

Getting started

**A toolkit for preventing and tackling
homophobic, biphobic and transphobic
bullying in primary schools**

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Stonewall 2016

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Stonewall is a registered charity, number 1101255



We are hugely grateful to
Gendered Intelligence for their
support in making this resource
trans-inclusive

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Foreword



In 2005, two years on from the repeal of Section 28, Stonewall launched the Education for All campaign to tackle homophobic and biphobic bullying in schools. In the past ten years we have come a long way; now we work with over 12,000 schools across England. Although we are incredibly pleased with the progress made, we know that there is more to do. We want *every* school in England to be free from homophobic, biphobic and transphobic bullying so that all young people can be themselves.

This toolkit will enable schools to take the first steps to tackle homophobic, biphobic and transphobic bullying. It gives school staff, who may be completely new to this work, much needed tools

we know will help. This will support us all to make sure that no young person has to live in fear, but instead will be fully accepted without exception.

The Education for All campaign was established in 2005 to tackle homophobic and biphobic bullying in schools. Now in 2016 I am incredibly proud that Stonewall has extended its remit to campaign for equality for trans people. This resource is one of the first we have produced for schools that provides guidance on tackling transphobic bullying. We are very grateful to Gendered Intelligence who have helped us ensure this resource is inclusive of trans young people.

Ruth Hunt Chief Executive, Stonewall

Contents

How to use this toolkit

Glossary

Child-friendly explanations

Homophobic, biphobic and transphobic bullying in primary schools

Examples of homophobic, biphobic and transphobic bullying and language

Getting started – five steps

1 STEP

2 **Set the ground rules**

3
4 Template: Anti-bullying policy 9

5 Related policies 14

6 Template: Child-friendly anti-bullying policy 15
7

2 STEP

Communicate the school's approach to parents and carers 18

Template: Letter to parents and carers about the anti-bullying policy 19

How to use this toolkit

This toolkit provides a framework and a set of practical tools to help you start tackling homophobic, biphobic and transphobic bullying in your primary school. Based on five key steps, the toolkit will enable you to embed work to tackle homophobic, biphobic and transphobic bullying across your school's policies and procedures. Each step includes a set of tools, templates and checklists to help to do this.

The toolkit will also enable you to measure the impact of wider anti-bullying initiatives in your school. You can use the tools to track your school's progress over time, highlight problem areas and develop a tailored approach to tackling homophobic, biphobic and transphobic bullying.

We know that work to tackle homophobic, biphobic and transphobic bullying is most effective when it sits

alongside wider school work to build understanding and awareness around celebrating difference, being yourself and including different families. The *Moving Further* section of this toolkit provides a set of simple, practical steps that your school can take to embed work on celebrating difference, being yourself and different families across the curriculum and celebrate diversity across the whole school community.

We recommend that you review the templates and checklists to include specific information that applies to your school and to reflect best practice in other areas of anti-bullying work. The toolkit also includes lists of additional teaching resources, guidance and training that will help ensure your work to prevent and tackle homophobic, biphobic and transphobic bullying is comprehensive.

3 STEP

Keep track of incidents 21

Template: Bullying and prejudice-based incident reporting form 22

4 STEP

Find out what's going on in school 24

Templates: Homophobic, biphobic and transphobic bullying surveys

- for pupils 25
- for staff 27
- for parents and carers 28

5 STEP

Develop school scripts 29

Example responses to homophobic, biphobic and transphobic language 30

| | |
|---|----|
| Moving further – creating an inclusive environment in school | 31 |
| Celebrate difference in school | 32 |
| Being yourself in school | 32 |
| Build a diverse and inclusive curriculum | 33 |
| Template: Letter to parents and carers about celebrating difference | 34 |
| Frequently Asked Questions | 35 |
| Information and resources – for staff, young people, parents and carers | 36 |
| Resources | 37 |
| Get in touch with Stonewall | 39 |
| Further support and guidance | 40 |

Glossary

This list will help to understand some of the more common terms you might come across when tackling homophobic, biphobic and transphobic bullying and

talking about lesbian, gay, bisexual and trans (LGBT) people. See Stonewall's guidance for teachers on supporting LGBT young people for more information.

Key terms referenced in this toolkit

Sexual orientation

a person's emotional, romantic and/or sexual attraction to another person

Gender identity

a person's internal sense of their own gender. This could be male, female, or something else (For example see non-binary below)

Sex

assigned to a person on the basis of primary sex characteristics (genitalia) and reproductive functions. Sometimes the terms 'sex' and 'gender' are interchanged to mean 'male' or 'female'

Lesbian

refers to a woman who has an emotional, romantic and/or sexual orientation towards women

Gay

refers to a man who has an emotional, romantic and/or sexual orientation towards men. Also a generic term for lesbian and gay sexuality – some women define themselves as gay rather than lesbian

Homosexual

this might be considered a more medical term used to describe someone who has an emotional, romantic and/or sexual orientation towards someone of the same gender. The term 'gay' is now more generally used

Bisexual

refers to a person who has an emotional, romantic and/or sexual orientation towards more than one gender

Trans

an umbrella term to describe people whose gender is not the same as, or does not sit comfortably with, the sex they were assigned at birth. Trans people may describe themselves using one or more of a wide variety of terms, including (but not limited to) transgender, cross dresser, non-binary, gender queer

LGBT

the acronym for lesbian, gay, bisexual and trans

Homophobia

the fear or dislike of someone who identifies as lesbian or gay

Biphobia

the fear or dislike of someone who identifies as bisexual

Transphobia

the fear or dislike of someone who identifies as trans

Gender stereotypes

the ways that we expect people to behave in society according to their gender, or what is commonly accepted as 'normal' for someone of that gender

Other terms you may come across

Coming out

when a person first tells someone/others about their identity as lesbian, gay, bisexual or trans

Questioning

the process of exploring your own sexual orientation and/or gender identity

Queer

in the past a derogatory term for LGBT individuals. The term has now been reclaimed by LGBT young people in particular who don't identify with traditional categories around gender identity and sexual orientation, but is still viewed to be derogatory by some

Cisgender

a word to describe someone whose gender identity is the same as the sex they were assigned at birth. Non-trans is also used by some people.

Non-binary

an umbrella term for a person who identifies outside of the 'gender binary', (in other words, outside of 'male' or 'female')

Transsexual

this was used in the past as a more medical term (similarly to homosexual) to refer to someone who transitioned to live in the 'opposite' gender to the one assigned at birth. This term is still used by some although many people prefer the term trans or transgender

Gender variant

someone who does not conform to the gender roles and behaviours assigned to them at birth. This is usually used in relation to children or young people

Child-friendly explanations

These child-friendly explanations might help you to explain some of the most commonly used terms in this toolkit to a young person. You can use these as a basis to help pupils' understanding of the child-friendly anti-bullying policy, the homophobic, biphobic and transphobic bullying pupil survey and wider work in school. They may also help you to respond to homophobic, biphobic and transphobic language and develop school scripts (see Step 5).

Gender dysphoria

used to describe when a person experiences discomfort or distress because there is a mismatch between their sex assigned at birth and their gender identity. This is also the clinical diagnosis for someone who doesn't feel comfortable with the gender they were assigned at birth.

Pronoun

words we use to refer to people's gender in conversation – for example, 'he' or 'she'. Some people may prefer others to refer to them in gender neutral language and use pronouns such as they / their and ze / zir

Gender

Babies are given a gender when they are born, for example 'male' or 'female', 'boy' or 'girl'

Gender identity

Everyone has a gender identity. This is the gender that someone feels they are. This might be the same as the gender they were given as a baby, but it might not. They might feel like they are a different gender, or they might not feel like a boy or a girl

Trans

Trans is a word that describes people who feel the gender they were given as a baby doesn't match the gender they feel themselves to be. For example, someone who is given the gender 'boy' as a baby but feels like a girl

Straight or heterosexual

A straight or heterosexual person is someone who falls in love with, or wants to have a relationship or partnership with, people who are the opposite gender to them. For example, a man who is in a relationship with a woman, or a girl who is in love with a boy

Gay

The word gay refers to someone who falls in love with, or wants to have a relationship or partnership with, people who are the same gender as them. For example, a man who loves another man or a woman who loves another woman, this includes two dads or two mums

Lesbian

Lesbian is a word to describe a woman who falls in love with, or wants to have a relationship or partnership with, other women. For example, a girl who is in love with another girl, or two mums who are in love with each other

Bisexual

Bisexual is a word to describe someone who falls in love with, or wants to have a relationship or partnership with someone of the same gender as them *or* with someone of a different gender to them. A bisexual person might say that the gender of the person they fall in love with doesn't matter to them.

People might use words such as boyfriend, girlfriend, husband, wife or partner to describe the person they are in love with or in a relationship with.

Homophobic, biphobic and transphobic bullying in primary schools

What we know

When Stonewall commissioned YouGov polling of almost 1,000 primary school teachers for the *Teacher's Report* 2014 the results were stark:

- **Almost half (45 per cent)** reported that their pupils were experiencing homophobic bullying
- **Seven in ten** primary school teachers reported that they heard the use of homophobic language such as 'that's so gay' or 'you're so gay' in their schools

Most teachers were willing to tackle homophobic bullying but felt they lacked the know-how and confidence to do so.

- **Nine in ten** primary school teachers believed that their school had a duty to tackle homophobic bullying
- However, **more than eight in ten** primary school teachers reported having had no training on how to tackle homophobic bullying
- Homophobic, biphobic and transphobic bullying doesn't just happen in secondary schools, it can

affect any young person perceived to be different in some way

- Primary school teachers often link this bullying to gender stereotypes. Among those who are aware of homophobic bullying in their schools, **half (49 per cent)** say boys who 'behave or act like girls' and **15 per cent** say girls who 'behave or act like boys' are bullied

Metro Youth Chances 2014, a survey of more than 7000 young people, including 956 trans young people, found the following on the experiences of LGBT young people:

- **83 per cent** of trans young people say they have experienced name-calling and **35 per cent** have experienced physical attacks.
- **Two in five (40 per cent)** of trans young people say they first thought they were trans aged 11 or under.
- **One in four (25 per cent)** lesbian, gay and bisexual young people say they first thought they were LGBT aged 11 or under.

What the law says

Equality Act 2010

The public sector Equality Duty requires all schools in England to eliminate discrimination on the grounds of sexual orientation and gender reassignment.

Schools must promote equality of opportunity and foster good relations. This means doing more than just tackling homophobic, biphobic and transphobic bullying by taking proactive steps to support LGBT pupils, as well as pupils who don't conform to gender norms, by promoting respect and understanding of LGBT people and issues across the whole school community.

The Department for Education requires all schools to publish information to show how they are complying with this duty. Schools should set and publish specific and measurable equality objectives, for example reducing levels of homophobic, biphobic and transphobic bullying.

The Equality Act 2010 applies gender reassignment to *anyone who is proposing to undergo, is undergoing or has undergone a process (or part of a process) for the*

purpose of reassigning their sex by changing physiological or other attributes of sex.

This means that schools must protect any pupil taking steps to reassign their sex, whether those steps are social (for example changing their name, the pronoun they prefer and the way they dress or look) or include medical intervention (for example accessing hormone therapy or having surgery).

Education and Inspections Act 2006

Schools have a duty to promote the safety and well-being of all children and young people in their care, including those who are lesbian, gay, bisexual and trans and those experiencing homophobic, biphobic or transphobic bullying.

Ofsted

Ofsted inspectors are explicitly directed to look at a school's efforts to tackle bullying based on sexual orientation and gender identity. They may also look at how the school supports the needs of distinct groups of pupils, such as lesbian, gay, bisexual and trans pupils or pupils from LGBT families.

Examples of homophobic, biphobic and transphobic bullying and language

This list offers some examples that may be useful, alongside the glossary and child-friendly explanations, when explaining homophobic, biphobic and transphobic bullying to other staff, pupils, parents and carers.

Homophobic bullying is bullying that is based on prejudice or negative attitudes, beliefs or views about lesbian, gay or bisexual people. Homophobic bullying may be targeted at pupils who are, or who are perceived to be, lesbian, gay or bisexual. It can also suggest that someone or something is less worthy because they are lesbian, gay or bisexual. Homophobic bullying is often targeted at pupils who have lesbian, gay or bisexual family members, and pupils who do not conform to gender stereotypes or are seen to be 'different' in some way.

For example

- a boy repeatedly being called 'gay' for holding hands with another boy
- a girl who reports that she keeps repeatedly being called a 'lesbian' and 'not a real girl' by other pupils because she has short hair
- a boy who is picked on for being gay at break-times because he doesn't want to play football – *'He must be gay if he doesn't like football'*
- a girl who reports that since she came out as a lesbian, other girls in her class keep moving away from her and giggling every time they're in the changing rooms

Biphobic bullying is bullying based on prejudice or negative attitudes, beliefs or views specifically about bisexual people. Biphobic bullying may be targeted at pupils who are openly bisexual, those who are questioning their sexual orientation, or pupils who are suspected of being bisexual. Biphobic bullying may target pupils with negative stereotyping (for example suggesting that they are greedy) or assume that being bisexual is a phase.

For example

- a bisexual pupil receiving ongoing name-calling and jokes about being 'greedy' because they are attracted to boys and girls
- a pupil who is questioning their sexual orientation repeatedly being asked probing or intimidating questions such as *'you're not allowed to fancy boys AND girls?'* or *'why can't you be normal and just pick boys or girls?'*

Transphobic bullying is bullying based on prejudice or negative attitudes, views or beliefs about trans people. Transphobic bullying affects young people who are trans

but can also affect those questioning their gender identity as well as pupils who do not conform to gender stereotypes or norms.

For example

- pupils pestering a young person with questions about their gender such as *'are you a real boy?'* or *'are you a boy, or are you a girl?'* or asking invasive questions like *'do you wear knickers or boxers?'* or *'what body parts do you have?'*
- a girl being teased and called names referring to her as a boy or trans because she wears trousers or 'boys' clothes'
- a boy who tells his friends that his dad is now his mum suffers other pupils laughing and repeatedly telling him *'that can't happen – your dad's a freak'*

Homophobic language This could be the casual derogatory use of the word 'gay' to mean something negative or the use of explicit homophobic terms

For example

- *'that's go gay'* or *'you're so gay'; 'those trainers are so gay'*
- someone calling another pupil a *'dyke'* or *'faggot'*

Biphobic language

For example

- shouting *'bi-bi'*
- referring to a bisexual person as *'greedy'* or *'attention-seeking'*

Transphobic language

For example

- referring to someone as a *'tranny'*
- *'That long hair makes you look like a right gender bender!'*
- referring to someone as a *'it'* or *'he-she'*

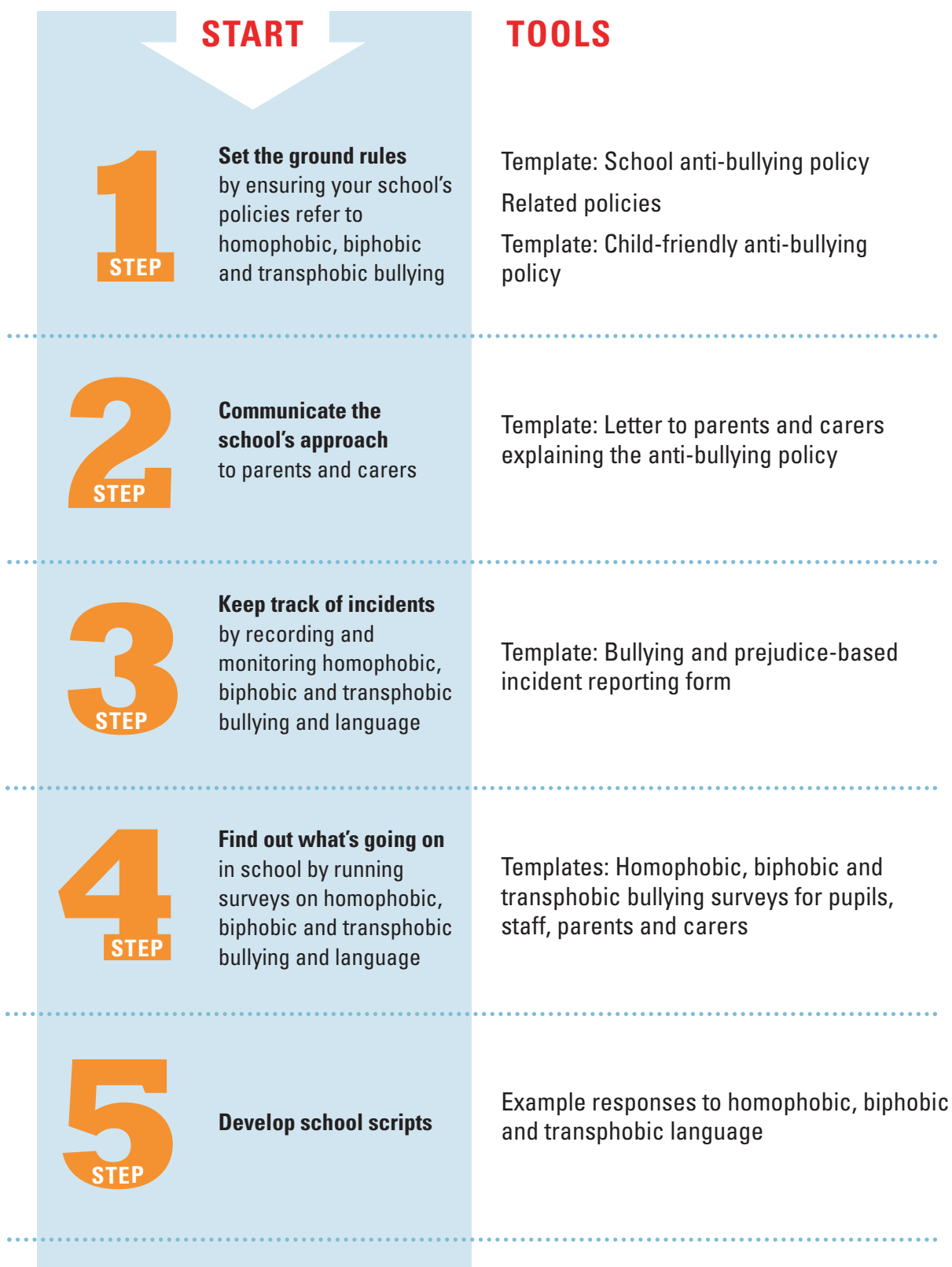
Sexist language There are often similarities between homophobic, biphobic and transphobic bullying and sexist language, bullying or attitudes. Sometimes a language or bullying incident may fit into more than one category.

For example

The word 'girl' is sometimes used to mean that something or someone is rubbish or less worthy.


- *'Don't be such a girl'* or *'you kick like a girl'*

Getting started: tackling homophobic, biphobic and transphobic bullying in your primary school



1 STEP

Set the ground rules



Setting clear ground rules is key to tackling homophobic, biphobic and transphobic bullying in a school. Schools that explicitly state that this behaviour is wrong experience lower levels of homophobic, biphobic and transphobic bullying. The first step is to update the school's anti-bullying policy, making it clear that your school welcomes every pupil and making it clear that homophobic, biphobic and transphobic bullying is unacceptable. This will underpin all of your work moving forward. The policy and school ethos should be clearly communicated to the whole school community, including parents and carers.

Template: School anti-bullying policy

This sample policy shows the core sections referring to homophobic, biphobic and transphobic bullying to include in your policy. Additional details that are specific or tailored to your school can be added where relevant and these are clearly indicated.

School statement on bullying

[*Insert your school's ethos and values here*]

In addition to your school's ethos, include a clear statement on equality and respect

..... Our school is a place where every person has the right to be themselves, to be included and to learn in a safe and happy environment. Everyone at our school is equal and treats each another with respect and kindness.

Aims and purpose of the policy

This sets out where a school stands on bullying

..... Bullying of any kind is unacceptable and will not be tolerated at our school. At our school the safety, welfare and well-being of all pupils and staff is a key priority. We take all incidences of bullying seriously and it is our duty as a whole school community to take measures to prevent and tackle any bullying, harassment or discrimination.

We actively promote values of respect and equality and work to ensure that difference and diversity is celebrated across the whole school community. We want to enable our pupils to become responsible citizens and to prepare them for life in 21st Century Britain. These values reflect those that will be expected of our pupils by society, when they enter secondary school and beyond in the world of work or further study.

We are committed to improving our school's approach to tackling bullying and regularly monitor, review and assess the impact of our preventative measures.

You may wish to list here other related policies

[*Related policies e.g. Behaviour Policy / Equality Policy*]

1. Definition of bullying

A clear definition of bullying helps everyone at school understand exactly what constitutes bullying behaviour

Bullying is hurtful or unkind behaviour which is deliberate and repeated. Bullying can be carried out by an individual or a group of people towards an individual or group. The **STOP** acronym can be applied to define bullying – **Several Times On Purpose**.

..... The nature of bullying can be:

- **Physical** – such as hitting or physically intimidating someone, or using inappropriate or unwanted physical contact towards someone
- **Attacking property** – such as damaging, stealing or hiding someone's possessions

- **Verbal** – such as name calling, spreading rumours about someone, using derogatory or offensive language or threatening someone
- **Psychological** – such as deliberately excluding or ignoring people
- **Cyber** – such as using text, email or other social media to write or say hurtful things about someone

Bullying can be based on any of the following things:

- **Race** (racist bullying)
- **Religion or belief**
- **Culture or class**
- **Gender** (sexist bullying)
- **Sexual orientation** (homophobic or biphobic bullying)
- **Gender identity** (transphobic bullying)
- **Special Educational Needs (SEN) or disability**
- **Appearance or health conditions**
- **Related to home or other personal situation**
- **Related to another vulnerable group of people** – *[you may wish to give examples of specific groups in your school community such as young carers]*

No form of bullying will be tolerated and all incidents will be taken seriously.

2. Reporting bullying

PUPILS WHO ARE BEING BULLIED: If a pupil is being bullied they are encouraged to not retaliate but to tell someone they trust about it such as a friend, family member or trusted adult. They are also encouraged to report any bullying incidents in school:

- Report to a teacher – their class teacher, *[specific names of anti-bullying staff]* or any other teacher
- Tell a *[playground buddy or anti-bullying buddy]* who in turn can help them tell a teacher or staff
- Tell any other adult staff in school – such as lunchtime supervisors, Learning Support Assistants or the school office
- Tell an adult at home
- Report anonymously *[through boxes or other methods]*
- Call ChildLine to speak with someone in confidence on 0800 1111

Reporting – roles and responsibilities

STAFF: All school staff, both teaching and non-teaching (for example midday supervisors, caretakers, librarians) have a duty to report bullying, to be vigilant to the signs of bullying and to play an active role in the school's measures to prevent bullying. If staff are aware of

This list ensures that staff and pupils are aware of all the different types of bullying

For more on reporting see Step 3 on page 21

Anonymous reporting mechanisms are particularly important for LGBT young people who may worry that reporting bullying might involve discussing their sexual orientation or gender identity

bullying, they should reassure the pupils involved and inform their class teacher. The following staff members are anti-bullying leads: [\[Insert name and contact details here\]](#)

SENIOR STAFF: The Senior Leadership Team and the head teacher have overall responsibility for ensuring that the anti-bullying policy is followed by all members of staff and that the school upholds its duty to promote the safety and well-being of all young people. In addition to the designated anti-bullying leads, [\[Insert name of designated staff\]](#) is the Senior Leader responsible for anti-bullying.

PARENTS AND CARERS: Parents and carers should look out for potential signs of bullying such as distress, lack of concentration, feigning illness or other unusual behaviour. Parents and carers should encourage their child not to retaliate and support and encourage them to report the bullying. Parents and carers can report an incident of bullying to the school either in person, or by phoning or emailing the school office or a member of staff [\[Insert contact details here\]](#)

PUPILS: Pupils should not take part in any kind of bullying and should watch out for signs of bullying among their peers. They should never be bystanders to incidents of bullying, but should offer support to the victim and, if possible, help them to tell a trusted adult.

3. Responding to bullying

When bullying has been reported, the following actions will be taken:

- Staff will record the bullying on an incident reporting form and also record the incident centrally on [\[SIMS or other school database, or central paper recording system\]](#)
- Designated school staff will monitor incident reporting forms and information recorded on [\[SIMS or other school database, or central paper recording system\]](#) analysing and evaluating the results
- Designated school staff will produce termly reports summarising the information, which the head teacher will report to the governing body
- Staff will offer support to the target of the bullying in discussion with the pupil's class teacher. Individual meetings will then be held with any target of bullying to devise a plan of action that ensures they are made to feel safe and reassured that the bullying is not their fault. Action plans will make use of [\[School initiatives such as buddy systems and playground monitoring\]](#)
- Staff will pro-actively respond to the bully who may require support. They will discuss with the target's class teacher to devise a plan of action
- Staff will decide whether to inform parents or carers and where necessary involve them in any plans of action
- Staff will assess whether any other authorities (such as police or the local authority) need to be involved, particularly when actions take place outside of school

4. Bullying outside of school

Bullying is unacceptable and will not be tolerated, whether it takes place inside or outside of school. Bullying can take place on the way to and from school, before or after school hours, at the weekends or during the holidays, or in the wider community. The nature of

cyber bullying in particular means that it can impact on pupils' well-being beyond the school day. Staff, parents and carers, and pupils must be vigilant to bullying outside of school and report and respond according to their responsibilities as outlined in this policy.

5. Derogatory language

Derogatory or offensive language is not acceptable and will not be tolerated. This type of language can take any of the forms of bullying listed in our definition of bullying. It will be challenged by staff and recorded and monitored on [\[SIMS or other school database or central recording system\]](#) and follow up actions and sanctions, if appropriate, will be taken for pupils and staff found using any such language. Staff are also encouraged to record the casual use of derogatory language using informal mechanisms such as a classroom log.

6. Prejudice-based incidents

A prejudice-based incident is a one-off incident of unkind or hurtful behaviour that is motivated by a prejudice or negative attitudes, beliefs or views towards a protected characteristic or minority group. It can be targeted towards an individual or group of people and have a significant impact on those targeted. All prejudice-based incidents are taken seriously and recorded and monitored in school, with the head teacher regularly reporting incidents to the governing body. This not only ensures that all incidents are dealt with accordingly, but also helps to prevent bullying as it enables targeted anti-bullying interventions.

7. School initiatives to prevent and tackle bullying

We use a range of measures to prevent and tackle bullying including:

- A child-friendly anti-bullying policy [\[Insert where available, for example displayed in classrooms or in pupil planners\]](#) ensures all pupils understand and uphold the anti-bullying policy
- The PSHE programme of study includes opportunities for pupils to understand about different types of bullying and what they can do to respond and prevent bullying
- School assemblies help raise pupils' awareness of bullying and derogatory language
- Difference and diversity are celebrated across the school through diverse displays, books and images. The whole school participates in events including Anti-Bullying Week, Black History Month and LGBT History Month [\[Insert other events in your calendar here\]](#)
- The school values of equality and respect are embedded across the curriculum to ensure that it is as inclusive as possible
- Stereotypes are challenged by staff and pupils across the school
- Playground buddies and pupil-led programmes [\[Insert details here\]](#) offer support to all pupils, including those who may have been the target of bullying
- Restorative justice programmes [\[for insert details of other programmes here\]](#) provide support to targets of bullying and those who show bullying behaviour
- Pupils are continually involved in developing school-wide anti-bullying initiatives through consultation with groups [\[Insert details here – for example through the school council or Equality team\]](#) and through the anti-bullying survey

- Working with parents and carers and in partnership with community organisations to tackle bullying, where appropriate
- *[Insert details of other school initiatives]*

8. Training

The head teacher is responsible for ensuring that all school staff, both teaching and non-teaching (including midday supervisors, caretakers and librarians) receive regular training on all aspects of the anti-bullying policy.

9. Monitoring and reviewing

The head teacher is responsible for reporting to the governing body (and the local authority where applicable) on how the policy is being enforced and upheld, via the termly report. The governors are in turn responsible for monitoring the effectiveness of the policy via the termly report and by in-school monitoring such as learning walks and focus groups with pupils.

The policy is reviewed every 12 months, in consultation with the whole school community including staff, pupils, parents, carers and governors.

Date of last review:

Head teacher signed:

Chair of Governors signed:

It is important that you communicate the anti-bullying policy clearly to the whole school. Make it available to view on the school's website and ensure hard copies are readily available. Be creative with how you communicate the policy, for example use visual displays around school.

Related policies

Make sure that other school policies are consistent with the approach taken in your anti-bullying policy. This will strengthen your work to tackle homophobic, biphobic and transphobic bullying.

Behaviour policy

- Include a positive behaviour statement. For example, *'Everyone will act with courtesy and respect for each other at all times and all pupils have the right to learn in a safe environment'*
- Be clear that systems, such as sanctions and rewards, apply to homophobic, biphobic and transphobic bullying and language

E-safety and acceptable internet use policies

- Make it clear that homophobic, biphobic and transphobic language and online bullying both on school computers and outside of school will not be tolerated and that the same sanctions apply to online homophobic, biphobic and transphobic bullying as in the classroom

Sex and relationships policy

- Make it clear that sex and relationship education is designed to prepare all pupils for the future, regardless of sexual orientation or gender identity
- Make developing positive attitudes towards all types of family relationships one of the objectives of the policy, including same-sex relationships or relationships which include trans people

Single equality policy

- Include a statement on *'promoting respect and equality across all protected characteristics, including sexual orientation and gender identity, and preparing pupils for life in diverse 21st Century Britain'* in the policy aims and objectives
- The policy should commit to challenging discrimination and aim to provide positive information about different groups of people, including LGBT people, that is non-stereotyping

Staff code of conduct policy

- Incorporate the expectation that staff will act as role models and display school values and behaviours, for example by never using homophobic language
- Reinforce the role of staff in promoting the well-being and safety of all pupils including LGBT pupils

Safeguarding and confidentiality policies

- Make it clear that a pupil coming out as lesbian, gay, bisexual or trans does not constitute a safeguarding risk and the information should be treated as confidential
- Explicitly state that disclosing someone's sexual orientation or gender identity, whether they are staff or pupils, without their consent is a breach of confidentiality. This includes disclosures to a pupil's parents or carers.

Whistleblowing policy

- Include sexual orientation and gender identity on the list of concerns that staff may raise so that they feel confident to do so
- Be clear that all incidents of whistleblowing will be taken seriously and that staff confidentiality will be respected

Prejudice-based incidents

- It is important to record, monitor and report all incidents that are motivated by a prejudice, including those that fall below the definition of bullying. A prejudice-based incident is a one-off incident of unkind or hurtful behaviour that is motivated by a prejudice or negative attitudes, beliefs or views towards a protected characteristic or minority group. It can be targeted towards an individual or group of people. Recording and monitoring prejudice-based incidents helps to prevent bullying as it enables a school to target anti-bullying interventions.

Template: Child-friendly anti-bullying policy

Make sure that pupils understand the school anti-bullying policy and what it means for them, particularly in terms of reporting. Developing a child-friendly anti-bullying policy is a good way to communicate the policy to pupils. This should be followed with sessions in PSHE or circle time to ensure that all pupils understand the policy and learn to recognise and respond to bullying, including homophobic, biphobic and transphobic bullying.

This sample policy shows the core sections covering homophobic, biphobic and transphobic bullying that should be included in a child-friendly anti-bullying policy. Areas where you might want to add specific details relevant to your school are clearly indicated within the template.

School statement on bullying

[*Insert your school's ethos and values here*]

In addition to your school's ethos, include a clear statement on equality and respect

... This school is a place where everyone has the right to be themselves. It's a place where everyone can feel safe, be happy and learn. Everyone at our school is equal and acts with respect and kindness towards each other. Our school is a bully-free place.

What is bullying?

Bullying is when a person is hurtful or unkind to someone else, on purpose and more than once. Bullying can be done by one person or by a group of people and can be towards one person or a group of people. A useful way to remember bullying is

SEVERAL TIMES ON PURPOSE



Bullying can be:

- Hitting or saying you are going to hit someone
- Touching someone when they don't want you to
- Calling someone names, teasing, using rude language or saying nasty things about someone to them or to other people



- Stealing or damaging someone else's belongings
- Ignoring someone on purpose or leaving them out
- Sending hurtful or unkind texts, emails or online messages to someone or about someone



Bullying can be about:

- Race or ethnicity (racist bullying)
- Religion or belief
- Family and culture
- Sexist bullying, which is bullying someone because of their gender. For example, because they are a boy or a girl, or saying they are acting 'like a boy' or 'like a girl'
- Homophobic or biphobic bullying. This is saying unkind or nasty things because someone is lesbian, gay or bisexual, or because you think they are, or because they have two mums or two dads. It is also calling someone lesbian, gay or bisexual on purpose to be unkind or nasty to them, for example 'you're so gay!'
- Transphobic bullying. This is saying unkind things because someone is trans, or because you think they are trans, or being nasty about trans people (someone who feels the gender they are given as a baby doesn't match the gender that they feel themselves to be).
- Special educational needs or disability
- What someone looks like
- Where someone lives
- *[insert other groups as outlined in your anti-bullying policy]*

These child-friendly explanations have been adapted from the child-friendly explanations on page 4 and the examples of bullying on page 6

If someone is being hurtful or unkind to you several times on purpose, for whatever reason, whether it is about you or your family or friends, that is bullying. No one should be picked on for being different in anyway, for how they act, what they look like or who their family are.



You may wish to add child-friendly explanations for the other types of bullying in this list

Why does bullying happen?

Although bullying doesn't happen very much at this school it might happen. Bullies can be older or younger than you, bigger or smaller than you. Bullies pick on people who may be different in some way and try to make them feel worse about themselves. If you are being bullied remember that it is never your fault.

Where does bullying happen?



Bullying can happen
at school, after
school and online



What should I do if I think someone is being bullied?

Talk to the person and ask if they're ok and try to find out if they are being bullied. If they are, ask if you can help them talk to a teacher or an adult they trust.

What should I do if I'm being bullied?

If you are being bullied it is important to tell someone you trust. Tell an adult or friends, either at school or at home. If you have already told an adult about bullying you can still tell them again. You can:

- Tell a teacher – your class teacher *[specific names of anti-bullying staff]* or any other teacher
- Tell a *[playground buddy or anti-bullying buddy]* who will be able to help you
- Tell any other adult staff in school – such as *[lunchtime supervisors, Learning Support Assistants or the school office]*
- Tell an adult at home
- You can also write a note about the bullying in the *[worry or bully boxes or other methods]*
- You can also call ChildLine at any time for free on 0800 1111. They will not tell anyone else about what you have said.
- *[Insert any other school reporting mechanisms]*

What should I do if I'm being bullied?


If you tell a teacher or an adult at school they will be able to help you. They may tell another teacher like your class teacher, or a parent or carer so that they can help you. Telling an adult will never make the bullying worse. They will talk to you and the bully to find ways to stop the bullying.

Make sure the child-friendly policy is made visible in classrooms. Be creative to help pupils understand the policy. Explain the policy to pupils in PSHE or circle time so that they fully understand it. Activity based sessions may help pupils think about how they might respond to bullying. You may wish to use the child-friendly explanations on page 5 and the examples of bullying on page 7 to help to do this.

2

STEP

Communicate the school's approach to parents and carers



It is important to make sure that parents and carers understand and sign up to your school's anti-bullying policy. Their support will mean that the policy is more likely to be followed and make it easier for staff to make the policy work in practice. Think about sending a letter or email to parents and carers explaining what the policy is and outlining how they will be consulted. This could be via the parent and carer anti-bullying survey (see step 4) or through a parent and carer forum or meeting. Consultation with parents and carers should form part of your annual policy review alongside consultation with staff, pupils and governors. You can include the summary of the anti-bullying policy in a home-school agreement for parents and carers to sign.

Template: Letter to parents and carers about the anti-bullying policy

This letter includes some of the core elements of the anti-bullying policy featured in Step 1 of this toolkit. You may wish to adapt this letter to include as part of a home-school agreement or as part of an induction pack for parents and carers.

Dear *[name of parent/carers]* ,

As you are aware, our school takes the well-being of all pupils very seriously. I am pleased, therefore, to inform you of *[insert your school name]* 's anti-bullying policy.

[*[Insert your school's ethos and values here]*]

In addition to your school's ethos, include a clear statement on equality and respect

..... *Our school is a place where every person has the right to be themselves and to belong and learn in a safe and happy environment. Everyone at our school is equal and treats each another with respect and kindness. Our school is a bully-free place.*

Bullying of any nature or form is unacceptable and will not be tolerated at our school. We take all incidences of bullying seriously and it is our duty as a whole school community to take measures to prevent and tackle any bullying, harassment or discrimination.

The safety, welfare and well-being of all pupils and staff is a key priority. We actively promote values of respect and equality and work to ensure difference and diversity is celebrated across the whole school community. We want to enable our pupils to become responsible citizens and to prepare them for life in 21st Century Britain. These values reflect those that will be expected of our pupils by society, when they enter secondary school and beyond in the world of work or further study.

We are committed to improving our school's approach to tackling bullying by regularly monitoring, reviewing and assessing the impact of our preventative measures.

Summary of anti-bullying policy:

- Bullying is hurtful or unkind behaviour which is deliberate and repeated. Bullying can be done by one person or by a group of people towards another person or a group of people, where the bully or bullies hold more power than those being bullied.
- Bullying can be **physical, verbal, psychological, cyber (online or via text) or involve damaging or stealing of property**
 - Bullying can be based on someone's race or ethnicity (racist bullying), religion or belief, culture or family background, gender (sexism), sexual orientation (homophobic or biphobic bullying), gender identity (transphobic bullying), special educational needs or disability, appearance or health condition, home or personal situation, *[insert other groups as outlined in your anti-bullying policy]*
- Derogatory or offensive language of any kind will not be tolerated
- All bullying and any prejudice-based incidents will be recorded in school and followed up by a member of staff who will offer support to those involved
- If you think your child is experiencing bullying you can contact *[Insert staff member who leads on anti-bullying or your child's class teacher]* by email, telephone, or in person

You may wish to include the examples of bullying on page 6

.....

- Your child can also report bullying within the school to any member of staff or through the anonymous bully/worry box service [\[insert details\]](#)
- The full anti-bullying policy is available at [\[website\]](#)

If you have any questions about this policy, please contact [\[Insert staff member who leads on anti-bullying\]](#)

As parent(s)/carer(s) I/we understand the school's anti-bullying policy and will do our/my best to make sure that our/my child(ren) follow(s) it

Please sign below


Signed:

Date:

Some parents and carers may have questions or want to know more about the policy. When dealing with queries, staff should refer back to the school's anti-bullying policy and school ethos.

3 STEP

Keep track of incidents



It is vital to keep track of all incidents of homophobic, biphobic and transphobic bullying and language in school. Recording and monitoring homophobic, biphobic and transphobic bullying will help to identify any problem areas across the school and to identify where best to better target support and practical initiatives designed to tackle homophobic, biphobic and transphobic bullying. It is important to monitor the actions taken after language and bullying incidents so that you can track their effectiveness and the overall progress made across the school.

Template: Bullying and prejudice-based incident reporting form

This form is for a staff member to complete when recording bullying or a prejudice-based incident in school. This form could be used as a hard copy or an electronic copy.

Section A: Staff details

Date of completing form:

Name of staff:

Email address of staff:

After completion this form needs to be handed to *[Insert staff responsible for anti-bullying]*

Section B: Details of incident

☐ Bullying ☐ Prejudice-based incident

Nature of incident: Tick all that apply

☐ Physical ☐ Property ☐ Verbal ☐ Psychological ☐ Cyber

Form of bullying or incident: Tick all that apply

☐ Race ☐ Culture ☐ Religion or belief
☐ Sexual orientation – homophobic or biphobic ☐ Gender Identity – transphobic ☐ Gender – sexism
☐ Special Educational Needs (SEN) or disability ☐ Appearance or health conditions ☐ Related to home or other circumstance

..... You may also wish to refer to the examples of bullying on page 6

Details of those involved: Record all involved, whether adults, pupils, visitors from the school community and from outside

| | | | | |
|--|-------|-----------------|----------------|-----------------------------|
| Target of bullying/ incident: | Name: | Age/year group: | Class teacher: | Other relevant information: |
| Person responsible for bullying/ incident | Name: | Age/year group: | Class teacher: | Other relevant information: |

Details of incident: If you are unsure of the category (for example whether it is homophobic or biphobic bullying) then you can tick all that you think may apply and simply explain the details

Date

Place

Time

Witnesses

Repeat incident or serious incident

Any relevant supporting information e.g. witness accounts/screen grabs

Action taken:

Details of others involved or notified:

Actions for follow up:

Date for reviewing:


Recording and monitoring the data

All incidents reported via these forms, whether bullying or a prejudice-based incident, should be recorded centrally. This may be on the school database (such as SIMS) or other central recording system. The categories on this form should reflect the categories available for selection on the central system. This data should then be regularly monitored and analysed by the designated staff responsible for anti-bullying. They should analyse any trends in homophobic, biphobic and transphobic bullying across your school, e.g. if more cases are occurring in a particular year group or repeated incidences from an individual pupil. The data and any analysis should be regularly reported to the governors and to your local authority (where applicable) as outlined in the anti-bullying policy. This will help to target any follow up actions, initiatives and support in school.

Homophobic, biphobic and transphobic language should also be recorded, monitored and analysed on a central system. This will not always require a full incident reporting form unless it is a serious prejudice-based incident.

4 STEP

Find out what's going on in school



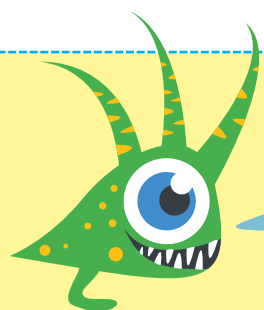
Once a school has set a clear policy and recording procedures in place, the next step is to gather specific information about homophobic, biphobic and transphobic bullying in your school. The best way to do this is to survey pupils, staff, parents and carers. Specific questions around homophobic, biphobic and transphobic bullying and language can be included in an existing anti-bullying survey or a separate, specific survey on homophobic, biphobic and transphobic bullying and language can be used.

It is useful to compare responses from pupils, staff, parents and carers. This will help you to understand homophobic, biphobic and transphobic bullying and language from all perspectives and to evaluate which policies and initiatives are working well in your school. For parents and carers, the survey can be sent out with a letter (Step 2) inviting them to be consulted on the school's anti-bullying policy.

Template: Homophobic, biphobic and transphobic bullying Key Stage 2 pupil survey

The purpose of this survey is to find out if bullying goes on in your school, and if so, what it looks like. Staff should be on hand to guide pupils through the survey and encourage pupils to ask questions about anything they do not understand. The survey is aimed at Key Stage 2 pupils. You may wish to explore different ways to survey younger children, such as class discussions with some of the questions in this survey.

Research shows that homophobic, biphobic and transphobic bullying at primary school can be directed at children who are different in some way to their peers or who have different families to their peers. These differences could be the way that they dress, their general appearance, who their friends are, the games, activities or sports they like to play, or the subjects they like or are good at school. It is important to include free text boxes rather than just 'yes' or 'no' options to gather as much information as possible. Encourage all pupils to write comments, as this will help you to analyse the data in more detail. Below are the core questions to include in a survey.



Section A: Bullying



This survey is private. This means that you don't have to give your name, and nobody will know that they are your answers.

1. Have you ever been bullied?

2. What was the bullying about? Please tick all that may apply

- | | | |
|--|--|---|
| <input type="checkbox"/> It was about my race | <input type="checkbox"/> It was about who I'm friends with in school | <input type="checkbox"/> It was about the games or sports I like or don't like to play |
| <input type="checkbox"/> It was about my culture and where my family is from | <input type="checkbox"/> It was about my gender | <input type="checkbox"/> It was about the subjects I like at school or how well I do in class |
| <input type="checkbox"/> It was about my religion | <input type="checkbox"/> It was about the way I look | <input type="checkbox"/> It was about something else |
| <input type="checkbox"/> It was about my disability or special need | <input type="checkbox"/> It was about the clothes or shoes I wear | |
| <input type="checkbox"/> It was about someone in my family | | |

Please explain more about the bullying here (if you can):

.....

.....

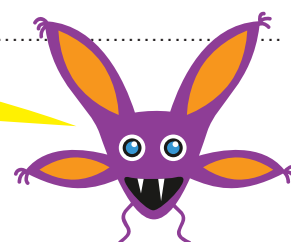
.....

.....

.....

.....

If you're not sure what any of these words mean, ask your teacher



3. If you have been bullied, what kind of bullying was it?

- a. Hitting, kicking, pushing or someone saying they were going to hit you
- b. Touching you when you didn't want to be touched
- c. Calling you names, teasing, using rude language or saying nasty things about you either to your face or to other people behind your back
- d. Stealing or damaging your belongings
- e. Ignoring you on purpose or leaving you out
- f. Sending hurtful or unkind texts, emails or online messages to you or about you
- g. Other – please explain

.....

.....

.....

4. If you have been bullied, where did the bullying happen?

[you may wish to give multiple choice options here, e.g. corridor, classroom, online]

5. If you have been bullied, when did the bullying happen?

[you may wish to give multiple choice options here, e.g. last week, last term]

- 6. If you have been bullied, did you tell anyone about it? If yes, who did you tell?
- 7. Are other pupils at this school bullied about themselves or a family member being lesbian, gay or bisexual, or called words like 'gay' as an insult?
- 8. Are boys picked on at this school when they do not behave like a 'typical boy'?
- 9. Are girls picked on at this school when they do not behave like a 'typical girl'?

**Section B:
Unkind
language**



1. How often do you hear people say things like 'that's so gay' or 'you're so gay' in school?

[you may wish to give multiple choice options here, e.g. every day, once a week, sometimes, never]

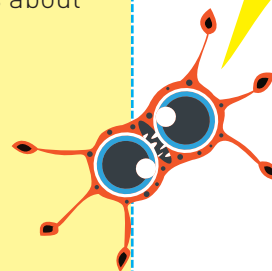
2. How often do you say things like 'that's so gay' or 'you're so gay' in school?

[you may wish to give multiple choice options here, e.g. every day, once a week, sometimes, never]

3. When someone uses the word 'gay' to describe something as rubbish, do teachers or other staff tell them off?

4. What would you do if you heard someone use the word 'gay' to describe something as rubbish e.g. 'your pencil case is so gay'?

If you don't want to answer a question, just skip it and move onto the next one



If derogatory use of the word 'gay' is a particular concern, you may wish to include the following, specific, questions:

Template: Homophobic, biphobic and transphobic bullying staff survey

Core questions
to include:

Section A: Bullying

1. Are you aware of the school's anti-bullying policy?
2. Are you aware of the school's stance on homophobic, biphobic and transphobic bullying?
3. Have you received training on tackling homophobic, biphobic and transphobic bullying in school?
4. How well do you feel the school deals with homophobic, biphobic and transphobic bullying?
5. Are pupils in this school bullied about themselves or a family member being lesbian, gay or bisexual, or called words like 'gay' as an insult?
6. Do you think pupils who do not behave like a 'typical boy' or a 'typical girl' are safe from bullying in school?
7. If a lesbian, gay or bisexual pupil was 'out' in school, do you think they would feel safe from bullying?
8. Do you think a trans pupil in school would feel safe from bullying in school?
9. What more do you think the school could do to tackle homophobic, biphobic and transphobic bullying?
10. Do you celebrate difference, diversity and encourage pupils to be themselves in any of your lessons? For example, looking at families with same-sex parents, exploring the meaning of gender identity or looking at how we are all different with pupils. Please give details or examples.
11. Do you challenge gender stereotypes (such as via story books that do so) in any of your lessons? Please give details or examples.

Section B: Language

1. How often do you hear homophobic language in school?
2. How often do you hear biphobic language in school?
3. How often do you hear transphobic language in school?
4. On a scale of one to ten, how confident do you feel in challenging homophobic language?
5. On a scale of one to ten, how confident do you feel in challenging biphobic language?
6. On a scale of one to ten, how confident do you feel in challenging transphobic language?
7. Do you think that other school staff challenge pupils for using homophobic, biphobic and transphobic language?
8. How often do you hear pupils say things like '*don't be such a girl*', '*you kick like a girl*', or '*stop acting like a boy!*'?
9. How often do you hear pupils use phrases like '*that's so gay*' or '*you're so gay*' in school?
10. How often do you hear staff say things like '*that's so gay*' or '*you're so gay*' in school?
11. How often do you say things like '*that's so gay*' or '*you're so gay*' in school?

If the derogatory use
of the word 'gay' is a
particular concern,
you may wish to
include the
following, specific,
questions:

Template: Homophobic, biphobic and transphobic bullying parents and carers survey

1. Has your child experienced bullying while at *[Insert school name]* ?

2. What was the bullying about?

- | | | |
|--|---|---|
| <input type="checkbox"/> Race (racist bullying) | <input type="checkbox"/> Religion or belief | <input type="checkbox"/> Family and relatives or culture |
| <input type="checkbox"/> Gender (sexist bullying) | <input type="checkbox"/> Sexual orientation (homophobic or biphobic bullying) | <input type="checkbox"/> Gender identity (transphobic bullying) |
| <input type="checkbox"/> Special educational needs (SEN) or disability | <input type="checkbox"/> Appearance or health conditions | <input type="checkbox"/> Related to home or other circumstance |
| <input type="checkbox"/> Other <i>[insert other groups as outlined in your anti-bullying policy]</i> | | |

If yes to above:

- a. Did you/they report the bullying?
 - b. Who did you/they report it to?
3. Have you seen the school anti-bullying policy?
 4. Do you know how to report incidents of (homophobic, biphobic, transphobic) bullying?
 5. Do you think that the school deals effectively with (homophobic, biphobic, transphobic) bullying?
 6. Do you think that the school would listen to yours or your child's worries about bullying?
 7. Are you aware of any school initiatives to combat bullying?
 8. What more could the school do to combat (homophobic, biphobic, transphobic) bullying?

Core questions to include:

You may wish to include the examples of bullying on page 6

The survey results

The results from each survey should be recorded and analysed. You may find it useful to do the survey online for example using Survey Monkey. This will make it easier to collect and analyse the results, which can be tracked and compared in your school over a period of time using a termly or annual survey. Results of the survey should be communicated to staff, parents, carers, pupils and governors and this will allow you to celebrate success as a whole school community and help to guide future anti-bullying initiatives and targeted interventions.

5 STEP

Develop school scripts

Developing school scripts or responses is a great way to ensure all staff feel confident to directly challenge homophobic, biphobic and transphobic language. School scripts can be developed during staff training and there are examples of homophobic, biphobic and transphobic language on page 6, as well as child-friendly explanations in the glossary on page 3, that you might find helpful.

Example responses to homophobic, biphobic or transphobic language

Establish understanding

'Do you know what that word means?'

'What do you mean by 'that's so gay!'?'

'What did you mean by saying he kicks like a girl?'

'Do you understand why its wrong/hurtful to use that word?'

Explain meaning

(Use the child-friendly explanations on page 4 to help)

'Gay/lesbian/bisexual/trans is a word we use to describe [...], not a nasty word to use against people.'

'We don't use gay/lesbian/bisexual/trans as an insult because it makes people think that being gay/lesbian/bisexual/trans is something bad.'

Use empathy

'How do you think you would feel if someone called you names like that?'

'That language is really hurtful/unkind to me and others.'

'It is really disappointing to hear you using language that makes other people feel bad.'

Challenge directly

'You know that that language is absolutely unacceptable.'

'Why are you saying that word?'

'How can a pair of trainers be gay?'

'If you mean rubbish, you should use the word rubbish.'

Link to school ethos and policy

'In this school we don't use language like that. We are kind, respectful and caring to everyone.'

'It's important that everyone can be themselves.'

'We are all unique and deserve to be respected/valued/loved by others.'

'We don't pick on people because of the way they look.'

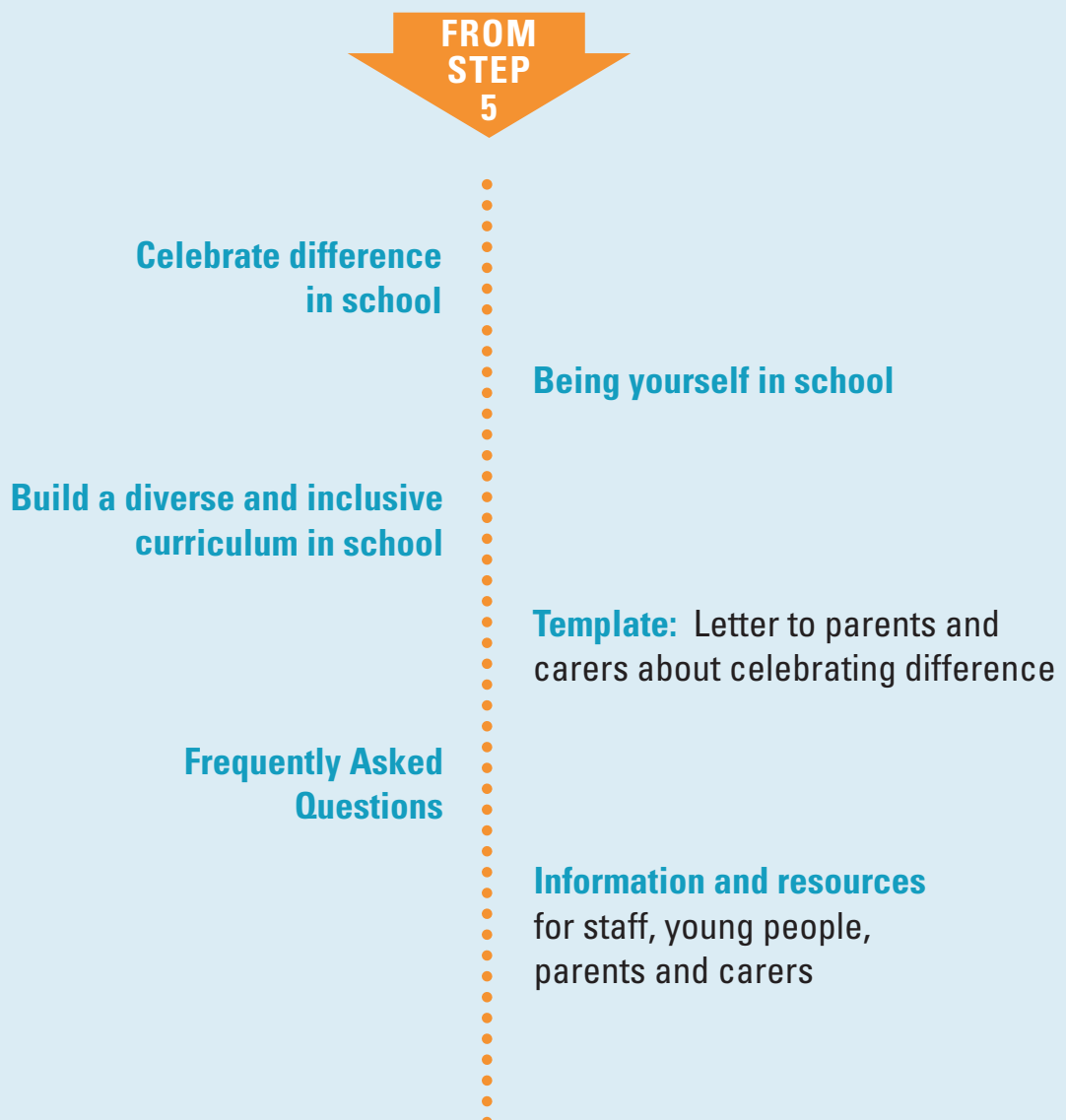
Role plays

These scripts, along with the examples on page 6, can also be used to develop role play lessons for pupils. Role plays can help pupils, as well as staff, to gain confidence in challenging discriminatory language in a way that is positive and safe.

Moving further – creating an inclusive environment in school

This section of the toolkit looks at how a school can move beyond the first steps of the toolkit by creating a school environment that makes all children feel included. This can be done by celebrating difference and diversity in school, encouraging pupils to be themselves and by building an inclusive curriculum.

Use the checklists alongside Stonewall's *Different Families* materials, *FREE* DVD and additional materials from the Resources section on page 37 to help make your school a welcoming place for every young person and one that prepares all children for life in 21st Century Britain.



Celebrate difference in school

Stock the school library with a diverse range of books

Include books that celebrate difference, look at different families, challenge gender stereotypes or feature LGBT characters or themes. Use Stonewall's list of primary books as a starting point www.stonewall.org.uk/primarybooks

Celebrate difference across the school

Ensure that images, posters and displays across school are diverse and celebrate how we are all different. This might include images on the school website, prospectus, in corridor and classroom displays, and in newsletters. Displaying Stonewall's *Different Families* posters, stickers and post cards around school is a useful starting point.

Hold an event to celebrate equality and diversity

For example hold an assembly, create a display, hold a cake sale or a themed non-uniform day

Key dates for your calendar:

- Anti-Bullying Week in November
- LGBT History Month in February
- International Day Against Homophobia, Biphobia and Transphobia (IDAHOBiT)
- International Women's Day
- A dedicated diversity day or week in school

Being yourself in school

Build on work to celebrate difference by exploring with pupils the idea of what it means to be yourself. This helps all children feel included. Show pupils Stonewall's *FREE* as a starting point for further discussion in circle time on the film's key message. Empowering pupils is also a great way to encourage them to be themselves. This can be done in a number of ways:

- Set up pupil groups, including equality groups, pupil councils/voice or other groups which provide opportunities to discuss being yourself, difference and diversity
- Develop pupil-led schemes such as peer mentoring schemes, anti-bullying ambassadors or playground buddies
- Set up regular meetings with pupils groups, anti-bullying leads and senior staff to help shape school policy and feedback on school initiatives

Build a diverse and inclusive curriculum

A diverse and inclusive curriculum means that every pupil will feel included in school life and be prepared for life in 21st Century Britain. It also makes it less likely that homophobic, biphobic and transphobic bullying will become an issue in school.

Use the following checklists to help make sure your school curriculum is inclusive:

Personal, Social and Health Education (PSHE) or circle time

- Talk about homophobic, biphobic and transphobic bullying alongside other forms of bullying and prejudice
- Talk about different relationships and family structures such as same-sex marriages, adoption and fostering and single-parent families
- Ensure pupils learn about diverse role models, including people of different sexual orientations and genders

Sex and Relationships Education (SRE)

- Don't assume what the sexual orientation or gender identity is or will be of pupils in the class
- Explain that everyone has a sexual orientation and gender identity in an age-appropriate way (you may find the child-friendly explanations on page 4 useful)
- Include LGBT people in examples
- Encourage all pupils to feel positive about themselves and their bodies
- Challenge gender stereotypes, e.g. use examples of people who don't follow traditional gender roles in relationships

Wider curriculum

- Ensure there is a diverse representation of people, including LGBT people, in lesson topics, examples, case studies and books (use Stonewall's primary book list www.stonewall.org.uk/primarybooks)
- Don't make assumptions about sexual orientation and gender identity, either about pupils or in lesson topics. For example, don't assume the gender identity of characters in a book or that everyone in the class has a mum and a dad
- Try to avoid making distinctions between boys and girls. For example, don't separate boys and girls for activities or use language such as 'boys and girls'
- Point out and challenge gender stereotypes in conversations with pupils
- Use existing resources (including Stonewall's FREE DVD, lesson plans and guides) in schemes of work to ensure that pupils know the importance of being yourself

Template: Letter to parents and carers about celebrating difference

It is important to communicate with parents and carers about the work being done in school to celebrate difference. This lets parents and carers know that your school is a place where difference and diversity is valued and one where their child can be themselves and will feel included. This example is a letter to parents and carers about work being done in a school.

Dear *[name of parent/carer]* ,

This term we will be celebrating difference and diversity across the school. As part of this we will be learning about different families, what makes a person unique and challenging stereotypes.

We will be encouraging every pupil to talk about themselves and their family and what makes them special. We want to celebrate all families and ensure everyone's family is included, whether they have one parent, carers, two mums or two dads, pets, siblings, grandparents and more!

Please encourage your child to have a think about what makes their family special and bring in any pictures or anything they would like to share about their family. We will also be celebrating the many ways that we are all different and unique and in doing so challenging gender and other stereotypes in school.

As part of our school ethos we want to ensure that every child feels included and knows that they can be themselves.

[Insert details about any specific dates and events]

If you have any questions about this please do not hesitate to ask me,

Best wishes

[Insert name and contact details of staff member]

You may wish to include the Stonewall logo or a sample of materials and resources

Some parents and carers may have questions or want to know more about what you are doing in school. Do share any lesson activities, books or resources with them or invite them to have further discussion in school.

Frequently Asked Questions

Tackling homophobic, biphobic and transphobic bullying sends a strong message that your school celebrates diversity and is a place where everyone, including any staff, pupils, parents and carers who are or may be lesbian, gay, bisexual or trans should be able to be themselves. While many LGBT young people come out at secondary school, some will realise they are LGBT at primary school. Some may come out at primary school too, and might need support from school staff and those around them.

At what age do young people first realise they are lesbian, gay or bisexual?

Young people can realise they are lesbian, gay or bisexual at any age. Some young people realise that they are lesbian, gay or bisexual at primary school. According to *Metro Youth Chances* 2014 one in four lesbian, gay and bisexual young people say they first thought they were LGB aged 11 or under. Many LGB people say that they felt different to their peers in some way at primary school.

At what age do young people first realise they are trans?

Trans young people may realise they are trans at any age. According to *Metro Youth Chances* 2014 two in five trans young people first thought they were trans aged 11 or under. A young person may not realise they are trans or use the word trans, but may feel different in some way or express their gender in different ways to their peers.

Do young people 'come out' as lesbian, gay, bisexual or trans at primary school?

A young person may tell you or others that they are lesbian, gay, bisexual or trans at primary school. They may express this differently and may not use the words lesbian, gay, bisexual or trans. They might tell you that they feel like a girl or feel like a boy, or that they like a particular girl or boy.

If a young person doesn't conform to gender stereotypes, does that mean they are lesbian, gay, bisexual or trans?

Many young people don't conform to gender norms or stereotypes, or choose to express their gender in different ways. Some of these young people might be lesbian, gay, bisexual or trans, but many of these young people will not. It is important not to make assumptions about a young person's sexual orientation or gender identity, but to continue to challenge gender stereotypes in school, and above all reassure all young people that it is ok to be themselves.

If a young person experiences homophobic, biphobic or transphobic bullying does that mean they are lesbian, gay, bisexual or trans?

Although research shows that many lesbian, gay, bisexual and trans young people do experience homophobic, biphobic or transphobic bullying, so do many young people. It is important not to make assumptions about a young person experiencing homophobic, biphobic or transphobic bullying, but to listen and support them to deal with what they are experiencing.

How can school staff support a young person who comes out as lesbian, gay, bisexual or trans at primary school?

The most important things are to listen and reassure them, encourage them to talk about how they feel and what they need to feel welcome and included at school, ask if they've talked to their parents or carers and let them know you are there to support and help with this and any other questions.

Information and resources – for staff, young people, parents and carers

The following information and resources should be easily accessible and available for all staff in school, and specific resources available for pupils, parents and carers as indicated. Staff may not know all the answers but this information can help staff to signpost and support a young person if they are approached on LGBT issues. It is useful to research the support and facilities available in your local area to supplement the resources and information in this toolkit.

For more information, see Stonewall's guidance for teachers on supporting LGBT young people.

How to find information in your local area

- Use Stonewall's **'What's in my area'** database where you can search for organisations and LGBT youth groups by 'type' and 'region' www.stonewall.org.uk/whatsinmyarea
- Contact your local authority or look at their web pages for young people
- Call the **Stonewall Information Service** on **08000 502020** or tweet **@stonewallukinfo** with your question

FOR YOUNG PEOPLE

Bullying

- ChildLine – a confidential helpline for children **0800 1111** www.childline.org.uk
- Anti-bullying charity Kidscape's *Don't Bully Me* – a guide for primary-age children who are being bullied for any reason

Online safety

- Childnet's primary children activity zone – to help children stay safe online www.childnet.com/young-people/primary

Being yourself and celebrating difference

- Stonewall's **FREE** online pupil zone – watch **FREE** and do quizzes, wordsearches and puzzles to help Key stage 2 children explore what it means to be themselves www.stonewallprimary.org.uk
- CBBC's *My life* series episode *I am Leo* –

tells the story of a 13 year old trans boy.
Available to watch at www.youtube.com

- Pop 'N' Olly – an online tv show and YouTube channel for primary-age children which explores diversity and difference popnolly.com

INFORMATION FOR PARENTS AND CARERS

- FFLAG (Family and Friends of Lesbians and Gays) *A Guide for Family and Friends*
- Gendered Intelligence's *Guide for Parents and Families of Young Trans People*
- Stonewall's guide for parents and carers *So you think your child is gay?*
- Mermaids – provides support and information for parents and carers of trans young people www.mermaidsuk.org.uk
- Childnet – resources for teachers, parents and carers on how to help young people stay safe online www.childnet.com

Resources

www.stonewall.org.uk/educationresources

Stonewall has a wide range of resources to help schools address homophobic, biphobic and transphobic bullying, support LGBT young people and celebrate difference.



The Teachers' Report 2014 YouGov polling of almost 2000 primary and secondary school staff about homophobic bullying



The School Report *The experiences of lesbian, gay and bisexual young people in Britain's schools (2012)*



Different Families *The experiences of children with lesbian and gay parents (2010)*



Spell it Out Stonewall's secondary school staff training DVD



FIT An intelligent, powerful film for Key Stage 3 and 4 students that tackles the issue of homophobic bullying



Spell it Out Stonewall's primary school staff training DVD



FREE A ground-breaking film for primary school pupils that conveys powerful messages about difference, diversity and respect



Gay. Let's get over it! A series of posters to help challenge young people's use of homophobic language

Gay. Let's get over it! A pocket-sized guide for students to help them recognise and challenge homophobic language amongst their peers



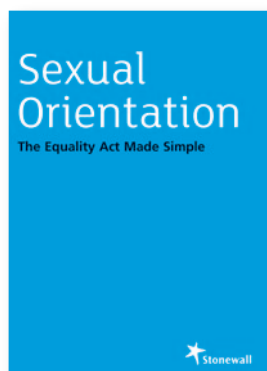
Stonewall Education Guides including *Staying Safe Online*; *Primary best practice guide*; *Tackling homophobic language*; *Including different families*; *Effective school leadership*; *Working with faith communities* and *An introduction to supporting LGBT young people*



Get over it! posters and stickers



Different Families, Same Love age-appropriate posters, postcards, stickers, cards and mother's/father's day cards for display in classrooms, corridors and as teaching materials



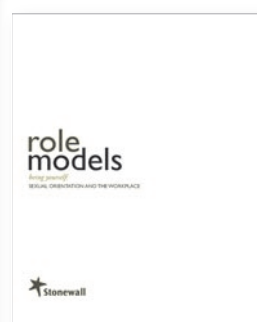
Sexual Orientation
The Equality Act Made Simple includes information for secondary schools on setting equality objectives



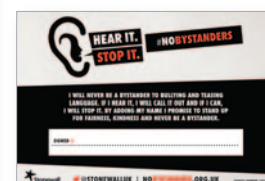
So you think your child is gay?
Answers to common questions parents and carers might have when they think their child is gay or has just come out



Coming out!
Answers to some of the questions you may have
A guide answering young people's questions about coming out



Role Models
17 inspiring stories from lesbian, gay and bisexual role models leading in a range of industries



No Bystanders pledge card. To join the campaign visit www.nobystanders.org.uk

Stonewall's education resources were designed to help school staff address homophobic and biphobic bullying and support lesbian, gay and bisexual young people in school. Stonewall is now a lesbian, gay, bisexual and trans charity. Stonewall's education resources and guidance are being updated to be fully inclusive of trans issues.

To access new resources and ensure you have the most up-to-date versions, please visit

www.stonewall.org.uk/educationresources

Get in touch with Stonewall

Everything we do is based on meeting the needs of schools, teachers and young people. Please do get in touch with us to share your experiences and tell us what you think about our materials.

If you have any questions or would like to speak to a member of Stonewall's Education Team please email **education@stonewall.org.uk** or call Stonewall's Schools Helpline **020 7593 1862**

Stonewall's Secondary School resources are available at **www.stonewall.org.uk/educationresources**

To book a place on Stonewall's Train the Trainer courses, visit **www.stonewall.org.uk/teachertraining**

Stonewall

education@stonewall.org.uk

020 7593 1862

www.stonewall.org.uk/get-involved/education

www.facebook.com/stonewalluk

Twitter: @stonewalluk

www.youtube.com/user/stonewalluk

Stonewall Cymru

education@stonewallcymru.org.uk

addysg@stonewallcymru.org.uk

02920 237767

www.stonewallcymru.org.uk/get-involved/education-cymru

www.stonewallcymru.org.uk/cy/chwaraewch-ran/addysg

www.facebook.com/stonewallcymru

Twitter: @stonewallcymru

www.youtube.com/user/stonewallcymru

Stonewall Scotland

education@stonewallscotland.org.uk

0131 474 8019

www.stonewallscotland.org.uk/get-involved/education-scotland

www.facebook.com/stonewallscotland

Twitter: @stonewallscot

Further support and guidance

Stonewall's Train the Trainer courses give staff the knowledge, skills and confidence to train their colleagues on homophobic, biphobic, transphobic bullying and to successfully implement the templates and checklists in this toolkit. Participating schools are also automatically enrolled in Stonewall's School Champions Programme.



Key benefits of the School Champions programme include:

- An extensive pack of Stonewall's acclaimed school resources including DVDs, lesson plans, education guides and posters
- The tools to benchmark your school's current policies and practices with legal requirements and national best practice
- Ongoing support, guidance and best practice from Stonewall's education team, with access to our helpline for schools throughout the year
- Regular newsletters, briefings and opportunities exclusively for School Champions, as well as exclusive use of the School Champions logo
- Free access to twilight regional seminars, held around the country for any staff in your school
- The opportunity to apply for free for our Bronze, Silver and Gold School Champions Awards
- Discounted access to future Stonewall events, conferences and training opportunities

For more information visit www.stonewall.org.uk/teachertraining

Stonewall's Youth Programmes empower young people to tackle homophobia, biphobia and transphobia and help LGBT young people to be themselves. Young people aged 14+ can get involved with programmes and competitions each year.

For more information visit www.youngstonewall.org.uk
or email stonewallyouth@stonewall.org.uk



Our **Education Champions programme** provides tailored support to local authorities and academy chains in their work to prevent and tackle homophobic, biphobic and transphobic bullying in their schools. Local authorities and academy chains work with Stonewall and each other to establish ways they can address homophobic, biphobic and transphobic bullying and promote a safe and inclusive learning environment for all young people.

For more information visit www.stonewall.org.uk/educationchampions



**Getting
started**