

## Oxfordshire Homophobic, Biphobic and Transphobic Bullying Toolkit – April 2019

### Introduction and Context

This toolkit links to and supports “Oxfordshire Guidance for Dealing with Prejudice-Related Incidents and Bullying”. The latest version of this, and other templates and toolkits to support management of bullying can be found on the policy and guidance section of the Anti-Bullying web pages <http://schools.oxfordshire.gov.uk/cms/content/policy-and-guidance>

### Meeting the Current Ofsted Framework

The latest Ofsted framework has placed an increased emphasis on preventing and tackling the bullying of vulnerable groups, including Lesbian, Gay, Bisexual and Transgender (LGBT) children and young people and those from LGBT families.

The current framework states that safeguarding action may be needed to protect learners from:

- *bullying, including online bullying and prejudice-based bullying*
- *racist, disability and homophobic or transphobic abuse*

Successful safeguarding means that *“any discriminatory behaviours are challenged and help and support are given to children about how to treat others with respect”*

Inspectors will request *“records and analysis of bullying, discriminatory and prejudicial behaviour, either directly or indirectly, including racist, disability and homophobic bullying, use of derogatory language and racist incidents”*.

The effectiveness of a school’s leadership and management will be judged in terms of the active promotion of “British Values” defined as *“democracy the rule of law individual liberty, mutual respect and tolerance”*(School Inspection Handbook, para 134). As part of inspecting spiritual, moral, social and cultural development inspectors will consider pupils understanding of *“cultural diversity and the extent to which they understand, accept, respect and celebrate diversity”*. This emphasises the importance of schools recognising their duties under the Equality Act 2010 and the need to safeguard the well-being of all learners. In relation to HBT bullying this relates specifically to the protected characteristics of sexual orientation and gender re-assignment.

The Ofsted report “No Place for Bullying” 2012 highlighted that “research evidence indicates that there are groups of pupils who are bullied disproportionately. These include “disabled pupils and those who have special educational needs and pupils who are, or are perceived to be, homosexual”. The report states that pupils experienced prejudice related language and homophobic language was frequently mentioned. Despite this few schools had a clear stance on the use of language or the boundaries between banter and behaviour that makes people feel threatened or hurt.

Ofsted subsequently issued a briefing for Section 5 Inspection [Exploring the school’s actions to prevent homophobic bullying: Ofsted guidance \(pdf format, 165Kb\)](#) . Although this briefing document has been removed from Ofsted framework, current information from Ofsted indicates that this briefing document still provides a very useful overview of the kind of questions that Ofsted inspectors may ask. Stonewall are still training Ofsted inspectors and these quotes from Ofsted reports are indicative the Ofsted is still concerned to promote good practice in this area.

*“The school has dealt particularly effectively with the use of homophobic terms; as a result, students exhibit high levels of respect for each other’s differences”*

Rednock School, Dursley. 20/11/2015

*“Many of the students spoken to reported that homophobic language is common and not always censured when overheard by teachers; homophobic language is not routinely challenged by either students or adults in the school”*

Rainhill High School Media Arts College 26/11/15

### **Homophobic, Biphobic and Transphobic Bullying in Oxfordshire**

The Oxfordshire online bullying survey (2016) indicates that HBT bullying is an issue for Oxfordshire and that this reflects national trends. 4% of the sample identified as lesbian, gay, bisexual or transgender (LGBT) which is small in terms of numbers so we must be careful drawing conclusions but there are some concerning trends.

- Between 8 – 17% of pupils who identified as LGBT "never feel safe" compared to 0% - 2% of their heterosexual peers in every listed environment.( At school this was 12% never feeling safe compared to 1% of their heterosexual peers)
- Children who identified as LGBT were nearly 3 times more likely to be bullied every month or more than their heterosexual peers (32% compared to 12%)
- 32% of students hear people being called names that insult them for being gay “most days”.
- Overall 11% of pupils will hear name calling and insults about people “not acting like people think a boy or girl should “most days”.
- 34% of pupils "hear the word 'gay' used in a negative way “most days”

The survey suggests that homophobic language is still common and this contributes to a culture where homophobic bullying is more likely.

### **National Evidence**

Stonewall’s “School Report 2017” was based on a survey with over 3,700 LGBT young people and their experiences at school. Since the 2007 School Report, the number of lesbian, gay and bi pupils bullied because of their sexual orientation has fallen by almost a third. The number of schools who say this bullying is wrong has nearly trebled, and homophobic remarks are far less likely to be heard. Stonewall notes that thanks to the dedication of teachers, schools and governments across Britain, more LGBT young people than ever are able to be themselves at school. The report also shows there is still work to be done. <http://www.stonewall.org.uk/school-report-2017>

Feedback from young people indicated that.

- 45% of LGBT pupils (including 64% of trans pupils) are bullied for being LGBT at school
- 86% regularly hear phrases like “that’s so gay” or “you’re so gay” at school
- 68 per cent report that their schools say homophobic and biphobic bullying is wrong, but just 41% report that their schools say transphobic bullying is wrong
- Only 29% of LGBT pupils say that teachers intervened when they were present during the bullying
- 68% report that teachers or school staff only ‘sometimes’ or ‘never’ challenge homophobic, biphobic and transphobic language when they hear it
- 40% are never taught anything about LGBT issues at school
- 53% of LGBT pupils say that there isn’t an adult at school they can talk to about being LGBT
- 33 per cent of trans pupils are not able to be known by their preferred name at school, while 58% are not allowed to use the toilets they feel comfortable in

In relation to experiences of transgender young people the Metro Youth Chances Report (2014) highlighted that:

- Eight in ten (83 per cent) trans young people say they've experienced name-calling and 35 per cent physical abuse, even higher than for LGB young people
- Nine in ten of those surveyed said they have never learned about bisexuality (89 per cent) or transgender issues (94 per cent)
- Two in five (40 per cent) of trans young people say they first thought they were trans aged 11 or under
- One in three trans young people (32 per cent) say they've missed lessons due to discrimination or fear of discrimination
- More than one in four (27 per cent) of trans young people have tried to kill themselves, with nearly two in three (62 per cent) having thought about committing suicide

Metro Youth Chances have issued an integrated report with information about the experiences of LGBTQ young people. <http://www.metrocentreonline.org/research/2016/nov/10/national-youth-chances>

The Ofsted briefing document [Exploring the school's actions to prevent homophobic bullying: Ofsted guidance \(pdf format, 165Kb\)](#) lays out a series of questions that inspectors should ensure are age-appropriate and should be asked in the right context.

As this document still provides a useful framework for developing good practice, each question or area of inspection has been taken in turn to indicate how schools might tackle this and what resources would help to address this. Wording in italics indicates the content of the Ofsted briefing document. **NB: Section 1-3 apply to primary schools, Sections 4 – 7 apply to secondary schools, Sections 8 - 18 apply to all schools.**

**The following Stonewall Guides will support you with putting a comprehensive action plan together to prevent and tackle Homophobic, Biphobic and Transphobic bullying.** "Getting Started Toolkit" Primary Schools and "Getting Started Toolkit" Secondary schools which can be found at the following link: <http://www.stonewall.org.uk/our-work/education-resources>

**With PRIMARY pupils inspectors might explore whether:**

1. *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, and why it is wrong*

Schools first of all need to identify whether the use of homophobic language is an issue. This can be achieved by running the Oxfordshire online bullying survey which is free and includes questions about name calling and use of the word gay as a derogatory term.

### **Survey links and lessons**

The Oxfordshire online bullying survey is currently under review. Please contact [anti-bullying@oxfordshire.gov.uk](mailto:anti-bullying@oxfordshire.gov.uk) for further information. The lessons linked below were developed to accompany the Oxfordshire Online bullying survey. If you run any kind of survey on bullying, we recommend that these lessons are used to introduce and before running the survey in order to ensure that your results are accurate

- [Understanding bullying lesson primary presentation](#)

- [Understanding bullying lesson primary notes](#)

Example link to online bullying survey [Primary Sample](#)

Teachers and other school staff need to challenge homophobic language every time they hear it and to explain why it is not appropriate. There needs to be a consistent approach from all school staff with a clear understanding of why language needs to be challenged and clear guidelines for how to challenge it. Stonewall's guide "Tackling Homophobic, Biphobic and Transphobic Language" is a comprehensive guide to dealing with this issue in both primary and secondary schools and can be found on the Stonewall website in the Stonewall Education guides section <http://www.stonewall.org.uk/our-work/education-resources>

The Stonewall "Tackling Homophobic, Biphobic and Transphobic Language" guide provides information on what needs to be included in staff training and also links to train the trainer events provided by Stonewall.(see above)

Consider joining the School Champion programme for primary and secondary schools <http://www.stonewall.org.uk/teachertraining>

*2. Pupils ever get picked on by other children for not behaving like a 'typical girl' or a 'typical boy'*

Homophobic bullying also includes gender stereotyping which the Oxfordshire bullying survey showed was an issue in our schools with 11% of pupils hearing name calling in relation to "not acting like people think a boy or girl should". Staff need to address this kind of bullying and name calling in exactly the same way as other prejudice-related bullying. To support tackling bullying in relation to gender stereotyping, Stonewall have produced a film called "Free" which is available online and can be downloaded for free. It features four different characters and examines themes around friendship, difference, stereotypes, bullying and, of course, different families - including same sex parents. The relevant sections in relation to gender stereotyping are those for Danni and Jake <http://www.stonewall.org.uk/our-work/education-resources>

Further resources in relation to supporting transgender children and young people are signposted in section 5 below.

*3. Pupils have had any lessons about different types of families (single parent, living with grandparents, having two mummies or two daddies).*

Review how to provide these lessons as part of the primary curriculum using the following resources from Stonewall "Including Different Families" and "Primary Best Practice" "Celebrating Difference" is a primary staff training DVD and includes chapters on families, being yourself, homophobic language, homophobic bullying and making it happen. The "Free" DVD (see section 2 for further information) also has a chapter on "Different Families" which is the story relating to Emma. The full Free film can also be downloaded for free at [www.stonewallprimary.org.uk](http://www.stonewallprimary.org.uk)

Andy Moffatt has published "No Outsiders: Teaching the Equality Act in Primary Schools" (£29.99) available from <http://www.speechmark.net/shop/no-outsiders-our-school-teaching-equality-act-primary-schools> including raising awareness about transgender children. This provides a PHSE programme that promotes an ethos where difference is celebrated based round picture books with lesson plans for each

Year group.

The Youth Metro survey (2014) indicated that two in five (40 per cent) of trans young people say they first thought they were trans aged 11 or under. Being aware of the possible impact of primary practice, including gender stereotyping, on trans children and those who don't conform to gender stereotypes is crucial to developing better practice. **Please see the section 5 below on "Supporting transgender children and young people"** including the Stonewall Guide "An Introduction to Supporting Lesbian, Gay, Bisexual and Transgender Young people"

Out for our children, an organisation who promote representation of diverse families, have a foundation stage teaching pack that can be downloaded from <http://www.outforourchildren.org.uk/resources/>. They have also produced a poster that promotes diverse families "Real Families Rock" also available via the link.

Elly Barnes also provides training and some free LGBT inclusive lesson plans and other resources <http://www.educateandcelebrate.org/resources/> for early years and primary schools.

[Gay's the word: children's books that celebrate diversity \(pdf format, 32Kb\)](#) list of picture books that can be part of promoting acceptance of difference in primary schools.

Awareness raising by students and their active involvement in tackling homophobic language and bullying are also crucial to changing attitudes. Consider joining the Oxfordshire Anti-Bullying Strategy Anti-Bullying Ambassador scheme to actively involve young people in tackling all forms of bullying. Training includes raising awareness about homophobic bullying and homophobic language and is aimed at Years 5 & 6. Further information available from <http://oxme.info/cms/life/anti-bullying-ambassadors>

#### **With SECONDARY pupils inspectors might explore whether:**

- 4. There is any homophobic bullying or name calling in school or on social media sites*

Schools first of all need to identify whether the use of homophobic language is an issue. This can be achieved by running the Oxfordshire online bullying survey which is free and includes questions about name calling and use of the word gay as a derogatory term.

#### **Survey links and lessons**

The Oxfordshire online bullying survey is currently under review. Please contact [anti-bullying@oxfordshire.gov.uk](mailto:anti-bullying@oxfordshire.gov.uk) for further information. The lessons linked below were developed to accompany the Oxfordshire Online bullying survey. If you run any kind of survey on bullying, we recommend that these lessons are used to introduce and before running the survey in order to ensure that your results are accurate

- [Understanding bullying lesson secondary presentation](#)
- [Understanding bullying lesson secondary notes](#)

- Example link to online bullying survey [Secondary Sample](#)

Teachers and other school staff need to challenge homophobic language every time they hear it and to explain why it is not appropriate. There needs to be a consistent approach from all school staff with a clear understanding of why language needs to be challenged and clear guidelines for how to challenge it. Stonewall's guide "Tackling Homophobic Language" is a comprehensive guide to dealing with this issue in both primary and secondary schools and can be found on the Stonewall website in the Stonewall Education guides section <http://www.stonewall.org.uk/our-work/education-resources>

Consider joining the School Champion programme for primary and secondary schools <http://www.stonewall.org.uk/teachertraining>

In relation to homophobic bullying on Social Media Sites, Stonewall have produced a resource about internet safety for LGBT young people aimed at professionals working with them. "Stay Safe Online" is available to download free and hard copies are also available on the Stonewall Education resources link (see above).

#### *5. If a gay pupil was 'out' in school, that pupil would feel safe from bullying*

Your school's approach to promoting acceptance of difference, challenging homophobic language, having measures in place to respond to and prevent homophobic, biphobic and transphobic bullying will all be relevant to LGBT pupil's experience of being 'out' in school. The information in section 4 is again relevant. Other useful resources for secondary schools <http://www.stonewall.org.uk/our-work/education-resources> include "An Introduction to Supporting Lesbian, Gay, Bisexual and Transgender Young people" and also resources for including LGBT issues in the curriculum

Research shows that LGBT young people are more likely to experience mental health issues and to have higher incidence of self-harm. It is therefore important that you are vigilant to safeguarding aspects in relation to homophobic and transphobic bullying and access specialist support services where necessary.

#### **Supporting Transgender Children and Young People**

Oxfordshire's trans inclusion toolkit for schools can be found here. [Trans Inclusion Toolkit for Schools \(pdf format, 1.3Mb\)](#)

Stonewall's guide "Supporting LGBT Young People" provides a very useful section on supporting transgender young people. <http://www.stonewall.org.uk/our-work/education-resources>

<http://genderedintelligence.co.uk/> is a community interest company who aim to increase understanding of gender diversity. The work predominantly with the trans community and those who impact on trans lives; They particularly specialise in supporting young trans people aged 8-25. They provide training and workshops and a newsletter for parents and carers.

[www.gires.org.uk](http://www.gires.org.uk) website provides information for trans people, their families and professionals working with them. They also provide <http://www.gires.org.uk/education/information-for-educators> which includes links to

helpful documents e.g. Memorandum of Understanding produced by GIRES on the law and good practice for a pupil to be able to transition in a school environment; link to guidance from the former DCSF on preventing and responding to sexual, sexist and transphobic bullying <http://www.gires.org.uk/assets/Schools/DCSF-01136-2009.pdf> .

<http://www.mermaidsuk.org.uk/> are a charity that provide family and individual support for teenagers and children with gender identity issues.

The Surrey and Borders Partnership NHS Foundation Trust (SABP) and the Gender Identity Research and Education Society (GIREs) have jointly developed an excellent e-learning resource on caring for gender nonconforming young people which is aimed at professionals and families. It can be accessed here. [http://cs1.e-learningforhealthcare.org.uk/public/GEV/GEV\\_01\\_001/story.html](http://cs1.e-learningforhealthcare.org.uk/public/GEV/GEV_01_001/story.html)

### **Support for LGBT Young People**

Topaz is a LGBT+ support group for young people aged 13 – 18 based in Oxford City. There are also a number of youth groups starting up round Oxfordshire in Bicester, Wantage, Abingdon and Didcot. Further information can be found on <https://www.topazoxford.org.uk/> or by e-mailing [topaz@ark-t.org](mailto:topaz@ark-t.org)

My Normal is an LGBT youth arts group for 16+ young people which runs once a month in East Oxford. Email: [MyNormalOxford@gmail.com](mailto:MyNormalOxford@gmail.com) or visit their [Facebook page](#) for more info. They also have a free intersectional music project working with LGBTQ+ young people and those with disabilities aged 13 – 25. More information on the Facebook page.

For further information for young people who are LGBT or are questioning their sexuality and to contact Topaz please see <http://oxcentric.oxme.info/cms/content/lesbian-gay-bisexual-transgender-or-questioning>

Support for young people who are bullied, including homophobic and transphobic bullying is available from the SAFE! Project a local charity who provide up to 6 sessions of individual support for those who have been victims of crime or bullying. For further information please see <http://www.safeproject.org.uk/>

### **Mental Health Support**

LGBT young people experience increased incidence of mental health problems and levels of self-harm. It is therefore crucial that they are referred for mental health support when appropriate.

Oxfordshire Child and Adolescent Mental Health Services have a range of support available to young people who may be experiencing mental health difficulties as a result of being Lesbian, Gay, Bi or Transgender. Please see their web pages for further information. <https://www.oxfordhealth.nhs.uk/camhs/professionals/>

The attitudes and support of other young people are particularly important in terms of LGBT young people feeling safe to be “out” in school. Awareness raising by students and their active involvement in tackling homophobic language and bullying are crucial to changing attitudes. Consider accessing Anti-Bullying Ambassador training. This is provided nationally by the Diana Award

<https://www.antibullyingpro.com/training>

6. *They have learned about homophobic/transphobic bullying and ways to stop it happening in school*

Review curriculum input on homophobic and transphobic bullying using resources available from Stonewall, Educate and Celebrate and The Classroom. See sections 3 and 7

Consider joining the School Champion programme for primary and secondary schools <http://www.stonewall.org.uk/teachertraining>

Also relevant - Anti-Bullying Ambassador scheme see section 5 above and Curriculum information from educate and celebrate and “the Classroom”

<http://www.ellybarnes.com/resources/>

7. *They learn in school about different types of families – whether anyone is, or would be, teased about having same-sex parents*

Review how you are going to promote acceptance of difference and different types of families as part of the curriculum. The Stonewall “Including Different Families” is aimed at primary schools but materials could be adapted for younger secondary age children <http://www.stonewall.org.uk/our-work/education-resources>

Resources that are adaptable for younger secondary school

Andy Moffatt has published “No Outsiders: Teaching the Equality Act in Primary Schools” book (£29.99) available from <http://www.speechmark.net/shop/no-outsiders-our-school-teaching-equality-act-primary-schools> . See section 3 above for more “different families resources”

**With senior leaders (primary and secondary schools), and when looking at documentary evidence, inspectors might explore:**

8. *Whether they are aware of any instances of homophobic or transphobic language in school, whether this is recorded and how it is acted upon*

Use OCC recommended recording form for Prejudice Related Incidents and Bullying to ensure that you are considering whether motivation for behaviour is driven by prejudice. This system will allow you to analyse incidents and patterns and address accordingly. [Form for recording prejudice-related incidents and bullying \(doc format, 116KB\)](#)

9. *Whether the school’s equalities, bullying and safeguarding policies address gender identity and sexuality.*

Use the OCC Anti-Bullying Policy Checklist (available on <http://schools.oxfordshire.gov.uk/cms/content/policy-and-guidance> ) to make sure your policy includes reference to homophobic bullying and use of homophobic language. For further information about equality policy please see <http://schools.oxfordshire.gov.uk/cms/content/equality-and-diversity> Oxfordshire Guidance for Dealing with Prejudice Related Incidents and Bullying (available on <http://schools.oxfordshire.gov.uk/cms/content/policy-and-guidance> ) also provides an overview of how to ensure that schools prevent and respond to all prejudice-related incidents and bullying including homophobic bullying.

10. *Whether training has been provided for staff in how to tackle homophobic/transphobic bullying, including language*

Please refer to section 1 above which includes details of resources to support

training, training available from Stonewall and training available from OSCB who provide a 1-day free course “Supporting LGBT Children and Families”. Details available on the OSCB training portal.

*11. Whether the school has taken any action to ensure that provision meets the needs of lesbian, gay, bisexual and transgender (LGBT) pupils, for example in sex and relationships education and other aspects of PSHE, including providing age-appropriate advice and guidance*

Review your Sex and Relationships Education (SRE) delivery to ensure it includes reference to LGBT young people and provides appropriate information.

<http://www.sexeducationforum.org.uk/>. Watch out on schools’ news for further information about LGBT Inclusive Relationships Education for primary schools and Relationships Education for Secondary Schools which becomes statutory in September 2020. Further guidance and resources are to be made available.

The Department for Education promotes the SRE supplementary guidance that Brook, the PSHE Association and the Sex Education Forum have produced (March 2014)

<http://www.brook.org.uk/our-work/sre-supplementary-advice>

This guidance states that good practice in SRE is inclusive of difference (including gender identity and sexual orientation and contributes to *“a better understanding of diversity and inclusion, a reduction in gender-based and homophobic prejudice, bullying and violence and an understanding of the difference between consenting and exploitative relationships”*

*12. How the school seeks to support LGBT pupils and those from LGBT families*

Please refer to the information in section 5 above.

*13. Whether policies promote safety for all groups of pupils regardless of sexuality or gender identity, including the use of language*

Please refer to the information about what to include in your Anti-Bullying and safeguarding policy in section 9.

*14. Whether there is specific mention of gender identity and sexuality in the equality, diversity, behaviour and bullying policies*

Please refer to section 9 and further support with equality policies can be found <http://schools.oxfordshire.gov.uk/cms/content/equality-and-diversity>

*15. Whether policies include reference to carers as well as parents*

All policies should refer to parents and carers. Please check all your policies to ensure consistency.

### **With governors (primary and secondary schools) inspectors might explore:**

*16. How the school meets its statutory duty to prevent all forms of prejudice-based bullying, including homophobia and transphobia.*

Are there systems in place to ensure that governors have an overview of the schools response to all prejudice-related bullying? Governors will want to be aware of all the information that provides advice to Senior Leadership Team in sections 8 – 15.

Are governors aware of the statutory duties in terms of the Equality Act 2010 and the

Schools Inspection Act 2006?

Government guidance <https://www.gov.uk/government/publications/preventing-and-tackling-bullying> provides further information

*17. Whether they are aware of any homophobic/transphobic bullying or language in school and whether incidents are followed up effectively*

What systems are in place for incidents of homophobic/transphobic bullying or language to be addressed?

Is there an effective recording and monitoring system in place? (See section 8)

Is the review of such incidents a standing item on governors meeting agendas?

Is there a lead governor for safeguarding/bullying? Again refer to sections 8 – 15 which provides advice to Senior Leadership Team.

*18. How they ensure that sexuality and gender equality are covered within the school's behaviour guidelines and policies*

Does the school's behaviour policy include reference to sexuality and gender equality?

Does the behaviour policy link to the Anti-Bullying policy and other relevant policies?

What measures are in place?