i'm blaen."

- Myfyriwr benywaidd

"Mae bechgyn yn aml yn codi sgertiau i fyny ac yn chwibanu ac yn trin merched mewn modd rhywiol ac nid oes unrhyw beth yn cael ei wneud yn ei gylch."

- Myfyriwr benywaidd

"Cyffyrddodd bachgen â fy mhen-ôl a cheisio cyffwrdd â fy mron. Roeddwn i'n teimlo'n anghyffyrddus a wnes i ddim dweud wrtho oherwydd roedd gen i ofn ond ceisiais ei anwybyddu. "

- Myfyriwr benywaidd

"Byddai rhai o'r bechgyn yn fy ysgol gynradd yn hwmpio awyr tu ôl i ferched pan nad oedden nhw'n edrych"

- Myfyriwr gwrywaidd

"Mae bechgyn yn cyffwrdd merched yn amhriodol mewn corridorau ac yn ystod amseroedd egwyl/cinio. Mae'n ymddangos eu bod i gyd yn credu fod hyn yn normal"

- Athro ysgol uwchradd

"Yn y dosbarth mae bechgyn yn siarad am gyrrf merched a beth fyddent yn ei wneud iddyn nhw, yn gwneud synau rhyw benywaidd at yr athrawon ac at ferched, yn gofyn i ferched yn y dosbarth ai llun penodol oedden nhw, ydyn nhw wedi ei eillio, beth mae'n edrych fel. Mae merched wedi crio yn y dosbarth sawl gwaith oherwydd cam-drin lluniau personol."

- Athro ysgol uwchradd

"Mae disgylion gwrywaidd wedi ymosod ar athrawon benywaidd mewn corridorau ac ystafelloedd dosbarth. Mae hyn yn aml yn digwydd pan fydd torf neu afonyddwch fel eu bod yn fwy tebygol o ddianc heb gael eu dal na'u hadnabod. Mae disgylion gwrywaidd yn gwneud sylwadau amhriodol yn rheolaidd i ferched y 6ed dosbarth."

- Athro ysgol uwchradd

"Rwyf wedi bod yn destun chwibanu wrth geisio dysgu, ac mewn un achos eithafol gwthiodd bachgen ei ffwrch i fyny yn erbyn fy nghefn i'm dychryn. Cafodd y bachgen ei dynnu o fy ngwers unwaith ac yna gofynnwyd imi ei dderbyn yn ôl i mewn."

- Athrawes ysgol uwchradd benywaidd

"Mae ym mhobman": Astudiaeth ar rywiaeth mewn ysgolion - a sut rydyn ni'n mynd i'r afael â hi

Undeb Addysg Cenedlaethol a UK Feminista, 2017

Teitl yr adroddiad hwn - "Mae hi ym mhobman" - yw geiriau merch a ofynnwyd am ei phrofiadau o rywiaeth yn yr ysgol fel rhan o'r astudiaeth hon.

Mae anghydraddoldeb rhwng menywod a dynion wedi'i wreiddio ledled y gymdeithas. Nid yw'r system addysg yn eithriad. Mewn gwirionedd, mae ymchwil flaenorol yn awgrymu bod ysgol yn safle allweddol lle mae agweddu ac ymddygiadau rhywiaethol yn cael eu meithrin a'u profi. Felly mae deall a mynd i'r afael â rhywiaeth mewn ysgolion yn hanfodol i sicrhau bod bechgyn a merched yn gallu dysgu a byw yn gyfartal - ac i ddod ag anghydraddoldeb rhywiol i ben yn y gymdeithas gyfan.

RHYWIAETH: Rhagfarn stereoteipo, neu wahaniaethu, yn nodwediadol yn erbyn menywod, ar sail rhyw.¹

Anghydraddoldeb rhywiol mewn cymdeithas heddiw

- Mae tua 85,000 o ferched yn cael eu treisio yng Nghymru a Lloegr bob blwyddyn.²
- Mae'r gymhareb o ddynion i ASau benywaidd yn 2:1 yn y senedd.³
- Ar gyfartaledd mae dwy fenyw yn cael eu lladd bob wythnos gan bartner presennol neu gyn-bartner yng Nghymru a Lloegr.⁴
- Mae menywod sy'n gweithio'n llawn amser yn cael eu talu 14.1% yn llai na dynion ar gyfartaledd.⁵
- Yn 2017 datgelodd y BBC fod heddlu yng Nghymru a Lloegr wedi derbyn adroddiadau o 2625 o droseddau rhywiol, gan gynnwys 225 o drais rhywiol honedig, yn digwydd ar dir yr ysgol dros y tair blynedd flaenorol.⁶
- Mae 80% o fechgyn sy'n cymryd TGAU mathemateg a gwyddoniaeth yn symud ymlaen i fath o gymhwyster STEM craidd Lefel 3, ond dim ond 33% o ferched sy'n gwneud yr un peth. Mae hyn er gwaetha'r ffaith bod 71.3% o ferched sy'n astudio STEM mewn TGAU yn cyflawni A*-C graddau, o'i gymharu â 62.4% o fechgyn.⁷
- Canfu Girlguiding UK fod 75% o ferched a menywod ifanc rhwng 11 a 21 oed yn nodi bod pryder ynghylch profi afonyddu rhywiol o bosibl yn effeithio ar eu bywydau mewn rhyw ffordd.⁸

Ynglŷn â'r ymchwil hon

Comisiynodd UK Feminista a'r Undeb Addysg Cenedlaethol (NEU) y Sefydliad Ymchwil Cyflogaeth ym Mhrifysgol Warwick i gynnal ymchwil i brofiadau a barn myfyrwyr ac athrawon ynghylch rhywiaeth mewn ysgolion.

Y Sefydliad Cyflogaeth Mae Ymchwil (IER) yn ganolfan ymchwil gwyddorau cymdeithasol rhywgladol blaenllaw. Mae IER yn defnyddio ymagreddau rhygddisgyblaethol aml-ddull i gynhyrchu a mynd i'r afael â chwestiynau ymchwil sylweddol. Am fanylion pellach, ewch i:
www.warwick.ac.uk/fac/soc/ier/

Rhwng mis Ionawr a mis Mehefin 2017, cwblhaodd 1508 o fyfyrwyr ysgolion uwchradd yng Nghymru a Lloegr arolwg dienw ar-lein neu ar bapur am rywiaeth mewn ysgolion.⁹ Mae myfyrwyr yn cael eu gwahodd i gymryd rhan gan eu hysgol, ac yn cwblhau rhan fwyaf yr arolwg fel rhan o wers neu mewn grwpiau tiwtor. Cynhaliwyd tri gr p trafod ar y pwnc hwn hefyd gyda myfyrwyr ysgolion uwchradd.

Rhwng mis Ionawr a mis Mai 2017, cymerodd 1634 o athrawon mewn ysgolion uwchradd a chynradd yng Nghymru a Lloegr ran hefyd mewn arolwg ar-lein dienw am rywiaeth mewn ysgolion. Mae'r ystadegau, dyfyniadau a dadansoddiadau yn yr adroddiad hwn yn seiliedig ar ganfyddiadau'r arolygon a'r grwpiau trafod.

Canfyddiadau

Aflonyddu rhywiol

Mae aflonyddu rhywiol yn gyffredin iawn mewn ysgolion. Mae hefyd yn seiliedig ar ryw, gyda'r mwyafrif llethol o achosion yn ymwneud â bechgyn sy'n targedu merched.

- Mae dros draean (37%) o fyfyrwyr benywaidd mewn ysgolion rhyw cymysg wedi profi'n bersonol rhyw fath o aflonyddu rhywiol yn yr ysgol.
- Mae bron i chwarter (24%) mae myfyrwyr benywaidd mewn ysgolion rhyw cymysg wedi bod yn destun cyffwrdd corfforol digroeso o natur rywiol tra yn yr ysgol.
- Bron i un o bob tri (32%) mae athrawon mewn ysgolion uwchradd rhyw cymysg yn dyst i aflonyddu rhywiol yn eu hysgol bob wythnos o leiaf. Mae dros hanner (54%) yn dyst eu bod yn dyst iddo bob tymor o leiaf. Dywed 36% arall eu bod yn dyst iddo bob tymor.

Iaith rywiaethol

Mae defnyddio iaith gwreig-gasaol yn gyffredin mewn ysgolion.

- Mae 66% o fyfyrwyr benywaidd a 37% o fyfyrwyr gwrywaidd mewn chweched dosbarth rhyw cymysg wedi profi neu wedi gweld defnydd o iaith rywiaethol yn yr ysgol.
- Mae 64% o athrawon mewn ysgolion uwchradd rhyw cymysg yn clywed iaith rywiaethol yn yr ysgol o leiaf bob wythnos. Mae dros chwarter yr athrawon (29%) yn adrodd bod iaith rywiaethol yn digwydd yn ddyddiol.

Stereoteipiau ac ymddygiad rhywiaethol

Mae stereoteipio ar sail rhyw yn elfen nodweddadol o ddiwylliant ysgolion, a atgyfnerthir yn aml trwy weithredoedd cyffredin, 'bob dydd'.

- Mae chwarter yr holl athrawon ysgol uwchradd yn dweud eu bod yn dyst i stereoteipio ar sail rhyw a gwahaniaethu yn eu hysgol yn ddyddiol, ac mae chwarter arall yn dweud eu bod yn dyst iddo bob wythnos.
- Mae dros draean (34%) o athrawon ysgolion cynradd yn dweud eu bod yn dyst i ystrydebu rhyw yn eu hysgol bob wythnos o leiaf. Mae dros hanner (54%) yn dyst eu bod yn dyst iddo bob tymor o leiaf.
- Dywed 36% o fyfyrwyr benywaidd mewn ysgolion rhyw cymysg eu bod yn bersonol wedi cael eu trin yn wahanol oherwydd eu rhyw, o gymharu â 15% o fyfyrwyr gwrywaidd.

Adrodd ac ymateb i rywiaeth

Mae rywiaeth ac aflonyddu rhywiol mewn ysgolion wedi cael ei normaleiddio ac anaml yr adroddir arno.

- Dim ond 14% o'r fyfyrwyr sydd wedi profi aflonyddu rhywiol a'i adroddodd wrth athro neu athrawes.
- Dim ond 6% o fyfyrwyr sydd wedi profi neu wedi bod yn dyst i ddefnyddio iaith rywiaethol yn yr ysgol sydd wedi ei adrodd i athro neu athrawes.
- Dywed dros chwarter (27%) o athrawon ysgolion uwchradd na fyddent yn teimlo'n hyderus yn mynd i'r afael â digwyddiad rywiaethol pe byddent yn ei brofi neu'n dyst iddo yn yr ysgol.

Camau i fynd i'r afael â rywiaeth

Ar hyn o bryd nid yw ysgolion wedi'u paratoi'n ddigonol ac nid oes ganddynt yr offer i fynd i'r afael â rywiaeth.

- Mae llai na chwarter (22%) o fyfyrwyr benywaidd mewn ysgolion rhyw cymysg yn credu bod eu hysgol yn cymryd rywiaeth yn ddigon difrifol.
- Mae 78% o fyfyrwyr ysgolion uwchradd yn ansicr neu ddim yn ymwybodol o fodolaeth unrhyw bolisiau ac arferion yn eu hysgol sy'n gysylltiedig ag atal rywiaeth.
- Mae dros hanner (64%) o athrawon ysgolion uwchradd yn ansicr neu ddim yn ymwybodol o fodolaeth unrhyw bolisiau ac arferion yn eu hysgol sy'n gysylltiedig ag atal rywiaeth.
- Dim ond un o bob pump (20%) o athrawon ysgolion uwchradd sydd wedi derbyn hyfforddiant ar gydnabod a mynd i'r afael â rywiaeth fel rhan o'u Haddysg Gychwynnol i Athrawon.
- Dim ond 22% o athrawon ysgolion uwchradd sydd wedi derbyn hyfforddiant Datblygiad Proffesiynol Parhaus wrth gydnabod a mynd i'r afael â rywiaeth.
- Ymhlieth y rhwystrau i fynd i'r afael â rywiaeth a nodwyd gan athrawon, mae ffocws rhy drwm ar bynciau academaidd (a nodwyd gan 69% o athrawon), llwyth gwaith athrawon yn rhy uchel (a nodwyd gan 68% o athrawon), a methiant arweinyddiaeth ysgol i flaenoriaethu mynd i'r afael â rywiaeth (a nodwyd gan 62% o athrawon).

Argymhellion

Mae rhywiaeth mewn ysgolion yn endemig - ond nid yw'n anochel. Mae angen gweithredu'n gyson ac yn barhaus gan ysgolion, y Llywodraeth a chyriff addysg i fynd i'r afael ag ef.

Llywodraeth

- Cyhoeddi canllawiau i bob ysgol ar sut i atal ac ymateb i aflonyddu rhywiol a thrais rhywiol.
- Creu cronfa i gefnogi sefydliadau sector arbenigol i ddarparu cefnogaeth meithrin gallu i ysgolion ar fynd i'r afael â rywiaeth ac aflonyddu rhywiol.
- Sicrhau bod y cwricwlwm ar gyfer perthnasoedd ac addysg rhyw (PARh), ar draws pob cam allweddol, wedi'i gynllunio i atal rywiaeth ac aflonyddu rhywiol ymhlieth plant a phobl ifanc a bod athrawon PARh yn cael mynediad at ddatblygiad proffesiynol o ansawdd uchel.

Darparwyr Hyfforddiant Cychwynnol Athrawon

- Dylai hyfforddiant ar sut i fynd i'r afael â rywiaeth fod yn elfen graidd a gorfodol o'r holl gyrsiau HCA.

Ysgolion

- Mabwysiadu 'dull ysgol gyfan' o fynd i'r afael â rywiaeth.
- Cymryd agwedd dim goddefgarwch tuag at aflonyddu rhywiol.

Adnoddau

I gael adnoddau ac arweiniad ar sut i fynd i'r afael â rhywiaeth mewn ysgolion, ymwelwch â:

ukfeminista.org.uk/resources-hub/

teachers.org.uk/equality/equality-matters

Ôl-nodion

¹ Oxford Dictionaries: <https://en.oxforddictionaries.com/definition/sexfism>

² End Violence Against Women coalition: <http://www.endviolenceagainstwomen.org.uk/about/data-on-violence-against-women-and-girls/>

³ Election 2017: Record number of female MPs', BBC News, 10/6/17: <http://www.bbc.co.uk/news/election-2017-40192060>

⁴ Women's Aid: <https://www.womensaid.org.uk/information-support/what-is-domestic-abuse/how-common-is-domestic-abuse/>

⁵ 'Gender Pay Gap and Causes Briefing', Fawcett Society, 2017

⁶ 'Child-on-child sexual assaults soar, police figures reveal', the Guardian, 9/10/17: <https://www.theguardian.com/society/2017/oct/09/child-on-child-sexual-assaults-soar-police-figures-reveal>

⁷ 'From Classroom to Boardroom: The STEM Pipeline', WISE: <https://www.wisecampaign.org.uk/resources/2016/11/from-classroom-to-boardroom-the-stem-pipeline>

⁸ 'Girls' Attitudes Survey', Girlguiding UK, 2015: <https://www.girlguiding.org.uk/globalassets/docs-and-resources/research-and-campaigns/girls-attitudes-survey-2015.pdf>

"Rydych chi'n aml yn clywed bechgyn yn cael eu gorchymyn i 'fod yn wrol' neu 'beidio â bod yn gymaint o ferch' oherwydd bod pobl yn meddwl bod cael eich galw'n ferch yn sarhad."

- Myfyriwr benywaidd

"**Defnyddir y term 'fel merch' yn aml i ddisgrifio bechgyn a merched pan maen nhw wedi gwneud rhywbeth gwan neu sy'n sothach.** Gall hyn fod yn niweidiol i fechgyn a merched ond ni ddylid defnyddio'r term gan ei fod yn brifo ar bob merch nad ydyn nhw'n wan neu'n sothach."

- Myfyriwr benywaidd

"Cael fy ngalw yn slag dim ond oherwydd bod gen i ffrindiau a oedd yn ddynion yn bennaf a dim llawer a oedd yn fenywod yn yr ysgol. Dywedwyd wrthyf am "ymddwyn fel merch" oherwydd doeddwon i ddim yn arfer gwisgo colur ym mlynnyddoedd cynnar yr ysgol uwchradd."

- Myfyriwr benywaidd

"**Yn yr ysgol dywedodd athro wrtha i fod yn wrol pan oedd rhywun yn fy mwlio**"

- Myfyriwr gwrywaidd

"Rwyf wedi gweld hyn yn digwydd yn yr ysgol pan fydd athro wedi dweud wrth rywun arall i 'fod yn wrol'. Mae hyn yn amlwg yn rhywiaethol oherwydd gall merched (benywod) hefyd fod yn fwy dewr na bechgyn (gwrywod). Mae bechgyn hefyd wedi dweud wrth ferched nad ydyn nhw'n cael chwarae chwaraeon fel pêl-droed oherwydd ei fod yn 'gamp i fechgyn'."

- Myfyriwr gwrywaidd

"**Yn aml bydd hyn yn croesi drosodd i homophobia: bechgyn yn cael eu galw'n 'hoyw' os ydyn nhw'n hoffi pethau sy'n cael eu hystyried yn 'girly' neu'n dangos emosiwn.**"

- Athro ysgol uwchradd

"Wrth ddysgu pwnc gyda dosbarthiadau yn cael eu dominyddu gan nifer gan fechgyn, rwy'n aml yn ceisio atal sgyrsiau am ferched sy'n ddiraddiol, yn rhywiol ac yn sarhaus."

- Athro ysgol uwchradd

"Rwyf wedi clywed aelod o staff gwrywaidd yn dweud wrth aelod arall o staff 'Peidiwch â bod yn gymaint o ferch' mewn modd difrifol, sy'n arbennig o rhyfedd oherwydd ein bod ni'n gweithio mewn ysgol i ferched."

- Athro ysgol uwchradd

"Mewn sesiwn frifio staff, dywedwyd wrth staff yn gyffredinol i gymryd 'Man Up Pills' o ran lefelau uchel o salwch staff a staff yn teimlo'n flinedig."

- Athro ysgol uwchradd

"Iaith aml-gamarweiniol dreisgar ddifrifol a ddefnyddir gan nifer o fechgyn yngylch a thaug at staff benywaidd a disgylion. Ymdeimlad pryderus iawn o hawl i bychanu a gwneud sylwadau rhywiol annerbyniol / bygythiol i fenywod."

- Athro yn yr Uned Cyfeirio Disgyblion

"Mae iaith rywiaethol yn cael ei defnyddio'n aml gan fyfyrwyr, yn enwedig geiriau diraddiol am ferched."

- Athro ysgol uwchradd

"Mae gwreig-gasineb achlysuol o iaith bob dydd myfyrwyr a staff."

- Athro ysgol uwchradd

"I am a female DT [Design Technology] teacher and a lot of sexism that I face stems from parents. When showing them my workshop I often have a lot of comments about who the real teacher is, on parents evenings I'm asked if I am the only teacher of the subject (I specialise in woodwork) I also have father's who try to tell me how to do my job. This seems to come across then from students as well." – Secondary school teacher

"I work in a special school where children are not always able to express their own choices, these are then often swayed by the adult's preference and stereotyping, 'you're a girl you'd like the pink book' etc" – **Teacher** "Little things every day, e.g. A teacher in another class has two 'VIP' cushions for two different children each day, one boy and one girl, one cushion is pink with Disney princesses all over it and [the other] is red and blue with superheroes." – Primary school teacher **"Teachers painting children's nails at the Christmas fair comment[ed] negatively / implying in a humorous way how this was a strange thing to do when a boy asked for his nails to be painted."** – **Primary school teacher** "There is a 'girly' section in our school library. All the books are lurid pink and easy to read. I've complained several times to have it removed, as literature shouldn't be gendered." – Secondary school teacher **"A project called 'man up' is aimed at boys at the school I work at with behavioural issues. This term is constantly said to boys with the intention of maturing them."** – **Secondary school teacher** "As a male, I'm always the first to be asked to help move furniture, get things down from shelves, discipline boys etc and the last to be asked to help with changing children, help out with cooking and craft work and make displays." – Primary school teacher **"I wasn't aware that these incidents could be reported, no students have ever been told it is wrong to act in this way, it's not discouraged or punished for it"** – **Female student** "It's just something that happens, no matter how much we don't like it." – Female student **"Two of the boys were saying stuff to a girl and she was like 'leave me alone', and the cover teacher was just laughing.... I don't find that fair."** – **Female student** "I didn't want them to think I'm overreacting." – Female student **"I felt embarrassed about it and wanted to pretend the situations didn't happen."** – **Female student** "It seems way too common to report things like this and even if I did report it, it would be considered trivial and set aside." – Male student **"They're general, everyday comments that people don't pick out, or notice to be sexist."** – **Female student** "It is something that when it occurs it seems to be that we all take it as 'just how it is'" – Female student **"It's so commonplace it probably wouldn't be treated as much of an issue."** – **Female student** "Like many people I wouldn't be overly confident that I would receive full support from the leadership team thereafter. These incidents are still seen too often as rather trivial." – Secondary school teacher **"I would feel like I'm raising an issue that others don't care about as they have too much to do. I think people would be angry with me for giving them more behavioural issues to deal with."** – **Secondary school teacher** "I would not imagine the SLT [Senior Leadership Team] team would take it seriously. Or it would need to be a very serious incident for them to do so. It is the drip drip drip effect of minor sexism that causes most damage." – Secondary school teacher **"There's no rules for like skirt lifting or anything. There's rules for swearing at each other but not for like touching or skirt lifting."** – **Female student** "There is a policy on equality issues, which says all it is expected to say, but the implementation of it is not monitored (except in the run-up to an inspection)." – Secondary school teacher **"Teachers do not know what to do. Teachers desperately need training on how to respond to sexism and sexual negativity. I repeatedly see teachers simply ignore extremely negative language or class everything as 'inappropriate' without being able to give the young person any insight. I have seen boys mime raping girls and just been kept back at lunch for a detention, no explanation given to them other than when I made myself involved."** – **Secondary school teacher** "Recognising it would be a start..." – Secondary school teacher **"It is part of the school code of conduct. But the details on what to do are vague."** – **Secondary school teacher** "Included in the school policies and a lot of lip service is paid but the certificates are still blue for boys and pink for girls." – Secondary school teacher **"I feel that the school staff as a whole should have some gender equality training."** – **Primary school teacher** "I think that having a senior leadership that is absolutely solid on the issue is immensely important." – Nursery school teacher **"There are no systems in place and a lack of support from SLT. This is at an all boys school where sexism and poor attitudes towards female staff is rampant."** – **Secondary school teacher** "It is imperative that staff are able to call it out and to be taken seriously. In my experience there is little support. The one female member of SLT who took on the issue of sexist bullying was told by the Head to step away as it didn't involve her. This left an overall feeling of SLT being an 'old boys network'" – Secondary school teacher **"I would like to pull the pupils up on their behaviour but don't feel as though this would be backed up by SLT."** – **Teacher** "Although major incidents are dealt with as they are more severe, the more 'casual' sexism is seen as 'normal' and I do not think this behaviour is dealt with or regarded as an issue." – Secondary school teacher **"Sexist language is frequently used, particularly degrading words about girls."** – **Secondary school teacher** "Casual misogyny is part of everyday language of students and staff." – Secondary school teacher **"It is never taken seriously. No one cares if it does not affect them. You suffer in silence and get told to move on"** – **Male student** "Guys think it's okay to touch girls whenever they like." – Female student **"Assumption as a male I want to become SLT [Senior Leadership Team]."**