Stonewall
EDUCATION GUIDES

Effective school leadership

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Foreword

The Government has made preventing and tackling homophobic bullying a priority for all schools. Ensuring that all young people enjoy learning free from fear of bullying is the responsibility of whole school communities – from governors to teaching assistants, and parents and carers to young people themselves.

A whole school approach to homophobic bullying requires strong leadership to implement effective anti-bullying strategies. These help everyone understand their role in taking a zero-tolerance approach. However *The Teachers' Report,* YouGov polling commissioned by Stonewall in 2009, found that only two in five secondary school teachers and less than half of primary school teachers in Britain said their headteacher demonstrated a clear leadership role in tackling homophobic bullying.

Experience suggests that only when school leaders understand the benefits of tackling homophobic bullying – not just for individual pupils, but for their school as a whole – and communicate this confidently can they be expected to gain support and bring about positive change.

Stonewall has a vision of a Britain where one day every child will grow up to secure every ounce of his or her potential. We hope this guide will give you the confidence and knowledge you need to lead your school in creating an inclusive environment where every young person can fulfil that potential.

Ben Summerskill
Chief Executive, Stonewall

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1 Introduction

All headteachers want their school to be a place where pupils are happy and can enjoy learning free from bullying. Effective leadership is key to the successful implementation of policies and procedures in all schools and in creating a safe, inclusive environment. For staff and pupils to be confident that their school genuinely wants to address homophobic bullying and language, any initiative must be endorsed and led by the headteacher, with the support of the senior leadership team. This sends out a strong message to the whole school community that homophobia and homophobic language will not be tolerated, and will be dealt with as consistently as all other forms of bullying.

Secondary school teachers now say homophobic bullying is the most frequent form of bullying after bullying due to weight and more than two in five primary school teachers say children experience homophobic bullying in their schools. Nine in ten primary and secondary school teachers recognise that staff have a duty to prevent and respond to it. However, nine in ten also say that they have never received any specific training on how to prevent and respond to homophobic bullying.

Stonewall's *The Teachers' Report*, YouGov polling conducted in 2009, shows that two in three secondary school staff and two in five primary school staff who hear homophobic language such as 'you're so gay' or 'that's so gay' do not always respond. For intervention to be successful, homophobic language needs to be challenged whenever it happens, and staff need to be supported by school leaders to feel confident to do so.

> "I would want to be following a clear and specific school policy regarding these issues before I addressed them in the classroom to ensure I would not be left open to criticism from school senior management, governors or parents.

Nat, teacher, faith primary school (East of England)

The best headteachers are skilled in translating national requirements into school policies and effective practices, setting and communicating a clear vision for the school and thus bringing the whole school community with them.

> School leaders have an important role to play in sending out the unequivocal message that homophobic bullying is unacceptable and further to this, can put the policies and procedures in place to ensure cases of bullying are prevented or addressed. Clear leadership on this issue can empower the school community to take the actions needed to create an inclusive and positive learning environment for all. Steve Munby, CEO, National College for School Leadership

Homophobic bullying can affect any young person, including those who:

- **are lesbian, gay or bisexual (LGB)**
- **are perceived to be lesbian, gay or bisexual**
- **have LGB parents and carers, family and friends**
- **are thought to be 'different'**
- **work hard in class**
- **don't conform to gender stereotypes**

2 What does homophobic bullying look like?

Homophobic bullying is almost endemic in Britain's schools and impacts on young people's confidence, self-esteem, wellbeing and attainment. In secondary schools, half of LGB pupils who have experienced homophobic bullying have skipped school because of it. Over 60 per cent feel that there is neither an adult at home nor at school who they can talk to about being gay and four in five gay young people have no access in school to resources that can help them.

- **65 per cent** of young lesbian, gay and bisexual people experience homophobic bullying
- **97 per cent** hear derogatory phrases such as 'dyke' or 'poof' used in school
- **98 per cent** hear 'that's so gay' or 'you're so gay' at school
- **Two in five** primary school teachers hear children using homophobic language such as 'poof' or 'dyke'
- **Three quarters** of primary school teachers report hearing the phrases 'you're so gay' or 'that's so gay' in schools
- More than **two in five** primary school teachers say children experience homophobic bullying in their schools

"Someone found out about my sexuality and spread it round school. Everyone knows and looks at me and threatens me and no one helps. They push me in corridors and teachers have seen but they act as if they haven't seen anything. Sarah, 14, city technology college (South West)

More than two in five primary school teachers say children experience homophobic bullying in their schools. One in five say

children experience homophobic verbal abuse in their schools and three quarters of primary school teachers hear children use expressions such as 'that's so gay' or 'you're so gay'. Children who have gay parents say that this has a particular effect on them.

> "When people say 'gay' ... I feel worse than other people. Mark, 8, has two mums

Using homophobic language does not necessarily mean a child is homophobic. They may not understand the meaning of the words they are using and the impact these can have. However, homophobic language still needs to be challenged every time it is heard.

More than two in five secondary school teachers and over half of primary school teachers say their schools do not have a policy that explicitly addresses homophobic bullying. School staff need to feel confident that they have the support of the school in responding to homophobic bullying or language, and that they have the skills and knowledge to do so. In schools that have said homophobic bullying is wrong, gay young people are 60 per cent more likely not to have been bullied. For this to be effective, homophobic bullying and language must be challenged every time they occur, and by all school staff. This requires school leaders to set standards and develop robust policies and procedures, ensuring all staff understand what is required of them and have the training to put these into practice.

Action points

- Ensure that a robust anti-bullying policy is in place that explicitly includes homophobic bullying and language
- Provide all staff with training on how to respond to homophobic bullying and language
- Ensure the school has and uses a range of teaching materials that address LGB issues and include different families
- In secondary schools, resources that support LGB students should be available such as information about local LGB youth groups

3 What's the impact?

Seven out of ten gay pupils who experience homophobic bullying state that it has had an impact on their school work. Inevitably, this will affect their attainment and limit their chance of future employment and in fulfilling their potential.

> A lot of the serious bullying was at my previous school in the GCSE years – years 10 and 11 – so I left the school early and went to a different sixth form college. Brad, 17, sixth form college (South East)

Stonewall's *Different Families* report found that children with same-sex parents often keep their families a secret if schools don't do anything to tackle homophobic bullying. Children who are open about having same-sex parents in schools which do not talk about different families find that other children direct questions at them rather than at teachers.

> Sometimes people ask me and I get a bit awkward so I just sort of … I try to cut down the story as much as possible so I don't have to say that much. I feel sort of a bit awkward about it. It got a teeny bit annoying because they were like ... how were you born then? So I think umm ... stop it. Sian, 9

Action points

- Ensure welfare support is in place and includes support for lesbian, gay and bisexual pupils and pupils who experience homophobic bullying
- Monitor attendance and attainment to gauge the success of your anti-bullying work
- Share attendance and attainment figures with governors and the senior leadership team to explain your rationale

School Inspection

School inspection takes behavioural issues seriously, and therefore not responding to homophobic bullying will now affect the outcome of an inspection for a school. It is the duty of school leaders to ensure that all staff are meeting the standards required to fulfil the criteria of the relevant inspectorate. Behaviour, safeguarding, pupils' wellbeing, attainment and leadership are key elements of inspection criteria in England, Scotland and Wales.

England From January 2012 the new Ofsted framework will place more focus on pupil achievement, the quality of teaching, the quality of school leadership and management and the behaviour and safety of pupils. Inspection will consider pupils' behaviour towards, and respect for, other young people and adults including, explicitly, freedom from bullying and harassment related to sexual orientation.

Wales Estyn assesses standards achieved by pupils, their learning experience and their wellbeing, as well as the care, support and guidance provided and the learning environment. This includes the prevention and elimination of oppressive behaviour, including bullying and homophobia, and whether there are well-understood policies and procedures in place to deal with discrimination or oppressive behaviour.

Scotland Education Scotland assesses attainment and pupil motivation as well as how young people feel cared for, treated fairly and with respect, and listened to. They also assess whether the school promotes positive attitudes to social and cultural diversity. If homophobic bullying is found to have had an adverse impact on young people's learning or achievement, this will influence the evaluation for one or more indicators.

4 What the law says

Schools have a legal duty to prevent and tackle all forms of bullying, including homophobic bullying.

The Education and Inspections Act 2006 places a duty on school governing bodies in England and Wales to promote the safety and wellbeing of the children and young people in their care. This includes lesbian, gay and bisexual young people and those who experience homophobic bullying. The Act also gives headteachers the ability to respond to incidents that take place outside of school hours, for example, on public transport, or via mobile phones and the internet (cyberbullying).

Thirty per cent of lesbian and gay pupils report that adults are responsible for homophobic incidents in their schools. As an employer, governing bodies are legally responsible for acts of discrimination, harassment and victimisation carried out by school staff, regardless of whether they knew about or approved of those acts. School leaders must ensure all staff, regardless of their personal beliefs or opinions, uphold the law.

> "As a Christian I believe that homosexuality is wrong. I believe that this mollycoddling of so-called gays is wrong. I have every confidence that as a teacher with over 30 years' experience and as a head of year, I could discuss issues with girls who claim to be gay but I would probably not be very sympathetic. Shannon, teacher, grammar school (East of England)

The public sector **Equality Duty** requires that all schools in England, Scotland and Wales, including academies and free schools, eliminate discrimination, advance equality of opportunity and foster good relations. Headteachers and governors are responsible for ensuring

their school meets these statutory duties. Preventing and tackling homophobic bullying and language and addressing lesbian, gay and bisexual issues in secondary schools, or including different families in primary schools helps schools to meet this duty. From April 2012 all schools in England and Wales will be required to publish their equality objectives, explaining how they intend to meet these duties.

In the 2010 White Paper, **The Importance of Teaching**, the Coalition Government highlighted schools' responsibility to prevent and respond to homophobic bullying.

The Welsh Government recently produced a guidance document, **Respecting others: Homophobic bullying**.

Action points

- Ensure the school's policies are up to date and informed by legislation
- Ensure policies are understood by the whole school community and followed consistently
- In England and Wales, policies should be agreed and reviewed by school governors

5 Building on good practice

Effective school leaders look at what initiatives are already working in their school and assess how these can be developed to include preventing and tackling homophobic bullying. Ask the following questions about the policies, practices and procedures already in place:

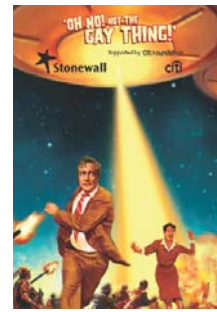
- **Is homophobic bullying mentioned explicitly in your anti-bullying policy?**
  Update your anti-bullying policy and make sure it's visible to the whole school community through staff handbooks, student planners, the school prospectus and website and on school noticeboards. Ensure policies and procedures are consistently put into practice.

- **Are incidences of homophobic bullying recorded and monitored?**
  Expand your current recording and monitoring systems to include homophobic bullying, in the same way that racist bullying is recorded and monitored.

- **Are all staff trained to support lesbian, gay and bisexual pupils or pupils who experience homophobic bullying?**
  Ensure all staff access training. Any support the school provides must be sustainable; the responsibility shouldn't rest solely on lesbian, gay and bisexual colleagues' shoulders, or on the expertise of individual staff members.

- **Does your curriculum address lesbian, gay and bisexual issues and celebrate different families?**
  Most schools will already stock a range of resources and teaching materials that reflect different people and cultures. Expand these and ensure teachers know about them and have training in how to use them.

Stonewall's *'Oh No! Not the Gay Thing!'* resource pack provides ideas on how to address LGB issues throughout the secondary curriculum and *FIT,* Stonewall's feature-film for secondary schools can be used across a range of subjects including PSHE, Citizenship, English Literature and Performing Arts. In primary schools, teachers could use circle time to talk about different families, but will need materials and training to support them to do this.



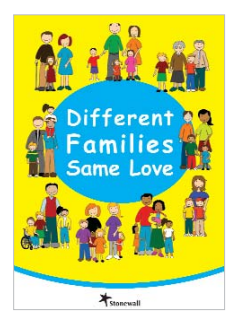
'Oh no! Not the gay thing!' – a pack with ideas on how to address lesbian, gay and bisexual issues through the secondary curriculum

- **Have other headteachers in local schools developed initiatives or held events to address LGB issues (during Anti-Bullying Week or LGBT History Month for example)?**
  Ask other headteachers how successful their initiatives have been, what difficulties they faced and how they overcame them.

FIT – Stonewall's feature-film for secondary schools

Is your school a Stonewall School Champion?

This programme provides bespoke support and guidance to schools to identify and build on good practice in tackling homophobia and homophobic bullying within their school community. **www.stonewall.org.uk/schoolchampions**



Different Families posters help schools to celebrate difference

Developing robust policies, practices and procedures

Does the governors' written statement of general principles for the behaviour policy make reference to homophobic bullying? (England and Wales)

NO → Look at the key policies that shape responses to bullying and make these more inclusive.

YES ↓

Is homophobic bullying referenced in the anti-bullying policies and procedures and do staff and pupils know about them?

NO → Staff and pupils will not necessarily presume that a generic policy includes homophobic bullying. This needs to be explicitly mentioned.

YES ↓

Have you reviewed all other policies and procedures?

NO → Preventing homophobic bullying is more effective when approached in a variety of contexts. Review key policies, such as curriculum and safeguarding.

YES

Have you consulted governors, staff, parents, carers and pupils about changes to policies? Consultation can help achieve buy-in and counteract future criticism.

NO

Consultation will make policies more effective and help achieve their implementation. It is also a requirement of the Education and Inspections Act 2006 in England and Wales.

YES

Have you developed your existing anti-bullying action plan to include preventing and tackling homophobic bullying?

NO

Build on existing good practice by including homophobic bullying in existing mechanisms that prevent and tackle other forms of bullying.

YES

Have you told other people about the progress you are making? Have you shared your experiences with the local authority and other schools?

NO

Sharing knowledge helps others to prevent homophobic bullying and enables your school to feel proud of its achievements.

6 Bringing people with you

This chapter provides headteachers with practical guidance for bringing the whole school community on board. Effective school leaders ensure that policies, procedures and key messages are developed with, communicated to and agreed by the whole school community. They identify key partners and supporters, and develop an action plan bringing everyone on board.

Preventing and tackling homophobic bullying requires a whole-school approach, including everyone from school governors to teaching assistants, and from young people to parents and carers.

Communicating the school's anti-homophobic bullying strategy is essential and school leaders should share what has been put into practice and how success has been measured. Where it has not been possible to take all suggestions on board, it is also important that the reasons for this are clear and that these are communicated.

School leaders must be clear about the rationale for their approach and be prepared to answer any questions. Pre-empting any concerns that may be raised and having specific information to hand, including relevant legislation and statistics will help you to reassure the school community and to assert your leadership.

Governors (England and Wales)

Only a quarter of primary and secondary school teachers in England and Wales say their school governors demonstrate a clear leadership role when it comes to tackling homophobic bullying

School governors play an essential role in ensuring strong and effective school leadership by establishing the vision for their school and working with the headteacher to realise it. Amongst other responsibilities, they set standards for pupils' behaviour and

discipline, monitor the effectiveness of school policy and review the performance of the headteacher. This includes reviewing the school's anti-bullying work and how the school records and responds to incidents of homophobic bullying.

Governors should be aware of their legal duty under the Education and Inspections Act 2006 to promote the wellbeing of all children and young people in their care, and this includes any young person who experiences homophobic bullying. Governors are also responsible for ensuring that the school meets its statutory duties of eliminating discrimination, advancing equality of opportunity and fostering good relations under the public sector Equality Duty.

School governors need to be equipped with information and training to help them understand the role they play in preventing and tackling homophobic bullying. Headteachers should work with their chair of governors to ensure that all governors are able to access relevant information and training.

Celebrating difference: Challenging homophobia in primary schools – our primary school staff training DVD

Spell It Out – our secondary school staff training DVD

Action points

- Ensure bullying is a standing item at governors' meetings, and use this as an opportunity to update on what the school is doing to prevent and tackle homophobic bullying. Include monitoring figures, pupil surveys and a record of sanctions against pupils engaging in homophobic bullying or behaviour
- Use evidence such as Stonewall's *The School Report, The Teachers' Report* and *Different Families* reports and make the legal position clear. Emphasise that the work is about preventing and tackling bullying and ensuring the safety of all pupils
- Incorporate anti-homophobic bullying work into governor training. Include Stonewall's *Celebrating difference* (primary, 28 minutes) or *Spell It Out* (secondary, 18 minutes) DVDs. **www.stonewall.org.uk/resources**

Senior leadership team

The senior leadership team plays a key role in supporting the strategic and operational leadership of the school, delegating tasks and responsibilities more widely, and taking the headteacher's vision forward. To ensure successful policy implementation the headteacher will need buy-in from all staff members, and the senior leadership team is key to gaining support.

> "It is a subject which a lot of leadership teams dismiss or think isn't a problem in their schools. I think that we need to act urgently to prevent these problems.

Elizabeth, teacher, secondary school (North West)

Action points

- Communicate the benefit to staff and pupils and the need for action clearly as well as legal requirements the school has to fulfil. Talk to them about the best way to get other colleagues on board
- Provide professional development for senior leaders by giving them the opportunity to demonstrate their leadership potential in this area. Should any members of the senior leadership team not be fully supportive of the school's work to prevent and tackle homophobic bullying use evidence to explain your approach

School staff

Effective school leaders ensure that every member of staff from teachers to lunchtime supervisors are briefed on what is expected of them to prevent and tackle homophobic bullying and that they are equipped with the knowledge and the support to enforce school policy. A consistent approach from all staff to homophobic

behaviour sends out a strong message to pupils that it will always be challenged. If staff lack the confidence to respond to homophobic bullying and let incidents go unchallenged, pupils receive a confusing and inconsistent message about a school's approach to bullying.

Having a clear purpose and rationale for preventing and tackling homophobic bullying will help manage resistance. No member of staff will want any pupils to experience bullying, or for pupils to bully. Where staff may have an objection to the work, it must be clear that they have a duty to prevent and tackle all forms of bullying, including homophobic bullying.

> An issue that is getting more common and no training is given!
>
> Anne, teacher, faith secondary school (West Midlands)

Action points

- Use staff meetings to explain the initiatives you are putting in place and to gain support from staff
- Compile and share evidence, such as pupil surveys and homophobic bullying monitoring figures
- Display policies in the staff room, staff handbook, the staff intranet as well as being an essential part of new staff induction and CPD
- Use all opportunities, including CPD days, to run training on how to recognise and respond to homophobic bullying. Use Stonewall's staff training DVDs, *Celebrating difference* (primary, 28 minutes) or *Spell It Out* (secondary, 18 minutes)
- Policies must be reviewed on a regular basis to make sure they are up to date and shared with all staff regularly

Supporting LGB staff

All staff including LGB staff need to know that the school is a place where they can be themselves and perform to the best of their ability. This sends a clear message that sexual orientation is not a barrier to career development and provides invaluable role models for the whole school, especially LGB pupils. Schools where all staff feel able to be themselves will be more likely to attract the best teachers.

Young people

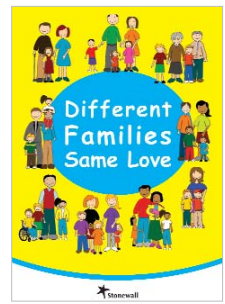
Children and young people are central to the school community. Their views help to inform policy affecting them and their school, and they are more likely to engage with initiatives such as anti-bullying policies if they are consulted with from the outset and made to feel that their views matter.

School leaders need to ensure that the views of pupils are sought and used meaningfully in the development of school policy, particularly on issues such as homophobic bullying where pupils' understanding may differ from that of teachers and other school staff.

> "In our school they have an equality group that deals with not very nice gay comments and saying the 'gay' word all the time … we gave assemblies about it, we put up Stonewall posters, loads of things. Emily, 14

Action points

- Carry out a survey to gauge the attitudes, knowledge and experiences of pupils and ask all staff to make sure every child in their class completes this, ensuring teachers receive training beforehand in order to answer any questions
- Good primary schools use circle time to speak to children about what makes them feel safe and who they feel they could talk to if they had any problems. Stonewall provides a range of materials for primary schools to talk about different families at **www.stonewall.org.uk/resources**
- Involve pupils in the development of classroom agreements and policies. This will include how to facilitate discussion about why respecting others is important, incorporating sexual orientation appropriately. Staff will need support in managing conflicting views and will need to be clear about the school's stance as well as the legal position
- Work with the school council to develop an action plan for preventing and tackling homophobic bullying
- Use assemblies to make clear the school's stance on homophobic bullying and that this is something that is supported from the top. Involve young people in the delivery of assemblies



Different Families posters help schools to celebrate difference

Including different families, a guide for teachers

Parents and carers

Half of primary and secondary teachers in Stonewall's *The Teachers' Report* said they feel they have the support of parents in tackling homophobic bullying.

Parents and carers don't want their children to be bullied or discriminated against, nor do they want their child to be a bully. The school's work to prevent and tackle homophobic bullying will have most impact when parents are involved and reinforce the school's messages at home. Those who have concerns about how the school deals with homophobic bullying are normally reassured and supportive once they understand what the school is doing and why, and have seen the materials used by the school.

> "They could send a generic letter home to parents for example that says homophobic language will not be accepted inside school grounds to make clear that this is a safe environment. Stonewall Youth Volunteer

Effective and confident school leaders are equipped to challenge parents' views. This is where compiling evidence of the need to prevent and tackle homophobic bullying will be essential. Strong leadership means setting a clear and transparent vision for the school, while bringing parents with you and managing resistance.

Parents and carers want to feel welcome and respected, regardless of their background. YouGov polling of 1,500 lesbian, gay and bisexual people in Stonewall's *Serves You Right* (2008) found that three in ten would expect to be treated worse than heterosexuals if they wanted to enrol their child into a primary or secondary school and more than four in five think that they would face barriers to becoming a school governor because of their sexual orientation. School leaders need to send out a positive message that all parents, including LGB parents are a valued part of the school community.

> Schools can only be effective in any area with the support of the wider community. Families and society have the strongest effect on children's attitudes to life. Schools that try to convey ideas that are not supported by families will not achieve anything other than 'lip service' from pupils.

Charlotte, teacher, primary school (Scotland)

Action points

- Make sure that the school prospectus and website outlines the school's stance and procedures on homophobic bullying
- Keep parents and carers informed of your progress through newsletters, email, open days and parents evenings, using these as opportunities for consultation and feedback
- Make sure literature and displays include a range of different families, including same-sex parents, so that lesbian, gay and bisexual parents know they are welcome and are part of the school community
- Make it clear that the school welcomes all parents, including same-sex parents, to become more involved in the school, including in the Parent Teacher Association (PTA) or becoming governors
- Celebrate the school's efforts to tackle homophobic bullying. Display posters and teaching materials that reflect the work the school is doing to prevent and tackle homophobic bullying during key events such as parents' evenings

In Scotland the Scottish Schools (Parental Involvement) Act 2006 makes it a priority to 'involve parents at school, at home and in a more formal way'. All parents, including same-sex parents and parents of lesbian, gay and bisexual pupils, are automatically part of a Parent Forum and are entitled to have a say in the running of the school. They will also have a say in electing the Parent Council.

7 Case Studies

case study 01

Primary School Headteacher
Cunningham Hill Junior School, St. Albans

Cunningham Hill Junior School has 240 pupils. As headteacher, it is very important to me that we are actively inclusive of all. So, rather than have a large visible campaign to tackle homophobic bullying, we have widened our thinking to look at all areas of inclusion. This term several of our parent questionnaire forms commented on how well we support diversity in our school.

We started by training staff, using Stonewall's *Different families* and *Celebrating difference* materials as a springboard and thought about how we, as role models, demonstrate and encourage inclusivity.

We have looked at the language we use (e.g. 'netball club' not 'girls' netball club') and how we celebrate differences within our school, (e.g. encouraging pupils who take part in activities that break down stereotyping, for example boys' knitting or girls' judo awards). Library books are on prominent display, which tackle a range of thought-provoking topics within storybooks, such as same-sex families, disability, bereavement and asylum seekers. Extracts of these books have also been read to our Year 6 children to prompt discussions.

Recently, following a spate of 'that's really gay' being used in the playground, I read *You are Special* and *And Tango Makes Three* to each class and we talked about why we should accept people's differences and not use them as insults and also reminded children of our zero-tolerance of racist or homophobic name-calling. Interestingly, we found that a lot of children saw using the word 'gay' even in an appropriate manner as taboo, which we then addressed.

Visibility of positive gay role models is also invaluable. If headteachers and governors can support LGB staff in being open about their sexual orientation, it will go a long way to help.

case study 02

Secondary School Headteacher
Perry Beeches School, Birmingham

Perry Beeches is an inner city comprehensive school serving over 890 pupils aged 11-16 from a variety of social, cultural and ethnic backgrounds. A 'failing' school in 2007, it was given a 'Notice to Improve' by Ofsted and deemed 'National Challenge'. By July 2011 Perry Beeches were awarded the *Outstanding Secondary School of the Year 2011/2012* in the TES Awards and then awarded *National Overall Outstanding School of the Year 2011/2012*.

Perry Beeches recognises and celebrates all festivals with no exception made for LGB issues. Each November, often using Stonewall stimuli, every student is engaged in displays, debates, lessons and assemblies around homophobic bullying. Positive images of LGB people are shared around school such as the *Gay Birmingham Remembered* history exhibition. Positive gay role models are supported to be 'out' and to share their experiences – including students, staff and visitors to the school.

More formally, incidents of homophobia are recorded, reported and dealt with in exactly the same way as incidents of racism, sexism or anti-disability. Everyone who enters Perry Beeches is aware that this is a completely tolerant, supportive, encouraging school where all discrimination, including LGB discrimination, is not acceptable. Reference to this is made clear to all parents/carers at events such as Open Evening for Year 6 students. Policies have been re-written or further endorsed by the governing body.

There have been a limited number of 'challenges' to our diversity and equality work which have been dealt with at the highest level using policies to support the position we take. Positive communication with governors and the senior team, and using senior team members to support any colleagues in difficult conversations, is how we tackle challenges.

Our policy of 'open, honest and real' has meant Perry Beeches is a safe place for all students. Our determination to emphasise LGB issues has meant that everyone is included.

case study 03

Governor

Hotspur Primary School, Newcastle upon Tyne

Hotspur is an urban school with just over 400 pupils. Children come from a diverse range of backgrounds with nearly 40 per cent living in wards that are among the 10 per cent most deprived nationally. One in eight use English as an additional language and 78 per cent of families identify as having no religion or as atheist.

The school's work on diversity has benefited from genuine 'joint leadership' from the headteacher and governors and from a shared understanding and acceptance of the principles of diversity and equality. The school's governors share a passion with staff for providing equality of opportunity for children from all backgrounds, and our work on sexual orientation has often been proactive rather than just a response to homophobia – we like to celebrate the diversity found at Hotspur. The school's Diversity Policy was written by a joint staff/governor team chaired by a governor, and the use of positive images in the school is an expectation of the governors.

Openly gay and lesbian parents play a full and active part in school life – as governors, but just as importantly as parents who pick up their children, attend performances and invite other children for tea.

Children and their families know that we have a headteacher who is gay and that some of our children have gay and lesbian parents. The headteacher spoke to the governors prior to his civil partnership to explain that he intended to announce it in the weekly school newsletter (in the same way that a heterosexual marriage would be celebrated). Books with gay characters and themes have been read in classes and assembly – *King and King* was used to announce the civil partnership of the headteacher and was positively received by pupils.

In 2008 Hotspur ran a whole school literature project about different families, including lesbian, gay and bisexual characters, prior to which governors were consulted and given the opportunity to look at the books being used. More recently, children participated in a film on homophobia.

The only 'concern' raised by governors in the last 12 months was about monitoring, after the phrase 'there were no reported incidents of homophobic bullying this term' appeared in several consecutive reports from the headteacher to the governing body. Governors suggested this may indicate that children and/or teachers are under-reporting incidents and asked the headteacher to encourage and stress the importance of accurate reporting.

case study 04

Teacher
Ricards Lodge High School, South London

Ricards Lodge is a community school for girls in Wimbledon with over 1,180 pupils and a diverse multicultural intake. The school has a mixed sixth form. Our approach to safeguarding was judged outstanding by Ofsted in 2010 and this was in part due to the fact that the school is an inclusive environment where all are safe to teach and learn. The school's approach to equality is led by the headteacher, senior leadership team and Equality Working Group (including staff and students) in close partnership with the governing body.

The school has a comprehensive equality policy which is embedded throughout the curriculum. This is complemented by regular training, monitoring, reporting and reviewing procedures. The equality policy, statement and training schedule are published on the school website – initiatives all developed and led by the senior leadership team. The policy explicitly highlights the school's commitment to sexual orientation equality for all and outlines the strong commitment to preventing homophobic bullying. The senior leadership team have explored these issues in detail with staff through the equality working group and a range of staff training sessions (including hosting two borough-wide conferences for primary and secondary schools). The school equality statement is displayed throughout the school building, website, prospectus and student planners. With the support of the senior leadership team, a range of staff have also attended the annual Stonewall Education for All Conference.

All students have participated in LGBT History Month assemblies, and explored the issue in a range of PSHE and Citizenship lessons (including studying the Stonewall film *FIT*). In addition, equality is promoted in a central display within the school and this makes prominent use of Stonewall's *'Some People Are Gay. Get Over It!'* materials. Crucially, any incidents of homophobic bullying are addressed promptly; students are supported and educated as to why this is not an acceptable form of behaviour; incidents are monitored and homophobic bullying is an explicit element of our anti-bullying policy. As a teacher, it is important to me to know I have the support of the headteacher and senior leadership team to do so.

As a consequence of this work and the ethos set by the school's senior leadership team our staff and students have felt more able to discuss issues of sexuality openly and with confidence. Furthermore, the school's approach to this work is monitored and adapted regularly and in the future the school will be working closely with other schools as the London Borough of Merton has recently joined Stonewall's Education Champions programme.

8 Top ten tips

1 ACKNOWLEDGE AND IDENTIFY THE PROBLEM
Compile evidence using Stonewall research such as *The School Report*, *The Teachers' Report* and *Different Families*, pupil surveys, homophobic bullying monitoring and attendance figures and share this with the school community

2 KNOW WHAT'S REQUIRED OF YOU AND YOUR SCHOOL
Make sure you are aware of, and keep up to speed on, relevant legislation and policy and ensure its effective implementation

3 SET THE STANDARDS FOR YOUR SCHOOL
Have a clear vision for the school and communicate this to the whole school community

4 IDENTIFY ALLIES
Work with key individuals in your school community who have a strong influence and will help bring others on board

5 INVOLVE THE WHOLE SCHOOL COMMUNITY
Include governors, all staff, parents, carers and pupils in the development of policies and procedures. Listen to their concerns and reassure them

6 DON'T REINVENT THE WHEEL

Learn from good practice in your own school, neighbouring schools, the local authority and the wider community

7 PROVIDE INFORMATION AND TRAINING

Make sure that governors, senior leaders and staff receive training in order to understand and implement the school's policies and procedures

8 PROMOTE A POSITIVE ENVIRONMENT

Make sure your school clearly celebrates difference and diversity. Use assemblies, displays, posters and the curriculum to create a positive school environment where homophobia is not tolerated

9 ENCOURAGE ROLE MODELS

Encourage LGB people, including same-sex parents, to become governors and to take an active part in school life. Create an environment where LGB staff feel able to be themselves

10 CELEBRATE ACHIEVEMENTS

Acknowledge and celebrate progress so that governors, staff, parents, carers and pupils are aware of the ongoing success of the work taking place

9 Further information

For further information on Stonewall's **Education for All** campaign, supported by over 70 organisations and 50 local authorities, or to find out more about our events, reports, materials and teaching resources please visit:
www.stonewall.org.uk/atschool
www.stonewallscotland.org.uk/atschool
www.stonewallcymru.org.uk/atschool
or **www.stonewallcymru.org.uk/ynyrysgol**

FURTHER RESOURCES **www.stonewall.org.uk/resources**

- *Education for All* A summary of our work with secondary schools
- *The School Report* (2007) The experiences of over 1,000 lesbian, gay and bisexual young people in British schools
- *The Teachers' Report* (2009) YouGov polling of over 2,000 primary and secondary teachers and other school staff
- *Different Families* (2010) The experiences of 82 children and young people from age four upwards who have same-sex parents
- *Celebrating difference – Challenging homophobia in primary schools* A summary of our work with primary schools including a 28 minute primary school staff training DVD
- *Spell It Out* A training DVD for secondary school teachers and staff which covers issues such as how to challenge homophobic language in the classroom and staffroom and how to react when a young person comes out
- *'Oh no! Not the gay thing!'* Lesson ideas on how to integrate lesbian, gay and bisexual issues into the curriculum for 7 subject areas at Key Stages 3 and 4 or S1-S4 in Scotland
- *FIT* DVD An interactive feature-length film and teaching resource on homophobic bullying for Key Stages 3 and 4 or S1-S4 in Scotland. It includes a teaching resource pack and online lesson plans
- Education Guides: *Challenging homophobic language; Supporting lesbian, gay and bisexual young people; Including*

different families and *Working with faith communities*

- *Different Families* posters
- *Some People Are Gay. Get Over It!* materials including stickers, posters, postcards, t-shirts and travelcard holders

FURTHER LINKS AND INFORMATION

- *What's in my area?* database for local LGB community and youth groups **www.stonewall.org.uk/whatsinmyarea**
- For links on issues such as health, faith, family and friends **www.stonewall.org.uk/atschool/links**

STONEWALL PROGRAMMES

- **Stonewall School Champions programme** provides tailored support and guidance to primary and secondary schools in challenging homophobic bullying and celebrating difference. Schools which are part of the programme work with Stonewall and each other to address homophobic bullying and promote a safe and inclusive learning environment for all children and young people. **www.stonewall.org.uk/schoolchampions**

- **Stonewall's Education Champions programme** provides bespoke support and guidance to local authorities in tackling homophobia and homophobic bullying with their local schools. Local authorities work with Stonewall and each other to establish ways in which they can address homophobic bullying and promote a safe and inclusive learning environment for all young people. **www.stonewall.org.uk/educationchampions**

- Information for young people and the **Youth Volunteering programme** for young people aged 16-21 **www.youngstonewall.org.uk**

Supported by National College for School Leadership
To find out more about how the National College supports and values equality and diversity within school leadership, visit their web pages at www.nationalcollege.org.uk/diversity-in-schools.
In addition if you would like to share any views with the National College please email the team at
diversity@nationalcollege.org.uk

Education for All is Stonewall's national campaign to tackle homophobic bullying in Britain's schools

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Stonewall
EDUCATION GUIDES

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