

STONEWALL RESEARCH

Homophobic, Biphobic and Transphobic Bullying



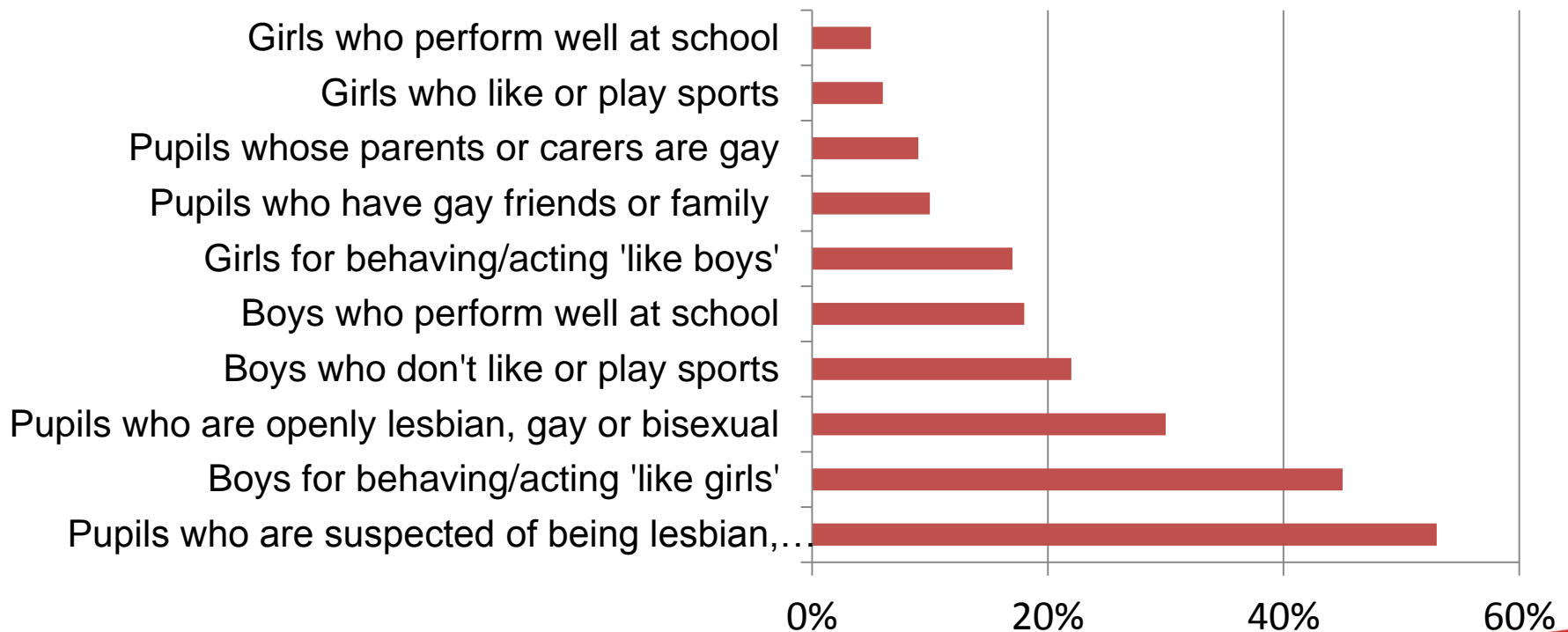
More than eight in ten teachers (86 per cent) have had no specific training to prevent and tackle homophobic bullying

Almost half (45 per cent) of primary school teachers say children in their schools experience homophobic bullying

Nine in ten secondary school (89 per cent) teachers say children and young people regardless of their sexual orientation experience homophobic bullying.

STONEWALL RESEARCH

Who experiences homophobic bullying?





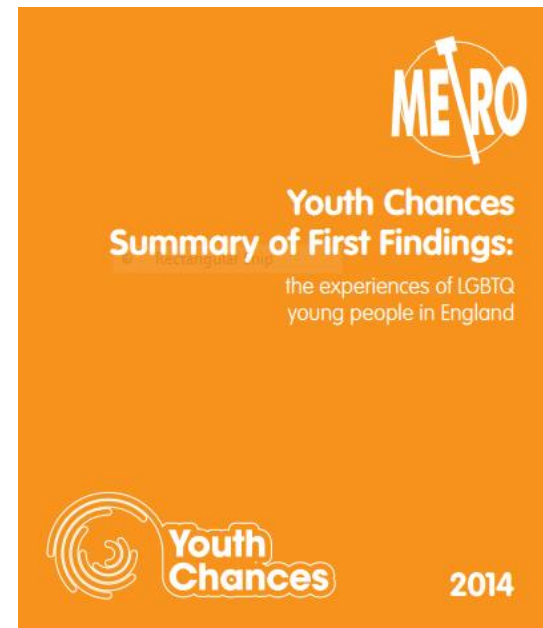
RESEARCH

METRO Youth Chances Report 2014

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 LGB aged 11 or under.

Three quarters (75 per cent) of trans young people say they've experienced name-calling and 28 per cent physical abuse at school, even higher than for LGB young people





WHY THIS WORK IS IMPORTANT

What's the impact?

Three in five pupils who experience homophobic bullying state that this has had an impact on their school work

One in three pupils say that they've changed their future educational plans because of it

One in five LGB young people (18 per cent) and **one in three** trans young people (32 per cent) say they've missed lessons due to discrimination or fear of discrimination

WHY THIS WORK IS IMPORTANT

What's the impact?

Nearly one in five (22 per cent) lesbian, gay and bisexual young people have tried to take their own life at some point.

More than two in five (45 per cent) of trans young people have tried to kill themselves

More than three in five (61 per cent) of LGB young people and **more than four in five** (84 per cent) of trans young people have deliberately harmed themselves.





WHY THIS WORK IS IMPORTANT

Why should we tackle HBT in schools?

- Children grow up in many different families.
- Pupils should be able to talk about their families.
- Pupils should be able to be themselves.
- HBT bullying is an issue in primary schools and leads to more serious bullying down the line.
- Fear of bullying can stop children from talking about their families and from doing what they enjoy.
- All children need to be prepared for life in 21st century Britain.



WHY THIS WORK IS IMPORTANT

What does the law say?

Education and Inspections Act 2006

Schools have a “Duty to promote high standards and the fulfilment of potential” for every child.

Schools should “promote the well-being of pupils at the school, and ... promote community cohesion”

Wellbeing includes :

- protection from harm and neglect
- physical and mental health
- emotional wellbeing
- social and economic wellbeing



WHY THIS WORK IS IMPORTANT

What does the law say?

The Public Duty of the Equality Act 2010

Protected characteristics in the act include sex, sexual orientation and gender reassignment.

Schools have due regard to:

- (a) “eliminate discrimination, harassment, victimisation”
- (b) “advance equality of opportunity”
- (c) “foster good relations between persons who share a relevant protected characteristic and persons who do not share it”

This includes tackling prejudice and promoting understanding.

OFSTED

Primary pupils

- pupils ever hear anyone use the word 'gay' when describing something, or whether they have been told by teachers that using the word 'gay', to mean something is rubbish, is wrong, scary or unpleasant and why it is wrong
- pupils ever get picked on by other children for not behaving like a 'typical girl' or a 'typical boy'
- pupils have had any lessons about different types of families (single parent, living with grandparents, having step-parents, having two mums or two dads)
- pupils think if there is someone born a girl who would rather be a boy, or born a boy who would like to be a girl, they would feel safe at school and be included.



OFSTED

Senior Leaders

With senior leaders, and when looking at documentary evidence, inspectors might explore:

- whether they are aware of any instances of homophobic or transphobic language in school, whether this is recorded and how it is acted upon
- whether there is any homophobic language used against staff
- whether the school's bullying and safeguarding policies and equality objectives address gender identity and sexuality
- whether training has been provided for staff in how to tackle homophobic/transphobic bullying, including language
- how the school seeks to support LGBT pupils and those from LGBT families

OFSTED



Governors

With governors inspectors might explore:

- how the school meets its statutory duty to prevent all forms of prejudice-based bullying, including homophobia and transphobia
- whether they are aware of any homophobic/transphobic bullying or language in school and whether incidents are followed up effectively
- how they ensure that sexuality and gender equality are covered within the school's behaviour guidelines and policies.



OFSTED

Spiritual, Moral, Social and Cultural Development

Social development

- Acceptance and engagement with the fundamental British values of democracy, the rule of law, individual liberty and mutual respect and tolerance of those with different faiths and beliefs; they develop and demonstrate skills and attitudes that will allow them to participate fully in and contribute positively to life in modern Britain

Cultural development

- Interest in exploring, improving understanding of and showing respect for different faiths and cultural diversity and the extent to which they understand, accept, respect and celebrate diversity, as shown by their tolerance and attitudes towards different religious, ethnic and socioeconomic groups in the local, national and global communities.



OFSTED

Other responsibilities

- Clear safeguarding policies
- A curriculum that teaches pupils how to stay safe
- Tackling inappropriate language
- Training for staff

Personal Development, Behaviour and Welfare

Grade descriptors for outstanding schools

- Pupils work hard with the school to prevent all forms of bullying, including online bullying and prejudice-based bullying
- Staff and pupils deal effectively with the very rare instances of bullying behaviour and/or use of derogatory or aggressive language
- The school's open culture actively promotes all aspects of pupils' welfare. Pupils are safe and feel safe at all times. They understand how to keep themselves and others safe in different situations and settings. They trust leaders to take rapid and appropriate action to resolve any concerns they have.



SENIOR LEADERSHIP TEAM

School values

“Excellent teaching, excellent effort, excellent progress: every child, every lesson, every day.”

Hope – Equality – Love

A Rights Respecting School

- The school ethos is caring and nurturing – all children are valued and are aware that they have the same expected learning outcomes as others.
- The children are given regular opportunities to express their views and initiate decisions and actions within the school and beyond.
- The school has an outward looking perspective engaging with the wider community locally, nationally and internationally.



SENIOR LEADERSHIP TEAM

Inclusion Policy

Systems are continually being put into place to help us to:

- identify those for whom opportunities are not equal
- implement appropriate interventions
- monitor and evaluate the situations which arise so that they are not repeated
- determine that the systems are working
- modify or develop out-of-date or unworkable systems.

Inclusion is at the heart of all school policies.