Attitudes & relationships

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| Category | Level | Key Question | Emerging | Working towards | Developing practice | Embedded practice |
| Language & communication | School/kindergarten | To what extent is gender-neutral/sensitive language used in school/kindergarten communication? | Encourage discussion of use of language with regard to GE.  Research good practice and seek support from external organisations. | Develop and carry out questionnaire with older students and staff then share the results.  Develop a gender inclusive and anti-sexist language guide for the school. | Implement the gender inclusive and anti-sexist language guide.  Ensure staff receive training on how to use language and promote positive attitudes/culture in school. | Regularly review gender inclusive and anti-sexist language guide and take into account intersectionality issues.  Share learning in wider community. |
|  | School/kindergarten staff and teaching | To what extent do school/kindergarten staff use gender- neutral/sensitive language? | Encourage staff to consider and discuss language used in interactions (staff-student, staff-staff | Provide training on unconscious bias to staff.  Involve staff in helping to develop a gender inclusive and anti-sexist language guide for the school. | Ensure staff observe/monitor themselves, colleagues and students to ensure use of anti-sexist language. | Display a policy about avoiding sexist language and using gender inclusive language in classrooms and communal areas.  Enable staff to share ideas of good practice with other schools. |
|  | Children and Learning | To what extent are children sensitive to Gender discriminatory language? | Provide opportunities for students to discuss sexist/GE language (teacher-student, student-student) and to look for/at contradictions. | Challenge students and enable them to challenge others and/or alert adults when sexist language is used. | Enable students to promote awareness of sexist/GE language.  Develop a code of conduct for students and by students. | Enable students to monitor language use for GE.  Provide peer education by student ambassadors. Ensure student-led discussion groups are a regular occurrence. |
| Peer socialisation | School/kindergarten | To what extent is gender equality embedded in the behaviour policy? | Encourage discussion about gender and behaviour and issues of peer socialisation.  Research good practice and seek support from external organisations. | Assess whether there are gender-based expectations of student behaviour.  Monitor gender-based groupings to check for restrictions or stereotyping. | Incorporate statement about gender-equal teacher expectations of student behaviour in school behaviour policy.  Develop an action plan to address gender-based groupings. | Implement regular reviews of behaviour policy to ensure gender equality is embedded.  Implement an action plan on gender-based groupings and review it regularly.  Share learning with other educational institutions. |
|  | School/kindergarten staff and teaching | To what extent are school/kindergarten staff aware of their own gender bias in expectations of children behaviour? | Encourage staff to discuss issues around gender and behaviour and peer socialisation.  Devise ways of assessing staff and student awareness. | Conduct peer observation  regarding gender-based expectations of student behaviour in an atmosphere of support and mutual learning.  Share learning and good practice. | Implement strategies to ensure expectations of behaviour and behaviour management promote GE. | Support staff in reviewing practice in relation to GE and behaviour management regularly.  Encourage staff to share learning beyond their school. |
|  | Children and Learning | To what extent do children understand that they have choices in the way they behave and present themselves and that these shouldn't be restricted according to gender? | Encourage students to discuss GE issues and the power of peer pressure within school and society. | Assess the extent to which students recognise GE issues and the power of peer pressure within school and society. | Assess the extent to which students understand the concept of peer socialisation and its positive and negative potential and are given opportunities to reflect critically on the gender issues in the groups to which they belong. | Assess the extent to which students understand that they have choices in the way they behave and present themselves and that these shouldn't be restricted according to gender.  Ensure students are given opportunities to share learning with other schools/educational settings. |
| Inappropriate gender-based behaviour | School/kindergarten | To what extent does the school/kindergarten ensure the reduction of inappropriate gender-based behaviour | Discuss and work to define inappropriate gender-based behaviour for the school context (physical, sexual, psychological and economic[[1]](#footnote-1)).  Seek support from external agencies.  Begin to gather and report data of incidents involving inappropriate gender-based behaviour. | Share data of incidents involving inappropriate gender-based behaviour with governors and across school.  Provide staff training using external agencies (if necessary) on inappropriate gender-based behaviour. | Teach positive attitudes and relationships as part of age-appropriate curriculum entitlement for all (e.g. Personal Health & Social Education).  Ensure school behaviour policy explicitly addresses inappropriate gender-based behaviour. | Regularly review data and teaching around inappropriate gender-based behaviour.  Involve local community – other schools, parents/carers, local community leaders/groups. |
|  | School/kindergarten staff and teaching | To what extent are school staff aware of and committed to reducing inappropriate gender-based behaviour? | Encourage school staff to discuss and develop understanding of issues related to inappropriate gender-based behaviour.  Discuss most appropriate areas to address inappropriate gender-based behaviourin school curriculum and how to assess student awareness. | Involve staff in helping to develop teaching materials around positive attitudes and relationships. | Ensure trained staff implement age-appropriate curriculum around positive attitudes and relationships. | Involve school staff in regular review of practice and sharing ideas with other educators/networks and organisations. |
|  | Children and Learning | To what extent are students aware of and involved in reducing inappropriate gender-based behaviour? | Encourage students to discuss issues related to inappropriate gender-based behaviour.  Enable students to share ideas for where they can get guidance and support. | Assess extent to which students recognise inappropriate gender-based behaviour and bullying, including support mechanisms and reporting procedures. | Assess how far students embrace positive relationships, celebrate diversity and feel there is a safe atmosphere for discussion and reporting. Also that students feel empowered to take action to reduceinappropriate gender-based behaviour- through student surveys before and after taught programmes. | Give students a voice to impact on change regarding inappropriate gender-based behaviour issues through clubs, societies, school council and links with other schools. |

We think it could be beneficial to add a question about to what extend do the staff encourage gender mix? (something like that)

* do children play in mix gender
* does teacher encourage gender mix in activities?

1. See EIGE (European Institute of Gender Equality) definitions <https://eige.europa.eu/gender-based-violence/forms-of-violence> [↑](#footnote-ref-1)