

Getting started

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

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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 young lesbian, gay, bisexual and trans students still face bullying at school. We also know that we are only reaching half of the 25,000 schools in England with our training, resources and support. We want every school to be free from homophobic, biphobic and transphobic bullying and to ensure that all young people, regardless of their sexual orientation or gender identity, can flourish.

This toolkit will enable every school 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 2015, 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 that this resource is inclusive of trans young people.

Ruth Hunt Chief Executive, Stonewall

Contents

How to use this toolkit	2	1 STEP	Set the ground rules	8	2 STEP	Communicate the school's approach to parents and carers	18
Glossary	3		Template: Anti-bullying policy	9		Template: Letter to parents and carers about the anti-bullying policy	19
Homophobic, biphobic and transphobic bullying in schools	5		Related policies	14			
Examples of homophobic, biphobic and transphobic bullying and language	6		Template: Student-friendly anti-bullying policy	15			
Getting started – five steps	7						

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 secondary 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 lesbian, gay, bisexual and trans (LGBT) issues. The *Moving further* section of this toolkit provides a set of simple, practical steps that your school can take to embed work on LGBT issues 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 tackle homophobic, biphobic and transphobic bullying is comprehensive.

3 STEP	4 STEP	5 STEP	
Keep track of incidents 21	Find out what's going on in school 24	Supporting LGBT young people 29	Moving further – next steps 31
Template: Bullying and prejudice-based incident reporting form 22	Templates: Homophobic, biphobic and transphobic bullying surveys	A checklist for ensuring school services cover LGBT issues 29	Develop school scripts 32
	– for students 25	Information and resources on LGBT issues 30	Celebrate diversity and LGBT people in school 33
	– for staff 27		Include LGBT people and issues across the curriculum 34
	– for parents and carers 28		Further support and guidance 35
			Resources 37
			Get in touch with Stonewall 39

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 offering support to lesbian, gay, bisexual and trans (LGBT) young people.

There are a wide range of terms that people may use to describe their sexual orientation or gender identity. The best way to get this right is to give people the opportunity to say how they would describe themselves, rather than making your own assumptions. For more information, see Stonewall's guidance for teachers on supporting LGBT young people.

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, whether male, female, or something else (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

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

A cisgender person

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 does not identify as male or female

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

Intersex

a term used to describe a person who may have the biological attributes of both sexes or whose biological attributes do not fit with societal assumptions about what constitutes male or female. Intersex people can identify as male, female or non-binary

It is important to remember that:

- **the terms people use to describe themselves may change over time**
 - **sexual orientation and gender identity are not the same thing**
 - **not everyone thinks of themselves as 'male' or 'female'**
 - **not everyone identifies with the sex that they were assigned at birth**
-

Transgender man

a term used to describe someone who is assigned female at birth but identifies and lives as a man. This may be shortened to trans man, or FTM, an abbreviation for female-to-male

Transgender woman

a term used to describe someone who is assigned male at birth but identifies and lives as a woman. This may be shortened to trans woman, or MTF, an abbreviation for male-to-female

A transsexual person

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 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

Transitioning

the steps a trans person may take to live in the gender they identify as. Each person's transition will involve different things. For some this involves medical intervention, such as hormone therapy and surgeries, but not all trans people want or are able to have this. Transitioning also might involve things such as telling friends and family, dressing differently and changing official documents

Gender reassignment

is another way of describing a person's transition. To undergo gender reassignment usually means to undergo some sort of medical intervention, but it can also mean changing names, pronouns, dressing differently and living in their self-identified gender. Gender reassignment is a characteristic that is protected in the Equality Act 2010

Coming out

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

Outed

when a lesbian, gay, bisexual or trans person's sexual orientation or gender identity is disclosed to someone else without their consent

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

Homophobic, biphobic and transphobic bullying in schools

What we know

The School Report 2012, a University of Cambridge survey of more than 1,600 lesbian, gay and bisexual young people, found that:

- **More than half** (55 per cent) of lesbian, gay and bisexual students have experienced homophobic bullying.
- **99 per cent** of lesbian, gay and bisexual young people hear the phrases 'that's so gay' or 'you're so gay' in school.
- Only **half** of lesbian, gay and bisexual students report that their schools say homophobic bullying is wrong.

The Teachers Report 2014, YouGov polling of almost 2,000 teachers, found that:

- **Nine in ten** (86 per cent) secondary school teachers say children and young people, regardless of their sexual orientation, experience homophobic bullying.

- **More than nine in ten** (92 per cent) secondary school teachers believe that school staff have a duty to tackle homophobic bullying.

- **Eight in ten** teachers have not had any specific training on how to tackle homophobic bullying.

Metro Youth Chances 2014, a survey of more than 7,000 young people, including 956 trans young people, found the following:

- **83 per cent** of trans young people say they have experienced name-calling and **35 per cent** have experienced physical attacks.
- **Almost a third** (32 per cent) of trans young people say they have missed lessons due to discrimination or fear of discrimination.
- **Over a quarter** (27 per cent) of trans young people have attempted suicide.

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 students and 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 student 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 students, such as lesbian, gay, bisexual and trans students.

Government

Tackling homophobic, biphobic and transphobic bullying is a clear government priority. The Department for Education, in conjunction with the Government Equalities Office, supports schools and organisations across England to tackle homophobic, biphobic and transphobic bullying.

Examples of homophobic, biphobic and transphobic bullying and language

These examples are designed to help teachers and other school staff to understand different types of bullying and offensive language. The list offers some examples that may be useful when explaining homophobic, biphobic and transphobic bullying to other staff, students, parents and carers.

Homophobic bullying is bullying that is based on prejudice or negative attitudes, beliefs or views about lesbian, gay or bi people. Homophobic bullying may be targeted at students who are, or who are perceived to be, lesbian, gay or bi. It can also suggest that someone or something is less worthy because they are lesbian, gay or bi. Homophobic bullying is also often targeted at students who have lesbian, gay or bi family members, and students 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 students 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 students who are openly bisexual, those who are questioning their sexual orientation, or students who are suspected of being bisexual. Biphobic bullying may target students with negative stereotyping (for example suggesting that they are greedy) or assume that being bisexual is a phase.

For example

- a bisexual student receiving ongoing name-calling and jokes about being 'greedy' because they are attracted to boys and girls
- a bisexual student repeatedly being asked probing or intimidating questions such as *'can't you make your mind up – do you fancy boys or 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 students who are not trans but do not conform to gender stereotypes.

For example

- students pestering a trans 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 students 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 student a *'dyke'* or *'faggot'*

Biphobic language

For example

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

Transphobic language

For example

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

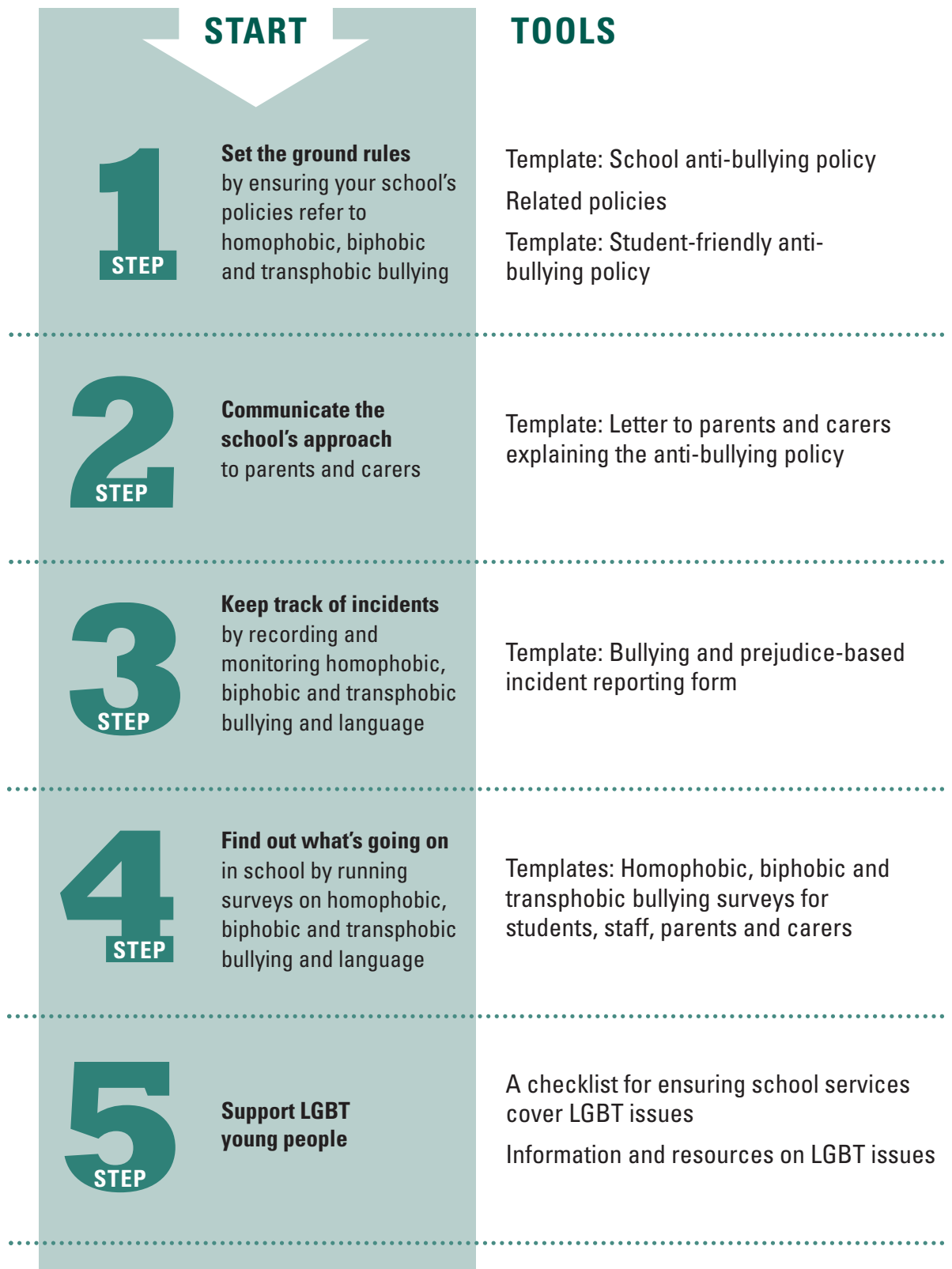
Sexist language There are often similarities between homophobic, biphobic and transphobic bullying and sexist language, bullying or attitudes. Sometimes a language or bullying incident may fit into more than one category.

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 secondary schools



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 homophobic, biphobic and transphobic bullying 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 student 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.

Include a clear statement on equality and respect

School statement on bullying

[Insert your school's ethos and values here]

This school is a place where every person has the right to be themselves and to be included in a safe and happy environment. Everyone at our school is equal and should be treated with respect.

This sets out where a school stands on bullying

Aims and purposes of the policy

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 students 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 students to become responsible citizens and to prepare them for life in 21st Century Britain. These values reflect those that will be expected of our students by society when they leave school and enter 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.

You may wish to list here other related policies

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

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

1. Definition of bullying

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 another individual or group, where the bully or bullies hold more power than those being bullied.

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

STUDENTS WHO ARE BEING BULLIED: If a student 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** – such as a form tutor, head of year or *[specific names of anti-bullying staff]* or any other teacher
- **Report to a peer mentor/befriender** *[insert other peer reporting mechanisms]* who can be found in the school safe space every lunch time *[or other designated area and time]*
- **Report bullying by:**

Texting *[XXXX]*

Emailing *[bullying@schoolwebsite.com]*

Phoning *[XXX XXXX XXXX]*

Using the anonymous school bullying reporting box

On the school website via *[www.schoolwebsite.com]*

[Insert any other school reporting mechanisms]

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

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

For more on reporting see Step 3 on page 20

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

- **Report to other school staff** *[the youth worker, school nurse, school counsellor] [insert other as appropriate]*
- **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 efforts to prevent bullying. If staff are aware of bullying, they should reassure the students involved and inform a relevant member of the pastoral team. 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 tell 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]*

STUDENTS: Students should not take part in any kind of bullying and should watch out for potential signs of bullying among their peers. They should never be bystanders to incidents of bullying. If students witness bullying they should support the victim, encourage them to report the bullying and, if possible, accompany 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]*
- Designated school staff will monitor incident reporting forms and information recorded on *[SIMS or other school database]* 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
- Support will be offered to those who are the target of bullying from the *[pastoral team]* in school, from a *[peer mentor,]* or through the use of *[restorative justice or other programmes]*
- Staff will pro-actively respond to the bully, who may require support from the *[pastoral team, peer mentors]* or through the use of *[restorative justice programmes]*
- Staff will assess whether parents and carers need to be involved
- Staff will assess whether any other authorities (such as police or the local authority) need to be involved, particularly where 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 students' well-being beyond the school day. Staff, parents and carers, and students 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]* and follow up actions and sanctions, if appropriate, will be taken for students 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 student-friendly anti-bullying policy *[Insert where available, for example in students' planners]* ensures all students understand and uphold the anti-bullying policy
- The PSHE programme of study includes opportunities for students to understand about different types of bullying and what they can do to respond and prevent bullying
- Tutor time provides regular opportunities to discuss issues that may arise in class and for form tutors to target specific interventions
- Whole-school and year group assemblies help raise students' 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 students across the school

- Peer mentoring and student-led programmes *[Insert details here]* offer support to all
- Restorative justice programmes *[or insert details of other programmes here]* provide support to targets of bullying and those who show bullying behaviour
- Students 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 students.

The policy is reviewed every 12 months, in consultation with the whole school community including staff, students, parents and 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 students 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
- Include details on online and anonymous reporting mechanisms

Sex and relationships policy

- Make it clear that sex and relationship education is designed to prepare all students 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 students 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 students including LGBT students

Safeguarding and confidentiality policies

- Make it clear that a student 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 students, without their consent is a breach of confidentiality. This includes disclosures to a student'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: Student-friendly anti-bullying policy

Make sure that students clearly understand the anti-bullying policy particularly in terms of how to report incidents. Developing a student-friendly anti-bullying policy is the most effective way to communicate the policy to students. This sample policy shows the core sections covering homophobic, biphobic and transphobic bullying that should be included in a student-friendly anti-bullying policy. Areas where you might want to add specific details relevant to your school are clearly indicated within the template.

Include a clear statement on equality and respect

School statement on bullying

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

This school is a place where every person has the right to be themselves and to be included in a safe and happy environment. Everyone at our school is equal and should be treated with respect.

What is bullying?

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.

What does bullying look like?

Bullying can be:

- **Hitting or threatening to hit someone**
- **Touching someone inappropriately or without their consent**
- **Calling someone names or spreading rumours or gossip about someone**
- **Stealing, hiding or damaging someone's property**
- **Deliberately ignoring someone or leaving them out**
- **Sending hurtful or unkind texts, emails or online messages to or about someone**

Remember that bullying isn't just physical and it can happen outside or inside school. If someone is deliberately and repeatedly being hurtful or unkind towards you or someone else, whatever that looks like or for whatever reason, it is bullying.

What kinds of bullying can happen?

Bullying can be based on any of the following things:

- **Race or ethnicity** (racist bullying)
- **Religion or belief**
- **Culture or family background**

- **Gender** (sexist bullying)

Sexual orientation (homophobic or biphobic bullying)

Gender identity (transphobic bullying)

You may also wish to refer students to the glossary on page 3 and examples of bullying on page 6

- **Special educational needs or disability**
- **Appearance or health condition**
- **Home or other personal situation**
- *[insert other groups as outlined in your anti-bullying policy]*

Not every type of bullying is on this list. If someone is deliberately and repeatedly being hurtful or unkind towards you, for whatever reason, that is bullying.

What should I do if I'm being bullied or someone else is being bullied?

It is really important to report bullying. It won't make the situation worse and it will help to stop the bullying whether it is happening to you or to someone else. If you know that someone is being bullied, try to reassure and support them, tell them that what is happening is wrong and help them to tell a trusted adult. There are many different ways to report bullying:


- Tell a teacher, such as your form tutor, your head of year *[specific names of anti-bullying staff]* or any other teacher
- Report it to a *[peer mentor/befriender/insert other peer reporting mechanisms if appropriate]* who can be found in the school safe space every lunch time *[or other designated area and time]*
- Report it to other school staff such as *[the youth worker, school nurse, school counsellor]* *[insert other as appropriate]*
- You can also report bullying by:
 - Texting *[XXXX]*
 - Emailing *[bullying@schoolwebsite.com]*
 - Phoning *[XXXX XXXX]*
 - Using the anonymous bullying reporting boxes
 - On the school website via *[www.schoolwebsite.com]*
- You can call ChildLine at any time for free on 0800 1111 to speak to a counsellor. Remember your call will be confidential which means they will not tell anyone else about what you have said.

School staff will make sure that the bullying is recorded and taken seriously and will follow up to support you or the person being bullied. They will also act to sort out the situation with the bully and any others involved.

A student-friendly anti-bullying policy can be included in students' school planners or displayed in classrooms. It is important to teach students about the policy in PSHE lessons or in their form groups to ensure that it is used effectively. Bullying reported by students should be recorded centrally (such as on SIMS or another database) so that it can be analysed (see Step 4 for further details)

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 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, students and governors. You can include the summary of the anti-bullying policy in a home-school agreement or in students' planners for parents and carers to sign.

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

This letter template includes some of the core elements of the anti-bullying policy outlined in Step 1. You may wish to adapt the contents to use within 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 students 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]*]

This school is a place where every person has the right to be themselves and to be included in a safe and happy environment. Everyone at our school is equal and should be treated with respect.

Bullying of any nature or form is unacceptable and will not be tolerated.

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 students 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 students to become responsible citizens and to prepare them for life in 21st Century Britain. These values reflect those that will be expected of our students by society when they leave school and enter 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 the 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 (sexist bullying), sexual orientation (homophobic or biphobic bullying), gender identity (transphobic bullying), special educational needs or disability, appearance or health condition, home circumstance – *[insert other groups as outlined in your anti-bullying policy]*
- Derogatory or offensive language of any kind will not be tolerated

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

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

- 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]* initially by email or telephone
- Your child can also report bullying within the school to any member of staff or through the anonymous text or 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 target support and practical initiatives designed to tackle homophobic, biphobic and transphobic bullying. It is important to monitor the actions taken after all 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 – racist bullying

☐ Culture

☐ Religion or belief

☐ **Sexual orientation –
homophobic or biphobic**

☐ **Gender Identity –
transphobic**

☐ Gender – sexist
bullying

☐ Special Educational
Needs (SEN) or disability

☐ Appearance or
health conditions

☐ Related to home or
other circumstance

Details of those involved: Record all involved, whether adults, students, visitors from the school community and from external organisations

Target of bullying/ incident:	Name:	Age/year group:	Form/tutor group:	Other relevant information:
Person responsible for bullying/ incident	Name:	Age/year group:	Form/tutor group:	Other relevant information:

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

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. All members of staff, both teaching and non-teaching and including midday supervisors, caretakers and librarians should use this form to report incidents. In most cases each incident will be recorded on the school database (such as SIMS) and the categories on the form should reflect the categories available for selection on the central database. This data should then be regularly monitored and analysed by the designated anti-bullying leads as outlined in your anti-bullying policy. They should analyse any trends in homophobic, biphobic and transphobic bullying across your school, for example if more cases are occurring in a particular year group or there are repeated incidences from an individual student. Data should be regularly reported to governors and to the 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 a clear anti-bullying policy and recording procedures in place, the next step is to gather specific information about homophobic, biphobic and transphobic bullying in school.

The best way to do this is to survey students, 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 students, staff, parents and carers. This will help you to understand homophobic, biphobic and transphobic bullying and language from all perspectives and to evaluate which initiatives and policies 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 student survey

You should ensure that students are familiar with all the terms in the survey and you may wish to offer access to the student-friendly anti-bullying policy, glossary and examples in this toolkit to make sure everyone understands the meaning of specific words and phrases. It is important to include free text boxes rather than just 'yes' or 'no' options to gather the most information possible. Some students may not be clear about which type of bullying has taken place, for example whether it is homophobic, transphobic or sexist. Encourage all students to write comments, as this will help you to analyse the data in more detail.

Section A: Bullying

1. Have you ever experienced homophobic, biphobic or transphobic bullying?

[OR phrase it within a wider anti-bullying survey as –]

'Have you ever experienced bullying?' and 'What was the bullying about?'

- | | | |
|---|--|--|
| <input type="checkbox"/> Race or ethnicity
(racist bullying) | <input type="checkbox"/> Culture or family
background | <input type="checkbox"/> Religion or belief |
| <input type="checkbox"/> Sexual orientation –
homophobic or biphobic
bullying | <input type="checkbox"/> Gender identity –
transphobic bullying | <input type="checkbox"/> Gender – sexist 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 circumstances |

[insert other groups as outlined in your anti-bullying policy]

2. When did the bullying take place?

3. Where did the bullying take place? E.g. at school, in the corridor, on the bus

4. What did the bullying look like?

- Hitting or threatening to hit someone
- Touching someone inappropriately or without their consent
- Stealing or damaging someone's property
- Deliberately ignoring someone or leaving them out
- Sending hurtful or unkind texts, emails or online messages to someone
- Other

5. Did anyone intervene to stop the bullying?

6. Did you tell anyone about it? If so, who did you tell?

You may wish to use multiple choice answers to some questions such as:

- a. All the time
- b. Often
- c. Sometimes
- d. Occasionally
- e. Never

.....

7. How well do you think the school deals with homophobic and biphobic bullying?
8. How well do you think the school deals with transphobic bullying?
9. If a female student did not behave like a 'typical' girl, do you think that they would be safe from bullying?
10. If a male student did not behave like a 'typical' boy, do you think that they would be safe from bullying?
11. If a gay, lesbian or bisexual student was 'out' in school, do you think that they would be safe from bullying?
12. Do you think a trans student (someone whose gender is not the same as the sex they were given at birth) would feel safe from bullying in this school?
13. What else do you think the school could do to tackle homophobic, biphobic and transphobic homophobic, biphobic and transphobic bullying and attitudes?

Section B: Derogatory language

.....

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

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. Do staff in school challenge the use of any homophobic, biphobic or transphobic language?
5. Would you challenge another student if they used homophobic, biphobic or transphobic language?
6. How often do you hear phrases such as 'that's so gay' or 'you're so gay' in school?
7. How often do you say things such as 'that's so gay' or 'you're so gay' in school?
8. When someone uses the word 'gay' to describe something as rubbish, do school staff challenge them and say it is wrong?
9. How often do you challenge other students when they say things such as 'that's so gay' or 'you're so gay'?

Template: Homophobic, biphobic and transphobic bullying staff survey

Section A: Bullying

1. Are you aware of the school's anti-bullying policy?
2. Are you aware of the school's policy 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. If a gay, lesbian or bisexual student was 'out' in school, do you think they would feel safe from bullying?
6. Do you think a trans student would feel safe from bullying in school?
7. What more do you think the school could do to tackle homophobic, biphobic and transphobic bullying?

Core questions
to include:

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 challenging homophobic language?
5. On a scale of one to ten, how confident do you feel challenging biphobic language?
6. On a scale of one to ten, how confident do you feel challenging transphobic language?
7. Do you think that other school staff challenge students for using homophobic, biphobic and transphobic language?
8. How often do you hear students use phrases such as 'that's so gay' or 'you're so gay' in school?
9. How often do you hear staff say things such as 'that's so gay' or 'you're so gay' in school?
10. How often do you say things such as '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

Core questions
to include:

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

2. If so, what was the bullying about?

☐ Race or ethnicity
(racist bullying)

☐ Culture or family
background

☐ Religion or belief

☐ Sexual orientation –
homophobic or biphobic
bullying

☐ Gender identity –
transphobic bullying

☐ Gender – sexist bullying

☐ Special Educational
Needs (SEN) or disability

☐ Appearance or
health conditions

☐ Related to home or
other circumstance

[insert other groups as outlined in your anti-bullying policy]

If yes to above:

a. Did you/they report the bullying?

b. Who did you/they report it to?

c. Have you seen the school anti-bullying policy?

d. Do you know how to report incidents of (homophobic, biphobic and transphobic) bullying?

e. Do you think the school deals with (homophobic, biphobic and transphobic) bullying effectively?

f. Are you aware of any current school initiatives to deal with (homophobic, biphobic and transphobic) bullying?

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, students 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

Supporting LGBT young people

The fifth step explores ways to support LGBT young people in your school and to create an environment that is inclusive of all young people. Schools that actively and openly support LGBT students are less likely to see homophobic, biphobic and transphobic bullying.

This can be broken down into two key areas:

- Making information and resources on LGBT issues available in school
- Making sure that all students are aware that they can use school services for help and advice on LGBT issues

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

A checklist for ensuring school services cover LGBT issues

All students should know that they can go to school services to talk about LGBT issues.

- **School nurses** should be trained in LGBT issues and have information and resources on LGBT mental and sexual health from the resource list
- **School counsellors and psychologists** should be trained in LGBT issues and homophobic, biphobic and transphobic bullying
- **Welfare support services** and **careers services** in school should include information on LGBT issues and have relevant resources available. See the Resources section on page 37
- **Pastoral leads and heads of year** should make all students aware that they can access the above services to discuss LGBT issues

For guidance on ensuring school policies and procedures are inclusive of LGBT young people, please see Stonewall's guidance for teachers on supporting LGBT young people.

Information and resources on LGBT issues

The following information and resources should be easily accessible and available for all staff, students, parents and carers in school. Staff may not know all the answers but this information can help staff to sign post 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.

Overleaf are some key sources of information, advice and guidance on supporting LGBT young people. Areas where you should include specific, local information are clearly indicated. The information and resources should go alongside other information for young people in your school. You may find it useful to order or print copies of the specific resources to have in the school library or on notice boards in school. 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

Meeting other LGBT people

- *[Insert details of school LGBT groups]*
- *[Insert details of local LGBT groups]*

Coming Out

- Stonewall's *Coming out* guide www.stonewall.org.uk/comingout
- **RUcomingout.com** – a website where LGBT people share their coming out stories
- LGBT Youth Scotland's *A coming out guide for trans young people*

Careers resources

- Stonewall's *Starting Out* – a careers guide of LGBT-friendly employers www.startingoutguide.org.uk
- Stonewall's *Proud Employers* site – a website where LGBT friendly employers advertise job vacancies: www.proudemployers.org.uk

Information on sexual health

- **Brook** – a national sexual health charity for people under 25 which includes advice for LGBT young people www.brook.org.uk
- **Local clinic** *[Insert details of your local clinic, find on NHS website]*
- **Terrence Higgins Trust** – Sexual health and HIV charity. Information for young people including sexual orientation and gender identity, coming out and links to youth groups www.tht.org.uk
- Gendered Intelligence's *Trans Youth Sexual Health Booklet*

Information and support on mental health issues

- **PACE** – an LGBT mental health charity providing information for young people and support www.pacehealth.org.uk/pace-youth
- **LGBT youth group** *[Insert details of your local LGBT youth group if they provide 1:1 support]*
- **LGBT health and mental health services** *[Insert details of any local LGBT health and mental health services]*
- **Samaritans** – a confidential helpline and support service www.samaritans.org **08457 90 90 90**

Information on bullying and discrimination

- The *Young Stonewall* website provides information and resources on dealing with bullying and discrimination www.youngstonewall.org.uk
- **ChildLine** – a confidential helpline for children **0800 1111** www.childline.org.uk

Reporting hate crime

- Stonewall's guide *How to report hate crime*
- *[Insert details of local police services]*

Information on online safety

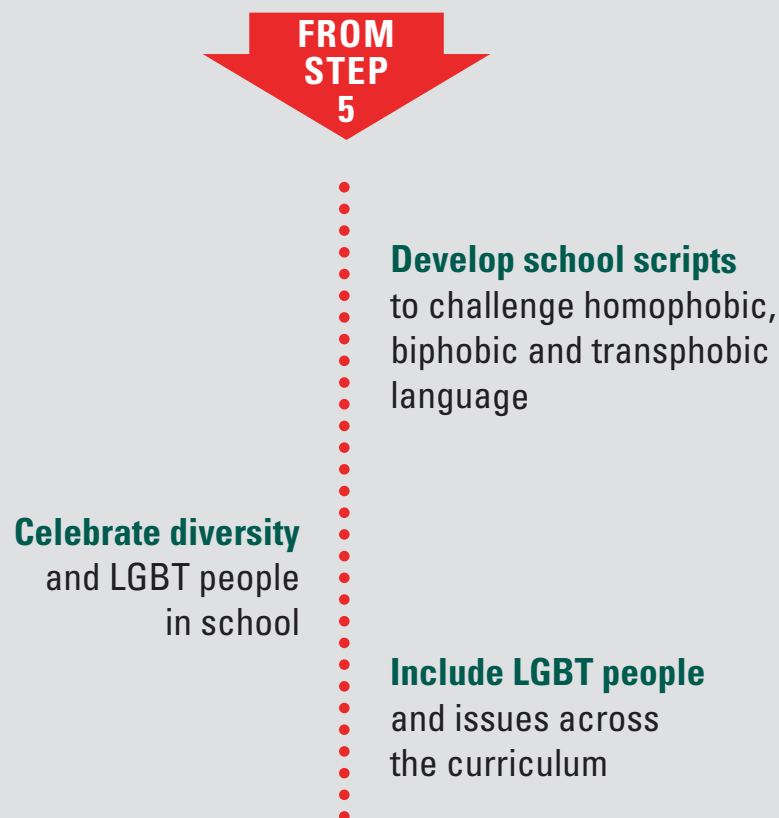
- Stonewall's *Staying Safe Online* – guide on online safety and LGBT issues
- The **CEOP** safety centre – where young people can access guidance and report unwanted or inappropriate behaviour online www.ceop.police.uk/safety-centre/
- **Childnet** – resources for teachers, young people, parents and carers on how to help young people stay safe online www.childnet.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

Moving further

This section looks at how a school can move beyond the first five steps of the toolkit by celebrating diversity in school and building an inclusive curriculum. Use the checklists alongside additional materials from the Resources section on page 37 to help make your school an inclusive and welcoming place for every young person.



Develop school scripts

Developing school scripts or responses is a great way to ensure all staff feel confident to challenge homophobic, biphobic and transphobic language directly. School scripts can be developed during staff training and there are examples of homophobic, biphobic and transphobic language on page 6.

The following examples may be useful:

Establish understanding

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

'Do you know what that word actually means?'

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

'Do you understand why it is wrong/hurtful/offensive to use that word?'

Explain meaning

(Use the definitions in the glossary on page 3 to help)

'Gay/lesbian/bisexual/trans is a word we use to describe [...] not a nasty word to use as an insult'

'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/offensive to me and others'

'It's 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 all 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 students. Role plays can help students, as well as staff, to gain confidence in challenging discriminatory language in a way that is positive and safe.

Celebrate diversity and LGBT people in school

This checklist provides simple ways to celebrate diversity in your school

Stock the school library with a diverse range of books and films

Include books written by LGBT authors and featuring LGBT characters, issues and themes. Use Stonewall's list of young adult fiction and films as a starting point www.stonewall.org.uk/secondarybooks and www.stonewall.org.uk/filmlist

Make sure that images in school are diverse and include LGBT people

This might include images on the school website, prospectus, in corridor and classroom displays, and in newsletters. A useful starting point is displaying Stonewall posters around school.

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:

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

Let students lead anti-bullying work

Set up student groups including LGBT groups, equality groups, student councils or other groups which provide opportunities to discuss LGBT issues

Develop student-led schemes such as peer mentoring schemes or anti-bullying ambassadors

Ask students to lead an assembly, peer workshop or information evening for parents on tackling homophobic, biphobic and transphobic bullying

Set up regular meetings with students groups, anti-bullying leads and senior staff to help shape school policy and feedback on school initiatives

Include LGBT people and issues across the curriculum

Embedding LGBT issues across the curriculum means that every student will feel included in school life. 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)

- Talk about homophobic, biphobic and transphobic bullying alongside other forms of bullying and prejudice
- Include examples or issues that relate to LGBT people across different topics e.g. online safety
- Teach students about LGBT people and role models in society. For example discuss homophobia, biphobia and transphobia in society or the history of LGBT equality
- Talk about different relationships and family structures such as same-sex marriages, adoption and fostering and single-parent families

Sex and Relationships Education (SRE)

- Don't assume that all students are heterosexual or that there are no trans students in the class
- Include examples and information that are relevant to LGBT young people when talking about issues such as relationships, consent and safe sex
- Explain that everyone has a sexual orientation and gender identity and that everyone is different
- Encourage all students to feel positive about themselves and their bodies
- Challenge gender stereotypes. Explain the differences between biological sex and gender

Wider curriculum

- Include LGBT people and issues in lesson topics, examples, case studies and books. For example, talk about LGBT authors in English, look at examples and statistics which include LGBT people in maths, or talk about different families in modern foreign languages
- Don't make assumptions about sexual orientation and gender identity, either about students or in lesson topics. For example, don't assume that all characters in a book are straight 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 'ladies and gents'
- Point out and challenge gender stereotypes in conversations with students
- Use existing resources (including Stonewall's online lesson ideas and guides) to ensure that LGBT people and issues are incorporated into schemes of work

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
- Access to exclusive free role model visits by inspirational people from all walks of life who share their personal stories about being LGBT
- Discounted access to future Stonewall events, conferences and training opportunities

For more information visit www.stonewall.org.uk/teachertraining
or email education@stonewall.org.uk

Stonewall's Youth Programmes empower young people to tackle homophobia, biphobia and transphobia and help LGBT young people to be themselves. Young people can get involved with the Youth Volunteering Programme, the Young Leaders Programme and the Young Writer's competition held 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



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



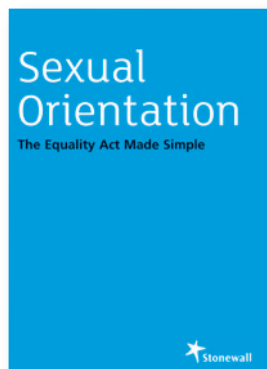
Stonewall Education Guides including *Staying Safe Online*; *Primary best practice guide*; *Tackling homophobic language*; *Including different families*; *Effective school leadership*; *Working with faith communities* and *An introduction to supporting LGBT young people*



Get over it! posters and stickers



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



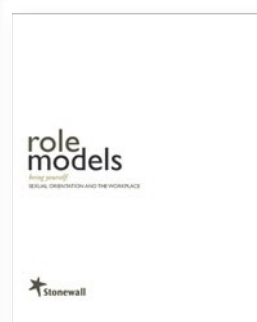
Sexual Orientation
The Equality Act Made Simple includes information for secondary schools on setting equality objectives



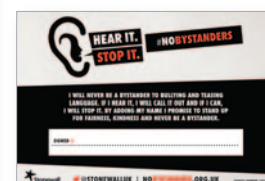
So you think your child is gay?
Answers to common questions parents and carers might have when they think their child is gay or has just come out



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



Role Models guide – 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

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**Getting
started**