Stonewall

ABOUT THIS RESOURCE

This resource is produced by Stonewall, a UK-based charity that stands for the freedom, equity and potential of all lesbian, gay, bi, trans, queer, questioning and ace (LGBTQ+) people.

At Stonewall, we imagine a world where LGBTQ+ people everywhere can live our lives to the full.

Founded in London in 1989, we now work in each nation of the UK and have established partnerships across the globe. Over the last three decades, we have created transformative change in the lives of LGBTQ+ people in the UK, helping win equal rights around marriage, having children and inclusive education.

Our campaigns drive positive change for our communities, and our sustained change and empowerment programmes ensure that LGBTQ+ people can thrive throughout our lives. We make sure that the world hears and learns from our communities, and our work is grounded in evidence and expertise.

To find out more about our work, visit us at www.stonewall.org.uk

Registered Charity No 1101255 (England and Wales) and SC039681 (Scotland)

Stonewall

GETTING STARTED

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

gendered intelligence

understanding gender diversity
in creative ways

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.

his 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

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 tools we've suggested 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.

Contents

Glossary

This list will help you 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 (LGBTQ+) people. *See Stonewall's guidance for teachers on supporting LGBTQ+ young people for more information.*

SEXUAL ORIENTATION
A person's sexual attraction to other people, or lack thereof. Along with romantic orientation, this forms a person's orientation identity. Stonewall uses the term 'orientation' as an umbrella term covering sexual and romantic orientations.

ROMANTIC ORIENTATION
A person's romantic attraction to other people, or lack thereof. Along with sexual orientation, this forms a person's orientation identity.

GENDER IDENTITY
A person's innate sense of their own gender, whether male, female, non-binary or something else, which may or may not correspond to their sex assigned at birth.

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 a romantic and/or sexual orientation towards women. Some non-binary people may also identify with this term.

GAY
Refers to a man who has a 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. Some non-binary people may also identify with this term.

BI
Bi is an umbrella term used to describe a romantic and/or sexual orientation towards more than one gender. Bi people may describe themselves using one or more of a wide variety of terms, including, but not limited to, bisexual, pan, queer, and some other non-monosexual and non-monoromantic identities.

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, transsexual, genderqueer (GQ), gender-fluid, non-binary, gender-variant, crossdresser, genderless, agender, nongender, third gender, bi-gender, trans man, trans woman, trans-masculine, trans-feminine, and neutrois.

LGBTQ+
the acronym for lesbian, gay, bi, trans, queer, questioning and ace.

HOMOPHOBIA
the fear or dislike of someone, based on prejudice or negative attitudes, beliefs or views about lesbian, gay or bi people. This can also include denying somebody's lesbian, gay or bi identity or refusing to accept it. Homophobia may be targeted at people who are, or who are perceived to be, lesbian, gay or bi.

BIPHOBIA is the fear or dislike of someone who identifies as bi based on prejudice or negative attitudes, beliefs or views about bi people. This can also include denying somebody's bi identity or refusing to accept it. Biphobia may be targeted at people who are, or who are perceived to be, bi.

TRANSPHOBIA is the fear or dislike of someone based on the fact they are trans, including denying their gender identity or refusing to accept it. Transphobia may be targeted at people who are, or who are perceived to be, trans.
At Stonewall, we use 'trans' as an umbrella term to describe people whose gender identity is not the same as, or does not sit comfortably with, the sex they were assigned at birth. This includes non-binary people.

GENDER STEREOTYPES
The ways that society expects people to behave according to their gender, or what is commonly accepted as 'normal' for someone of that gender.

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
Queer is a term used by those wanting to reject specific labels of romantic orientation, sexual orientation, and/or gender identity. It can also be a way of rejecting the perceived norms of the LGBTQ+ community (racism, sizeism, ableism etc). Although some LGBTQ+ people view the word as a slur, it was reclaimed in the late 80s by the queer community who have embraced it.

CISGENDER
refers to 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 people whose gender identity doesn't sit comfortably with 'man' or 'woman'. Non-binary identities are varied and can include people who identify with some aspects of binary identities, while others reject them entirely.

TRANSSEXUAL
This was used in the past as a more medical term (similarly to homosexual) to refer to someone whose gender is not the same as, or does not sit comfortably with, the sex they were assigned at birth. This term is still used by some although many people prefer the term trans or transgender.

Glossary continued

ACE

is an umbrella term used to describe a variation in levels of romantic and/or sexual attraction, including a lack of attraction. Ace people may describe themselves using one or more of a wide variety of terms, including, but not limited to, asexual, aromantic and demisexual.

ASEXUAL

is used to refer to someone that does not experience sexual attraction.

GREY-A

is used to describe someone who identifies somewhere between sexual and asexual.

AROMANTIC

is used to refer to someone that does not experience romantic attraction.

GREY-ROMANTIC

is used to describe someone who identifies somewhere between romantic and aromantic.

DEMISEXUAL

is used to describe someone who only experiences sexual attraction after an emotional bond has been established.

DEMIROMANTIC is used to describe someone who only experiences romantic attraction after an emotional bond has been established.

TRANSGENDER MAN

A term used to describe someone who is assigned female at birth but identifies and lives as a man.

TRANSGENDER WOMAN

A term used to describe someone who is assigned male at birth but identifies and lives as a woman.

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.

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

GENDER NON-CONFORMING

Someone who does not conform to stereotypical gendered expectations

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

For an extensive glossary of key terms that is updated regularly, please see Stonewall's glossary of terms.

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 respond to homophobic, biphobic and transphobic language and develop school scripts (see Step 5).

GENDER

Whether someone is a boy, a girl, or non-binary.

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

This is a word for people who feel that they were given the wrong 'boy' or 'girl' label when they were a baby. Some people might have been given the label 'boy' as a baby, but they feel that they are a girl. Other people might have been given the label 'girl' as a baby, but feel that they are a boy. For non-binary people, the labels 'boy' and 'girl' both feel wrong.

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

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

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

NON-BINARY

Someone who is not a boy and is not a girl either, or who may feel that they are both. Some non-binary people use they/them pronouns.

Homophobic, biphobic and transphobic bullying in schools

What we know

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. When Stonewall commissioned YouGov polling of almost 1,000 primary school teachers for The Teachers' Report 2014, the results were stark:

More than two in five teachers (45 per cent across the UK, 43 per cent in Wales, and 39 per cent in Scotland) told us that pupils in their school had experienced homophobic bullying or name-calling.

Across the whole of the UK, **seven in ten primary school teachers** had heard pupils using expressions like 'that's so gay' or 'you're so gay'. In Wales and Scotland alike, this was true for six in ten primary school teachers.

For the [METRO Youth Chances Report (2016)](1), METRO spoke to LGBTQ+Q 16-25 year olds, reflecting on their experiences growing up.

53 per cent of lesbian, gay and bi (LGB) young people knew they were LGB by the age of 13.

58 per cent of trans young people knew they were trans by the age of 13.

Legal and statutory context

The Equality Act 2010 outlines nine protected characteristics:

- AGE
- DISABILITY
- GENDER REASSIGNMENT
- MARRIAGE AND CIVIL PARTNERSHIP
- PREGNANCY AND MATERNITY
- RACE
- RELIGION OR BELIEF
- SEX
- SEXUAL ORIENTATION

The Act protects people from unlawful discrimination, harassment, victimisation and any other conduct prohibited by or under the Act on the basis of any protected characteristic.

The Public Sector Equality Duty

The Public Sector Equality Duty (s149(1) of the Equality Act 2010) places a duty on bodies carrying out public functions, in the exercise of those functions, to have due regard to the need to:

Eliminate discrimination, harassment, victimization and any other conduct prohibited by or under the Act – including because of the protected characteristic of sexual orientation and gender reassignment.

Advance equality of opportunity – which may include the need to:

- Remove or minimise disadvantages suffered by those who are LGBTQ+ that are connected to their LGBTQ+ identity

- Taking steps to meet the needs of LGBTQ+ people that are different to those who are not LGBTQ+

- Encouraging LGBTQ+ people to participate in public life or any other activity where participation is disproportionately low

Foster good relations between persons who share a relevant protected characteristic and persons who do not share it – e.g. between LGBTQ+ pupils and those who are not LGBTQ+.

In England and Wales

In England, the [Equality Act 2010 (Specific Duties and Public Authorities) Regulations 2017/353](#) include specific duties such as publishing equality information at least once a year to show how you have complied with the duty (regulation 4), as well at setting specific and measurable equality objectives which should be prepared and published at least every four years (regulation 5). An example of this might include tackling homophobic, biphobic or transphobic bullying. Similar requirements apply to governing bodies of educational institutions in Wales ([The Equality Act 2010 (Statutory Duties) (Wales) Regulations 2011](#)).

In Scotland

In Scotland, the Equality Act 2010 (Specific Duties) (Scotland) Regulations 2012 place specific duties on listed authorities. This includes duties to publish a set of equality outcomes to enable it to better perform the equality duty at least every four years (regulation 4(1). An example of this might include reducing (or eliminating) homophobic, biphobic or transphobic bullying. Regulations also includes duties to report on progress made to achieve the equality outcomes at least every two years (regulation 4(4)), and to report at least every two years on progress made to make the equality duty integral to the exercise of its functions (regulation 3).

It is worth noting that if a set of equality outcomes published by a listed authority does not seek to further the needs under section 149(1) of the Equality Act 2010 Act in relation to every relevant protected characteristic, there is a duty to publish reasons for proceeding in this way (regulation 4(3).

Implementing the duty (in England, Scotland and Wales)

The Public Sector Equality Duty is a continuing duty of process rather than an obligation to achieve a particular outcome. The duty can be used to challenge a school, college or local authority's policies or decisions if, in coming to that decision, or formulating or implementing the policy, the body has not adequately taken into account the potential for discrimination or disadvantage based on a protected characteristic such as sexual orientation or gender re-assignment.

In thinking about the implementing the duty, it may be useful to consider:

- What do you know about the needs of LGBTQ+ communities in your school or college?

- How would you demonstrate what steps you are taking to engage with the LGBTQ+ communities in your school or college to understand their needs and experiences?

- How do these needs differ based on intersections with other protected characteristics, such as your children and young people or staff who are LGBTQ+ and of a particular faith?

- How far did you take into account the needs of your LGBTQ+ communities when you last developed or reviewed your bullying, uniform or behaviour policies?

- How far did you take into account the needs of your LGBTQ+ communities when you developed your co-curricular offers or admin processes?

- How far do you understand the experience of attainment of LGBTQ+ people when you plan your RSHE and wider curriculum?

Education and Inspections Act 2006

Schools in England 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, bi, and trans, and those experiencing homophobic, biphobic, or transphobic bullying.

Ofsted

Ofsted's Education Inspection Framework (2021) and School Inspection Handbook (2021) make it clear that schools are expected to create a culture where discrimination is not tolerated. All primary and secondary schools are expected to ensure that pupils show respect for people with the protected characteristics included in the Equality Act (2010). Ofsted encourage schools to do this in a manner that helps children to develop knowledge appropriate to their age and stage. In addition to this, inspectors will seek evidence that schools log and monitor homophobic, biphobic, and transphobic bullying.

The [Independent Schools Inspectorate](#) can also inspect the ways in which schools actively promote equality and diversity, tackle bullying and discrimination and use teaching and promote equality of opportunity through teaching and learning.

Estyn and the Welsh Government

The Welsh Government [expects schools to have mechanisms in place for reporting](#) and recording bullying which are clearly communicated to the whole school community. Welsh schools are expected to record all incidents of bullying, outlining the specific types of bullying, including bullying around the protected characteristics.

Estyn's 2021 inspection arrangements for maintained schools and PRUs asks inspectors to consider how well an education provider:

'develops their curriculum to fully reflect the nature of their context, including designing learning activities that reflect the cultural, linguistic and diverse nature of Wales and the wider world, including how the provider plans for teaching pupils about the history and experiences of Black, Asian and Minority Ethnic communities and LGBTQ+ people'. (3.1 The breadth, balance and appropriateness of the school's curriculum, Pages 9-10, [Guidance for inspectors: What we inspect](#)).

Estyn will also evaluate the school or PRU's provision for personal and social education, including Relationships and Sexuality Education, and to what extent learners feel 'safe and secure and free from physical and verbal abuse and that they are respected and treated fairly'.

Estyn's thematic report, Celebrating Diversity and Promoting Inclusion recommends that schools:

- Review their curriculum and individual course content to consider how well the teaching of diversity and inclusion, including LGBTQ+ issues, is integrated into learning experiences;

- Ensure that instances of homophobic, biphobic, and transphobic bullying are recorded and that trends are identified and acted upon;

- Ensure that all staff engage in regular training in addressing discrimination and promoting diversity, including issues around LGBTQ+ people.

Education Scotland

Within Education Scotland's How Good Is Our School? handbook, schools are encouraged to consider the extent to which diversity is celebrated, and how effectively their curriculum is designed to promote equality and diversity, and to eliminate discrimination.

Inspectors will often use the Quality Indicators from How Good Is Our School? as a guideline to support their evaluations and inspections. Within the standard full school inspections, the Quality Indicator 3.1 on equality and inclusion is one of only four to be evaluated on a six-point grading scale.

The LGBTQ+I Inclusive Education Working Group's 33 recommendations included recommendations for Education Scotland's inspections. These include recommendations around training for inspectors, development of LGBTQ+I-specific prompt questions for use during inspections, and evaluative approaches towards LGBTQ+I-inclusion.

School staff in Scotland may also wish to refer to the Scottish Government's (2021) Supporting Transgender Pupils in Schools guidance, which is non-statutory but reflects best practicace. reflects best practice.

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. You can find out more on this page of our website.

Homophobic bullying is bullying that is based on prejudice or negative attitudes, beliefs or views about, or behaviours towards, lesbian or gay people. Bi people can also be targeted by homophobic bullying if somebody thinks that they are lesbian or gay. Homophobic bullying can also include denying somebody's lesbian, gay or bi identity or refusing to accept it.

Homophobic bullying may be targeted at children or young people 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 can be targeted at children and young people who have lesbian, gay or bi family members, and those who do not conform to gender stereotypes or are seen to be 'different' in some way, regardless of whether the person is actually lesbian gay or bi.

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 about, or behaviours towards, bi people. This can also include denying somebody's bi identity or refusing to accept it.

Biphobic bullying may be targeted at children and young people who are openly bi, those who are questioning their sexual orientation, or who are suspected of being bi. Biphobic bullying is also often targeted at children and young people who have bi family members.

Biphobic bullying may target children and young people with negative stereotyping (for example suggesting that they are greedy) or imply that being bi 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 bullying based on prejudice or negative attitudes, views or beliefs about, or behaviours towards, trans people, including non-binary people. This can also include denying somebody's gender identity or refusing to accept it.

Transphobic bullying affects children and young people who are trans, including non-binary young people. It can also affect those who are questioning their gender identity as well as children or young people who are not trans but do not conform to gender stereotypes.

Transphobic bullying can also be targeted at children or young people who have trans or non-binary family members.

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 Homophobic language is language that is used either with the intention, or has the effect, of discriminating against someone based on a person's actual or perceived lesbian or gay identity, or because they have lesbian or gay family members or friends. Bi people can also be targeted by homophobic language if somebody thinks that they are lesbian or gay. Homophobic language can also include denying somebody's lesbian, gay or bi identity or refusing to accept it.

For example

– *'that's so gay'* or *'you're so gay'*; *'those trainers are so gay'*
– someone calling another student a *'dyke'* or *'faggot'*

Biphobic language

Biphobic language is language that is used either with the intention, or has the effect, of discriminating against someone based on a person's actual or perceived bi identity, or because they have bi family members or friends. This can also include denying somebody's bi identity or refusing to accept it.

For example

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

Transphobic language

Transphobic language is language that is used either with the intention, or has the effect, of discriminating against someone based on a person's actual or perceived trans or non-binary identity, or because they have trans or non-binary family members or friends. This can also include denying somebody's gender identity or refusing to accept it.

For example

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

STEP 1

Set the ground rules
by ensuring your school's policies refer to homophobic, biphobic and transphobic bullying

– Template:
  School anti-bullying policy

– Related policies

– Template:
  Child-friendly anti-bullying policy

STEP 2

Communicate the school's approach
to parents and carers

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

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

STEP 3

Keep track of incidents
by recording and monitoring homophobic, biphobic and transphobic bullying and language

– Template:
  Bullying and prejudice-based incident reporting form

STEP 4

Find out what's going on
in school by running surveys on homophobic, biphobic and transphobic bullying and language

– Templates:
  Homophobic, biphobic and transphobic bullying surveys for pupils, staff, parents and carers

STEP 5

Develop school scripts

– Example responses to homophobic, biphobic and transphobic language

STEP 1

Set the ground rules

Setting clear ground rules is key to tackling homophobic, biphobic, and transphobic bullying in a school. Our 2017 School Report found that 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 child and that homophobic, biphobic, and transphobic bullying is unacceptable. This will underpin all 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 and to be included in a safe and happy environment. Everyone at our school is equal and treats each other with respect and kindness.

Aims and purposes of the policy

This sets out where a school stands on bullying

Bullying of any kind is unacceptable. 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 make sure they grow up understanding the need to respect and celebrate differences, as well as similarities. 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.

You may wish to list here other related policies

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

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

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. The **STOP** acronym can be applied to define bullying – **S**everal **T**imes **O**n **P**urpose.

The nature of bullying can be:

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

– **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 behaviours are characterised by the following attributes:

– The behaviour is repeated
– The behaviour is intentional
– The person or group who are carrying out the bullying behaviours have more power than the victim or victims of bullying
– The behaviour causes physical or emotional harm for the individual or group who is targeted

Bullying can be based on lots of different things, including, but not limited to:

– **RACE** (racist bullying)
– **RELIGION OR BELIEF**
– **CULTURE**
– **SOCIAL CLASS OR SOCIO-ECONOMIC BACKGROUND**
– **GENDER** (sexist bullying)
– **SEXUAL ORIENTATION** (homophobic or biphobic bullying)
– **TRANS IDENTITY, INCLUDING NON-BINARY IDENTITY** (transphobic bullying)
– **SPECIAL EDUCATIONAL NEEDS (SEN), ADDITIONAL LEARNING NEEDS (ALN), ADDITIONAL SUPPORT NEEDS (ASN), OR DISABILITY**
– **APPEARANCE**
– **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]*

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

For more information on defining bullying, see the Anti-Bullying Alliance. You can also find information on supporting at-risk groups of children and young people here. For information on how Stonewall defines HBT bullying and language, visit our website.

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 member of staff
– Tell a *[playground buddy or anti-bullying buddy]* who in turn can help them tell a teacher or member of staff
– Tell any other adult in school – such as lunchtime supervisors, teaching assistants or school office staff
– Tell an adult at home
– Report annonymously *[through boxes or other methods]*
– Call ChildLine to speak with someone in confidence on **0800 1111**

For more on reporting see Step 3 on page 22

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

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 pupils 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 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 potential signs of bullying among their peers. They should never be bystanders to incidents of bullying. If pupils witness bullying they should support the victim, encourage them to report the bullying 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, other school database or central paper recording system]*

– Designated school staff will monitor incident reporting forms and information recorded on *[SIMS, 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 initiatvies 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 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 online 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. 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, other school database or central recording system]*. 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:

– 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.

– Our behaviour policy sets clear expectations about acceptable behaviour and how members of the school community should treat one another.

– Our curriculum provides opportunities for pupils to learn about different types of bullying and what they can do to prevent and respond to 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 *[Or 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.

8. Training

The head teacher is responsible for ensuring that all school staff, both teaching and nonteaching (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

– Include details about online and anonymous reporting mechanisms

Sex and relationships policy

– Make it clear that RSHE/RSE/RSHP is designed to prepare all pupils for the future, regardless of orientation or gender identity.

– Make it clear what should be taught and when. It is good practice to include reference to the LGBTQ+-inclusive aspects of your curriculum at this point in the policy.

– Link your policy to the statutory guidance in your nation.

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 a diverse society' 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 LGBTQ+ 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 discriminatory language and by always treating everybody with respect.

– Reinforce the role of staff in promoting the well-being and safety of all pupils, including LGBTQ+ pupils.

Safeguarding and confidentiality policies

– It's important to know that a young person coming out to you (telling you that they are lesbian, gay, bi or trans) isn't a safeguarding disclosure in itself. Unless you have a reason to worry that they are at risk of harm or abuse, you don't need to alert your Designated Safeguarding Lead or inform the young person's parent or carer. You may be worried about not sharing this information with parents or carers, but it's really important that LGBTQ+ young people are supported to come out at their own pace. Bear in mind that a young person's parents or carers may not be supportive of their sexual or romantic orientation or their gender identity. Where this is the case, informing parents or carers against the young person's wishes may expose the young person to greater risk.

– Of course, many parents, carers and family members will be supportive – and it's really important that LGBTQ+ young people have access to a support network. So, if a young person comes out to you, you should ask them if they've come out to family, friends or other teachers. If they haven't yet, ask them if they'd like to, and if so, whether they'd like your help with this. Consider sharing Childline's resources on coming out with the young person. Check in with them regularly to make sure they're getting the right support. Local LGBTQ+ youth groups are another valuable source of support – help young people find their local group through the Proud Trust's youth group directory.

– Sometimes, it may be necessary to inform other members of staff that a young person is LGBTQ+, particularly if you're concerned about a risk to a child's safety that is directly connected to their LGBTQ+ identity. For example, if a young person tells you that they're worried they'll be made homeless if their family find out they are trans, this should be treated as a disclosure and you should follow your organisation's safeguarding policy. The NSPCC have some useful guidance that can help you with this.

Whistleblowing policy

– Include sexual orientation and gender identity on the list of concerns that staff, parents and carers and the wider community 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

– Be clear that all complaints will be taken seriously and handled fairly

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 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 PSE 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.

In addition to your school's ethos, 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 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 threatening 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

- Culture or family background

- 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 is when someone says unkind or nasty things because someone is lesbian, gay or bisexual, or because you think they are, or because they have two mums or 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 is bullying someone because they are trans or because you think they are trans or because they have trans family members or friends (trans is a word for people who feel that they were given the wrong 'boy' or 'girl' label when they were a baby). Transphobic bullying can also be refusing to believe somebody when they tell you they are trans.

- People who find it hard to learn something

- People having a 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 5 and the examples of bullying on page 7

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

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.

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, teaching 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]*

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. Explain the policy to pupils in PSHE/PSE, Health and Wellbeing, or circle time sessions 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.

STEP 2

Communicate the school's approach to parents and carers

It is important to make sure 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, pupils and governors. You can include the summary of the anti-bullying policy in a home-school agreement or in pupils' 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/carer],*

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 to learn in a safe and happy environment. Everyone at our school is equal, and treats each other with respect and kindness. We want our school to be free from bullying.

Bullying of any nature or form is unacceptable. 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 are celebrated across the whole school community. We want to enable our pupils to become responsible citizens and to prepare them for life in a diverse society. These values reflect those that will be expected of our pupils 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**

You may wish to include the examples of bullying on page 7

– Bullying can be based on lots of different things, including someone's race or ethnicity (racist bullying), religion or belief, culture or family background, gender (sexism), sexual orientation (homophobic or biphobic bullying), trans identity (transphobic bullying), special educational needs, additional learning needs or disability, appearance, or home circumstance – *[Insert other groups as outlined in your anti-bullying policy]*

– Derogatory or offensive language is not welcome in our school

– 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

– 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.

STEP **3**

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   ☐ Online

You may wish to refer to the examples of bullying on page 7

Form of bullying or incident: Tick all that apply

☐ Race – racist bullying   ☐ Transphobic bullying   ☐ Appearance

☐ Culture   ☐ Gender – sexism   ☐ Health conditions

☐ Religion or belief   ☐ Special Educational Needs/Additional Learning Needs/Additional Support needs or disability   ☐ Related to home or other circumstance

☐ Sexual orientation - homophobic or biphobic

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

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

STEP 4

Finding out what's going on in school

Once a school has a clear anti-bullying policy and recording procedure 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 pupils, staff, parents and carers. It's good practice to take a holistic approach to your anti-bullying work, so make sure you ask about all forms of prejudice-based bullying, including homophobic, biphobic and transphobic bullying and language, in your anti-bullying surveys.

It's 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 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

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, 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

☐ It was about my race

☐ It was about who I'm friends with in school

☐ It was about the games or sports I like or don't like to play

☐ It was about my culture and where my family is from

☐ It was about my gender

☐ It was about the subjects I like at school or how well I do in class

☐ It was about my religion

☐ It was about the way I look

☐ It was about my disability

☐ It was because I need extra help with learning

☐ It was about the clothes or shoes I wear

☐ It was about someone in my family

☐ It was about something else

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, 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. What unkind language do you hear in school?

2. Are there any unkind words that children at our school use to mean 'not very good'?

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 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. 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 the 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?
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. What homophobic language do you hear?
3. Do you ever hear children use phrases such as 'that's so gay'?
4. Do you ever hear staff use phrases such as 'that's so gay'?
5. On a scale of one to ten, how confident do you feel challenging homophobic language?
6. How often do you hear biphobic language in school?
7. What biphobic language do you hear?
8. Do you ever hear staff using biphobic language?
9. On a scale of one to ten, how confident do you feel challenging biphobic language?
10. How often do you hear transphobic language (such as 'tranny') in school?
11. Do you ever hear staff use transphobic language (such as 'tranny')?
12. On a scale of one to ten, how confident do you feel challenging transphobic language?
13. How often do you challenge homophobic, biphobic and transphobic language?
14. Do you think that other school staff challenge pupils for using homophobic, biphobic and transphobic language?
15. 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!'?
16. How often do you hear staff say, 'don't be such a girl' or 'man up'?

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

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

☐ Transphobic bullying

☐ Gender – sexist bullying

☐ Special Educational Needs/Additional Learning Needs/Additional Support needs or disability

☐ Appearance

☐ Health conditions

☐ Related to home or other circumstances

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

If yes to above:

– Did you/they report the bullying?

– 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 and transphobic) bullying?

5. Do you think the school deals effectively with (homophobic, biphobic and 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 current school initiatives to combat bullying?

8. What more could the school do to combat (homophobic, biphobic, transphobic) bullying?

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.

STEP **5**

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 7, as well as child-friendly explanations in the glossary on page 5, that you might find helpful.

Example responses to homophobic, biphobic or transphobic language

Establish understanding

– ''What did you just say?'

– 'What did you mean by saying….?'

– 'What does that word mean to you?'

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

Explain meaning

(Use the child-friendly definitions in the glossary on page 4 to help)

– 'Gay/lesbian/bi/trans is a word we use to describe […], not a nasty word to use against people and it's not OK to call someone lesbian/gay/bi/trans to try and make them feel bad.'

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

– '….is a word used as an insult towards lesbian/gay/bi/trans people.'

Use empathy

– 'How would you feel if someone was trying to upset you?'

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

– 'How do you think an LGBTQ+ person or a person with LGBTQ+ friends or family might feel when they hear you using language like that?'

– 'How would you feel if someone was making fun of something that you can't change about yourself?'

– 'What do you think would happen if you used that language in your workplace as an adult?'

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

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

– 'When you said "Deaf people can't be gay" you've made it sound like you think Deaf people can't have boyfriends, girlfriends or partners. How do you think that might make someone feel?'

Challenge directly

– 'You know that that discriminatory 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.'

– 'What you said was racist as well as homophobic. Neither racism nor homophobia are acceptable.'
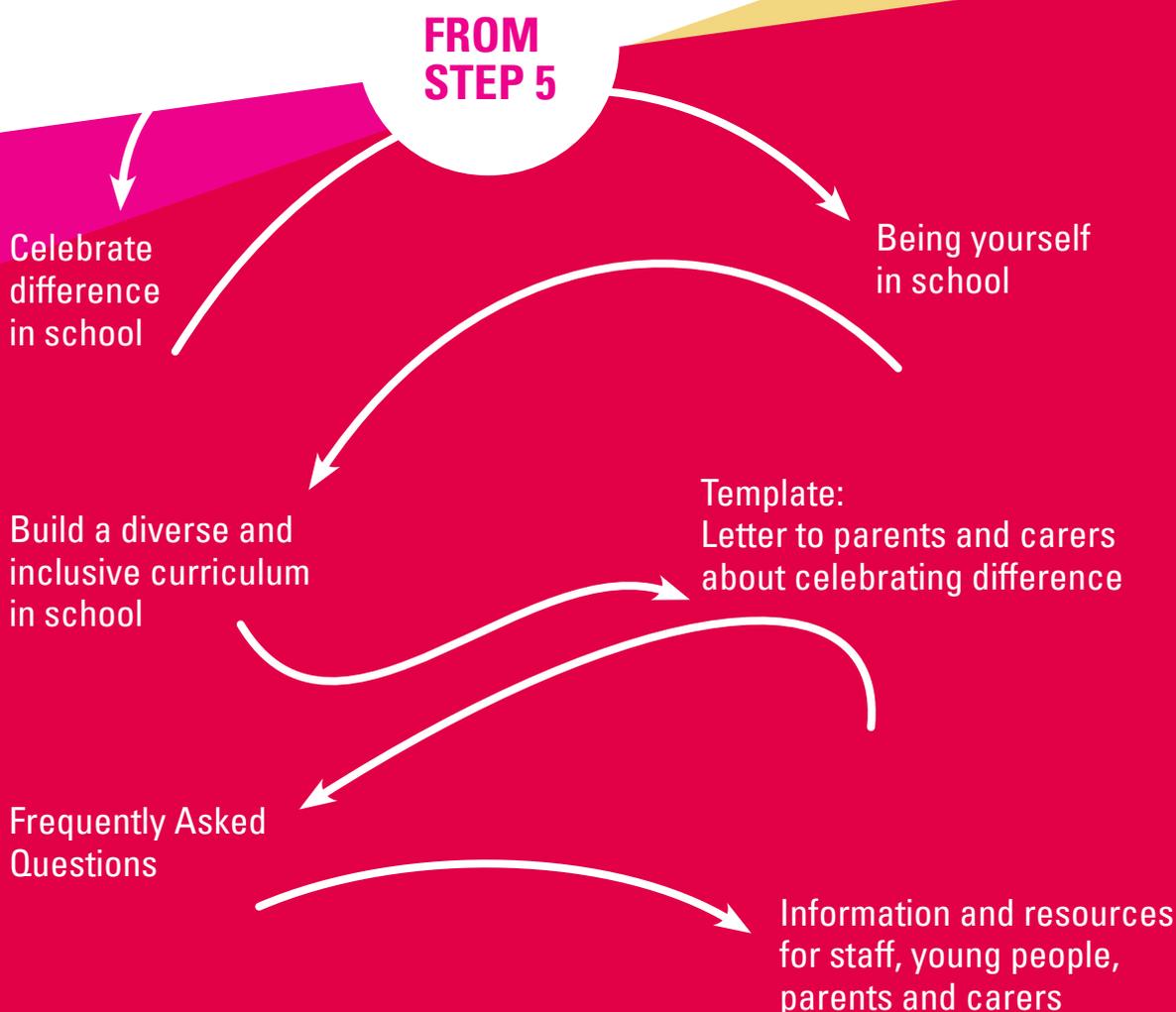
Link to school ethos and policy

– 'Homophobic/biphobic/transphobic language is not acceptable in our school.'

– 'At our school we treat everybody with respect. Were you behaving in a respectful manner?'

– 'We all deserve to be respected/valued/loved by others.'

– 'Calling people names is unacceptable and we don't do that at our school.'

– 'At our school we try to repair situations where we've caused harm. What can you do to repair this situation?'

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 resources for schools, to help make your school a welcoming place for every young person and one that prepares all children for life in our diverse society.

FROM STEP 5

Celebrate difference in school

Being yourself in school

Build a diverse and inclusive curriculum in school

Template: Letter to parents and carers about celebrating difference

Frequently Asked Questions

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

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 LGBTQ+ characters or themes. Use Stonewall's book list as a starting point.

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 corridors and classroom displays, and in newsletters. Make sure that you celebrate a diverse range of LGBTQ+ role models, including LGBTQ+ people of colour, LGBTQ+ people of faith and disabled LGBTQ+ people. Stonewall have a wide range of poster packs for you to download and print.

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

– LGBTQ+ 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. Use Stonewall's lesson packs and assemblies to embed this learning throughout your school.

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

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

RSHE/SRE/RSHP

Best practice teaching could include teaching:

– that other children's families may look different to a pupil's own, including that some people have two mums, two dads, or trans parents.

– that the law says same-sex couples can get married and adopt children.

– that the characteristics of a healthy friendship include respecting all the ways in which our friends might be different to us.

– what gender stereotypes are and how they can be harmful.

– about discrimination, including discrimination against LGBTQ+ people, and why this is wrong.

– what HBT bullying is, why it is wrong and how to respond to it safely and appropriately, including how to report it within your school.

– that using discriminatory language online can be harmful, including HBT language – for example, saying, 'that's so gay' or calling people gay as an insult.

– what to do if someone hurts or excludes us for being different.

– how to report harmful content online – we recommend that this includes reporting HBT bullying and language online.

– how to recognise and report HBT bullying.

– how celebrating and respecting difference can help everybody feel safer and more able to be themselves. This could include respecting the ways in which everybody's families can look different, including having LGBTQ+ parents or family members.

– that most people will experience changes to their body during puberty, and that puberty can affect different people's bodies in different ways.

Be aware that the same principles of staying safe apply to all children, LGBTQ+ or not. It's good practice to ensure that your case studies, examples, videos, storybooks etc include LGBTQ+ characters. This shows pupils that this teaching applies to LGBTQ+ people and the relationships they have, or may go on to have, just as it applies to people who aren't LGBTQ+.

Wider curriculum

– Ensure there is a diverse representation of people, including LGBTQ+ people, in lesson topics, examples, case studies and books (Stonewall's website has lots of resources to support you with this).

– Don't make assumptions about sexual orientation and gender identity, either about pupils or in lesson topics. For example, don't assume the gender of characters in a book or that everyone in the class has a mum and a dad.

– Point out and challenge gender stereotypes in conversations with pupils.

– Celebrate difference and use inclusive resources within your curriculum to ensure that pupils know the importance of being yourself.

Template: Letter to parent 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, bi or trans, should be able to be themselves. While many LGBTQ+ young people come out at secondary school, some will realise they are LGBTQ+ 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 people first realise they are LGBTQ+?

People can realise they are LGBTQ+. Some people realise that they are LGBTQ+ at primary school. According to Metro Youth Chances (2016) 53 per cent lesbian, gay and bi (LGB) young people say they knew they were LGB by the age of 13. Many LGBTQ+ people say that they felt different to their peers in some way at primary school. Avoid making the assumption that a child is lesbian, gay or bi because they don't conform to gender stereotypes.

Trans people may realise they are trans at any age. According to Metro Youth Chances (2016), 58 per cent of trans young people knew they were trans by the age of 13. A child 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. Avoid making the assumption that a child is trans because they don't conform to gender stereotypes.

Do children 'come out' as LGBTQ+ at primary school?

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

If a child doesn't conform to gender stereotypes, does that mean they are LGBTQ+?

Many children (as well as adults) don't conform to gender norms or stereotypes, or choose to express their gender in different ways. Some of these children might be LGBTQ+, but many might not be. It is important not to make assumptions about anybody's orientation or gender identity, but to continue to challenge gender stereotypes in school, and above all reassure all of your pupils that it is ok to be themselves.

If a child experiences homophobic, biphobic or transphobic bullying does that mean they are LGBTQ+?

Although research shows that many LGBTQ+ children and young people do experience homophobic, biphobic or transphobic bullying, non-LGBTQ+ children and young people can also experience it. It is important not to make assumptions about a child 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 child who comes out as LGBTQ+ 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. It's also worth asking 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 on LGBTQ+ issues

It's important that LGBTQ+ children and young people know where to access safe, accurate and reliable information about being LGBTQ+. Many LGBTQ+ children and young people will benefit from meeting other LGBTQ+ young people their own age, and it's important they have access to safe and age-appropriate places to find community, such as an LGBTQ+ youth group. You can help by signposting to local and national support services. Ensure this information is easily accessible within your setting. Include information on support and resources available at your setting, within your local community or region, and nationally.

For some ideas of where to signpost to, visit this page of our website.

Resources

www.stonewall.org.uk/educationresources

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

You can access our Welsh language resources at www.stonewallcymru.org.uk/our-work/publications-cymru

The Teachers' Report 2014
YouGov polling of almost 2,000 primary and secondary school staff about homophobic bullying

The School Report (2017)
The experiences of lesbian, gay and bisexual young people in Britain's schools.

Posters
Stonewall have a wide range of posters for you to download, print and use around school.

Lesson packs
There are a wide range of lesson and activity packs for you to download to use in school with your class, with Widget symbol supported resources available for children and young people with SEND/ALN/ASN.

Stonewall Education Guides
Including Staying Safe Online; Primary Best Practice guide; LGBTQ+-inclusive RSHE: Putting it into Practice; Creating an LGBTQ+-inclusive Curriculum; and Supporting LGBTQ+ Children and Young People.

Stonewall has a range of e-learning courses available for schools, colleges and children and young people's services. Each module is tailored to your national context. Welsh-language versions are available. Find out more here.

Further support and guidance

Stonewall

At Stonewall we've spent more than 30 years working towards a world where all children and young people have access to an LGBTQ+Q-inclusive education. We're here to support you. Let's work together to challenge bullying and celebrate diversity.

We offer membership programmes for schools and colleges in England and Local Authorities and their Children and Young People Services in England, Scotland and Wales. For support around LGBTQ+ inclusion, get in touch.

Stonewall has a range of e-learning courses available for schools, colleges and children and young people's services. Each module is tailored to your national context. Welsh-language versions are available. Find out more here.

Stonewall

education@stonewall.org.uk

0800 0502020

www.stonewall.org.uk/schools-colleges

Stonewall Cymru

education@stonewall.cymru

addysg@stonewall.cymru

0800 0502020

www.stonewallcymru.org.uk/schools-colleges
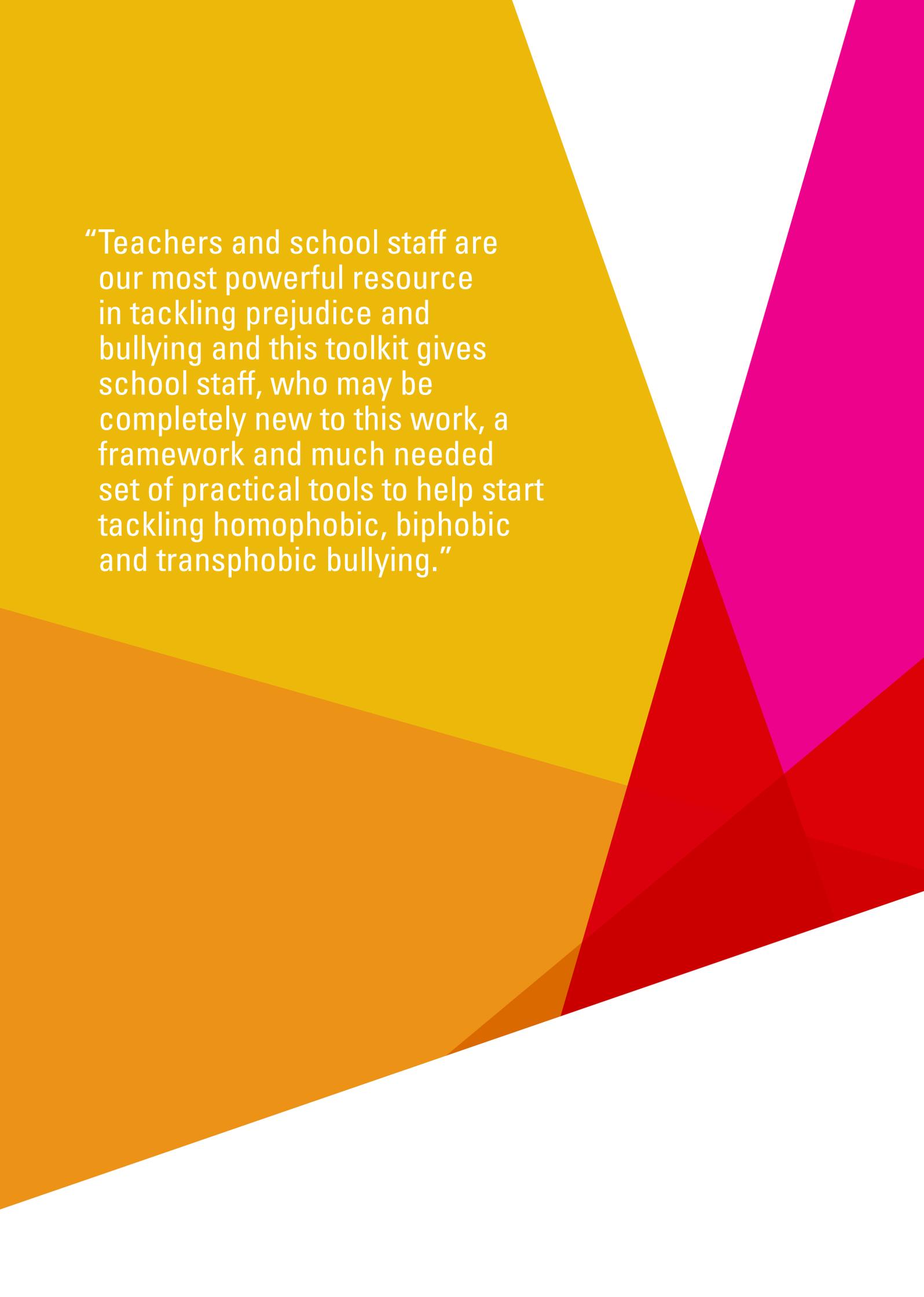
www.stonewallcymru.org.uk/cy/cefnogi-ysgolion

Stonewall Scotland

education@stonewallscotland.org.uk

0800 0502020

www.stonewallscotland.org.uk/schools-colleges

Stonewall fights for the freedom, equity and potential of all LGBTQ+ people at every stage of our lives. We don't just work with schools, colleges and children and young people's services. We also work in communities, with workplaces, with sports organisations and with other LGBTQ+ organisations. Visit our website to find out what you can do to support us.

"Teachers and school staff are our most powerful resource in tackling prejudice and bullying and this toolkit gives school staff, who may be completely new to this work, a framework and much needed set of practical tools to help start tackling homophobic, biphobic and transphobic bullying."