

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 is proud to provide information, support and guidance on LGBTQ+ inclusion; working towards a world where we're all free to be. This does not constitute legal advice, and is not intended to be a substitute for legal counsel on any subject matter.

Stonewall

GETTING STARTED

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

Stonewall is a registered charity, number 1101255



We are hugely grateful to **Gendered Intelligence** for their support in making this resource trans-inclusive

Foreword

In 2005, two years on from the repeal of Section 28, Stonewall launched the Education for All campaign to tackle homophobic and biphobic bullying in schools. In the past ten years we have come a long way; now we work with over 12,000 schools across England.

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

This toolkit will enable every school to take the first steps to tackle homophobic, biphobic and transphobic bullying. It gives school staff, who may be completely new to this work, much needed tools we know will help. This will support us all to make sure that no young person has to live in fear, but instead will be fully accepted without exception.

The Education for All campaign was established in 2005 to tackle homophobic and biphobic bullying in schools. Now in 2015, I am incredibly proud that Stonewall has extended its remit to campaign for equality for trans people. This resource is one of the first we have produced for schools that provides guidance on tackling transphobic bullying. We are very grateful to Gendered Intelligence who have helped us ensure that this resource is inclusive of trans young people.

Ruth Hunt Chief Executive, Stonewall



How to use this toolkit

This toolkit provides a framework and a set of practical tools to help you start tackling homophobic, biphobic and transphobic bullying in your secondary school. Based on five key steps, the toolkit will enable you to embed work to tackle homophobic, biphobic and transphobic bullying across your school's policies and procedures. Each step includes a set of tools, templates and checklists to help to do this.

The toolkit will also enable you to measure the impact of wider anti-bullying initiatives in your school. You can use the tools to track your school's progress over time, highlight problem areas and develop a tailored approach to tackling homophobic, biphobic and transphobic bullying.

We know that work to tackle homophobic, biphobic and transphobic bullying is most effective when it sits alongside wider school work to build understanding and awareness around lesbian, gay, bisexual and trans (LGBT) issues. The Moving Further section of this toolkit provides a set of simple, practical steps that your school can take to embed work on LGBTQ+ issues across the curriculum and celebrate diversity across the whole school community.

We recommend that you review the 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.

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.

TRANSEXUAL

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](#).

Homophobic, biphobic and transphobic bullying in schools

What we know

In 2017, Stonewall commissioned the University of Cambridge to [survey 3,713 lesbian, gay, bi, and trans young people aged between 11-19](#). Of those young people, 267 were in Wales and 402 were in Scotland.

The report found that:

Across the UK, nearly half of lesbian, gay, bi, and trans pupils (45 per cent) – including 64 per cent of trans pupils – are bullied for being LGBTQ+ at school. In Wales and Scotland, LGBTQ+ young people experience higher rates of bullying than our UK-wide figures suggest. 54 per cent of LGB young people and 73 per cent of trans young people in Wales, and 48 per cent of LGB young people and 71 per cent of trans young people in Scotland, had been bullied for being LGBTQ+.

In Scotland and Wales, nine in ten LGBTQ+ young people hear phrases such as ‘that’s so gay’ or ‘you’re so gay’ in school. This was reflected in our UK-wide report, which found that 86 per cent of young people across the UK regularly hear these homophobic phrases used in school.

More than a third of LGBTQ+ pupils (36 per cent across the UK) hear biphobic language ‘frequently’ or ‘often’ at school. This figure is higher than the UK average in Wales and Scotland, where more than two in five pupils (49 per cent in Wales and 43 per cent in Scotland) ‘frequently’ or ‘often’ hear biphobic language at school.

Approximately half of LGBTQ+ young people across the UK (46 per cent across the UK, 51 per cent in Wales, and 53 per cent in Scotland) hear transphobic language ‘frequently’ or ‘often’ at school.

Across the UK, a shocking seven in ten LGBTQ+ pupils (68 per cent across the UK, 71 per cent in Wales and 72 per cent in Scotland) told us that teachers or school staff only ‘sometimes’ or ‘never’ challenge homophobic, biphobic, and transphobic (HBT) language when they hear it.

Two in five LGBTQ+ young people (40 per cent UK wide, 46 per cent in Wales, and 44 per cent in Scotland) have been the target of HBT abuse online.

What is the impact? (Scotland data)

Bullying can have an impact on all areas of a young person’s life. Our research found that:

Two in ten LGBTQ+ young people (20 per cent UK wide, 23 per cent in Wales, and 21 per cent in Scotland) have considered changing schools because their school is not a supportive environment for them as an LGBTQ+ person.

Across the UK, a third of trans young people don’t feel safe in their school. In Wales and Scotland, these figures are higher – 40 per cent of trans young people in Wales and 51 per cent of trans young people in Scotland don’t feel safe at school.

Two in three LGB young people who aren’t trans (61 per cent across the UK, 61 per cent in Wales, and 58 per cent in Scotland) have deliberately self-harmed.

Across the UK, 84 per cent of trans young people have deliberately self-harmed. Whilst this rate is lower in Wales (77 per cent of trans young people), in Scotland nearly all the trans young people we surveyed (96 per cent) had deliberately self-harmed.

More than two in ten LGB people who aren’t trans (22 per cent across the UK, 25 per cent in Wales, and 24 per cent in Scotland) have attempted to take their own life.

Suicidal ideation is particularly prevalent amongst trans young people. More than nine in ten trans young people have thought about taking their own life (92 per cent across the UK, 92 per cent in Wales, and 98 per cent in Scotland). More than 4 in 10 trans young people (45 per cent UK-wide, 41 per cent in Wales, and 43 per cent in Scotland) report having attempted to take their own life.

Homophobic, biphobic and transphobic bullying in schools

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 as 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 (see [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.

Homophobic, biphobic and transphobic bullying in schools

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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+ Inclusive Education Working Group's [HYPERLINK 33 recommendations](#) included recommendations for Education Scotland's inspections. These include recommendations around training for inspectors, development of LGBTQ+-specific prompt questions for use during inspections, and evaluative approaches towards LGBTQ+-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 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 is 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'*

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

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:**
Student-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

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 students, staff, parents and carers

STEP 5

Support LGBTQ+ young people

- A checklist for ensuring school
services cover LGBTQ+ issues
- Information and resources on
LGBTQ+ issues

STEP 1

Set the ground rules

Setting clear ground rules is key to tackling homophobic, biphobic and transphobic bullying in a school. Schools that explicitly state that homophobic, biphobic and transphobic bullying is wrong experience lower levels of homophobic, biphobic and transphobic bullying. The first step is to update the school's anti-bullying policy, making it clear that your school welcomes every student and making it clear that homophobic, biphobic and transphobic bullying is unacceptable. This will underpin all of your work moving forward. The policy and school ethos should be clearly communicated to the whole school community, including parents and carers.

Template: School anti-bullying policy

This sample policy shows the core sections referring to homophobic, biphobic and transphobic bullying to include in your policy. Additional details that are specific or tailored to your school can be added where relevant and these are clearly indicated.

School statement on bullying

[Insert your school's ethos and values here]

Include a clear statement on equality and respect

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

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 students and staff is a key priority. We take all incidences of bullying seriously, and it is our duty as a whole school community to take measures to prevent and tackle any bullying, harassment, or discrimination.

We actively promote values of respect and equality, and work to ensure that difference and diversity is celebrated across the whole school community. We want to enable our students to become responsible citizens and prepare them for their adult life. These values reflect those that will be expected of our students by society when they leave school, and enter the world of work or further study.

We are committed to improving our school's approach to tackling bullying by regularly monitoring, reviewing, and assessing the impact of our preventative measures.

You may wish to list here other related policies

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

1. Definition of bullying

Bullying is hurtful or unkind behaviour which is deliberate and repeated. Bullying can be carried out by an individual or a group of people towards another individual or group, where the bully or bullies hold more power than those being bullied.

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

The nature of bullying can be:

- **PHYSICAL** – such as hitting or physically intimidating someone, or using inappropriate or unwanted physical contact towards someone
- **ATTACKING PROPERTY** – such as damaging, stealing or hiding someone's possessions
- **VERBAL** – such as name calling, spreading rumours about someone, using derogatory or offensive language or threatening someone
- **PSYCHOLOGICAL** – such as deliberately excluding or ignoring people
- **CYBER** – such as using text, email or other social media to write or say hurtful things about someone

Bullying 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 any of the following things:

- **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]*

2. Reporting bullying

STUDENTS WHO ARE BEING BULLIED: If a student is being bullied they are encouraged to not retaliate but to tell someone they trust about it such as a friend, family member or trusted adult. They are also encouraged to report any bullying incidents in school:

- Report to a teacher – such as a form tutor, head of year or *[specific names of anti-bullying staff]* or any other teacher
- Report to a peer mentor/befriender *[Insert other peer reporting mechanisms]* who can be found in the school safe space every lunch time *[or other designated area and time]*
- Report bullying by:
 - Texting *[XXXX]*
 - Emailing *[bullying@schoolwebsite.com]*
 - Phoning *[XXX XXXX XXXX]*
 - Using the anonymous school bullying reporting box
 - On the school website via *[www.schoolwebsite.wales]*
[Insert any other school reporting mechanisms]
- Report to other school staff *[the youth worker, school nurse, school counsellor]*
[Insert other as appropriate]
- Call ChildLine to speak with someone in confidence on **0800 1111**

This list ensures that staff and students are aware of all different types of bullying. You may wish to refer to the examples of bullying on page 7

[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.](#)

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 students involved and inform a relevant member of the pastoral team. The following staff members are anti-bullying leads *[Insert name and contact details here]*

SENIOR STAFF: The Senior Leadership Team and the head teacher have overall responsibility for ensuring that the anti-bullying policy is followed by all members of staff and that the school upholds its duty to promote the safety and well-being of all young people. In addition to the designated anti-bullying leads, *[Insert name of designated staff]* is the Senior Leader responsible for anti-bullying.

PARENTS AND CARERS: Parents and carers should look out for potential signs of bullying such as distress, lack of concentration, feigning illness or other unusual behaviour. Parents and carers should tell their child not to retaliate and support and encourage them to report the bullying. Parents and carers can report an incident of bullying to the school either in person, or by phoning or emailing the school office or a member of staff. *[Insert contact details here]*

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, accompany them to tell a trusted adult.

3. Responding to bullying

When bullying has been reported, the following actions will be taken:

- Staff will record the bullying on an incident reporting form and also record the incident centrally on *[SIMS or other school database]*
- Designated school staff will monitor incident reporting forms and information recorded on *[SIMS or other school database]* analysing and evaluating the results
- Designated school staff will produce termly reports summarising the information, which the head teacher will report to the governing body
- Support will be offered to those who are the target of bullying from the *[pastoral team]* in school, from a *[peer mentor]* or through the use of *[restorative practice or other programmes]*
- Staff will pro-actively respond to the bully, who may require support from the *[pastoral team, peer mentors]* or through the use of *[restorative justice programmes]*
- Staff will assess whether parents and carers need to be involved
- Staff will assess whether any other authorities (such as police or the local authority) need to be involved, particularly where actions take place outside of school

4. Bullying outside of school

Bullying is unacceptable and will not be tolerated, whether it takes place inside or outside of school. Bullying can take place on the way to and from school, before or after school hours, at the weekends or during the holidays, or in the wider community. The nature of 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 including:–

A student-friendly anti-bullying policy [Insert where available, for example in pupils' 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 includes opportunities for students to learn about different types of bullying and what they can do to prevent and respond to bullying.

– Tutor time provides regular opportunities to discuss issues that may arise in class and for form tutors to target specific interventions.

– Whole-school and year group assemblies help raise 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 LGBTQ+ 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.
- Peer mentoring and student-led programmes [Insert details here] offer support to all.
- Restorative justice programmes [or insert details of other programmes here] provide support to targets of bullying and those who show bullying behaviour.
- Students are continually involved in developing school-wide anti-bullying initiatives through consultation with groups [Insert details here – for example through the school council or Equality team] and through the anti-bullying survey.
- Working with parents and carers, and in partnership with community organisations, to tackle bullying where appropriate.
- [Insert details of other school initiatives].

8. Training

The head teacher is responsible for ensuring that all school staff, both teaching and 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 students.

The policy is reviewed every 12 months, in consultation with the whole school community including staff, students, parents and carers and governors.

Date of last review:

.....

Head teacher signed:

.....

Chair of Governors signed:

.....

It is important that you communicate the anti-bullying policy clearly to the whole school. Make it available to view on the school's website and ensure hard copies are readily available. Be creative with how you communicate the policy, for example use visual displays around school.

Related policies

Make sure that other school policies are consistent with the approach taken in your anti-bullying policy. This will strengthen your work to tackle homophobic, biphobic and transphobic bullying.

Behaviour policy

- Include a positive behaviour statement. For example, *‘Everyone will act with courtesy and respect for each other at all times and all students have the right to learn in a safe environment’*
- Be clear that systems, such as sanctions and rewards, apply to homophobic, biphobic and transphobic bullying and language

E-safety and acceptable internet use policies

- Make it clear that homophobic, biphobic and transphobic language and online bullying both on school computers and outside of school will not be tolerated and that the same sanctions apply to online homophobic, biphobic and transphobic bullying as in the classroom
- Include details about online and anonymous reporting mechanisms

RSHE/RSE/RSHP 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: Student-friendly anti-bullying policy

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

Include a clear statement on equality and respect

School statement on bullying

[Insert your school's ethos and values here]

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

What is bullying?

Bullying is hurtful or unkind behaviour which is deliberate and repeated. Bullying can be done by one person or by a group of people towards another person or a group of people where the bully or bullies hold more power than those being bullied.

What does bullying look like?

Bullying can be:

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

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

What kinds of bullying can happen?

Bullying can be based on any of the following things:

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

You may wish to refer students to the glossary on page 4 and examples of bullying on page 7

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

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

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

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

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

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

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

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

This letter template includes some of the core elements of the anti-bullying policy outlined in Step 1. You may wish to adapt the contents to use within a home-school agreement or as part of an induction pack for parents and carers.

Dear *[name of parent/carer]*,

As you are aware, our school takes the well-being of all students very seriously. I am pleased, therefore, to inform you of *[Insert your school name]*'s anti-bullying policy.

[Insert your school's ethos and values here]

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

Bullying of any nature or form is unacceptable.

We take all incidences of bullying seriously, and it is our duty as a whole school community to take measures to prevent and tackle any bullying, harassment, or discrimination.

The safety, welfare, and well-being of all students and staff is a key priority. We actively promote values of respect and equality, and work to ensure difference and diversity is celebrated across the whole school community. We want to enable our students to become responsible citizens and to prepare them for life in a diverse society. These values reflect those that will be expected of our students by society when they leave school, and enter the world of work or further study.

We are committed to improving our school's approach to tackling bullying by regularly monitoring, reviewing, and assessing the impact of our preventative measures.

Summary of anti-bullying policy:

- Bullying is hurtful or unkind behaviour which is deliberate and repeated. Bullying can be done by one person or by a group of people towards another person or a group of people where the bully or bullies hold more power than those being bullied.
- Bullying can be physical, verbal, psychological, cyber (online or via text) or involve the damaging or stealing of property
- Bullying can be based on 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 or non-binary 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.

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

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

- All bullying and any prejudice-based incidents will be recorded in school and followed up by a member of staff who will offer support to those involved
- If you think your child is experiencing bullying you can contact *[Insert staff member who leads on anti-bullying]* initially by email or telephone
- Your child can also report bullying within the school to any member of staff or through the anonymous text or box service *[Insert details]*
- The full anti-bullying policy is available at *[Website]* If you have any questions about this policy, please contact *[Insert staff member who leads on anti-bullying]*

As parent(s)/carer(s) I/we understand the school's anti-bullying policy and will do our/my best to make sure that our/my child(ren) follow(s) it

Please sign below

Signed:

.....

Date:

.....

Some parents and carers may have questions or want to know more about the policy. When dealing with queries, staff should refer back to the school's anti-bullying policy and school ethos.

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

Form of bullying or incident: Tick all that apply

Race – racist bullying Transphobic bullying Appearance
 Culture Gender – sexist bullying 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, students, visitors from the school community and from external organisations

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

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

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, including midday supervisors, caretakers and librarians should use this form to report incidents. In most cases each incident will be recorded on the school database (such as SIMS) and the categories on the form should reflect the categories available for selection on the central database. This data should then be regularly monitored and analysed by the designated anti-bullying leads as outlined in your anti-bullying policy. They should analyse any trends in homophobic, biphobic and transphobic bullying across your school, for example if more cases are occurring in a particular year group or there are repeated incidences from an individual student. Data should be regularly reported to governors and to the local authority (where applicable) as outlined in the anti-bullying policy. This will help to target any follow up actions, initiatives and support in school.

Homophobic, biphobic and transphobic language should also be recorded, monitored and analysed on a central system. This will not always require a full incident reporting form unless it is a serious prejudice based incident.

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 students, 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 students, staff, parents and carers. This will help you to understand homophobic, biphobic and transphobic bullying and language from all perspectives, and to evaluate which initiatives and policies are working well in your school. For parents and carers, the survey can be sent out with a letter (Step 2) inviting them to be consulted on the school's anti-bullying policy.

Template: Homophobic, biphobic and transphobic bullying pupil survey

You should ensure that pupils are familiar with all the terms in the survey. You may want to offer access to the appropriate anti-bullying policy for pupils, the vocabulary and examples in this toolkit to ensure that everyone understands the meaning of certain words and expressions. It is important to include boxes where pupils can add written text rather than just answering 'yes' or 'no' to gather as much information as possible.

Some pupils may not really know what kind of bullying has occurred, for example whether it is homophobic, transphobic or sexist. You should encourage all pupils to write comments, as it will help you to investigate the data in more detail.

Section A: Bullying

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

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

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

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

- | | | |
|--|---|--|
| <input type="checkbox"/> Race – racist bullying | <input type="checkbox"/> Transphobic bullying | <input type="checkbox"/> Appearance |
| <input type="checkbox"/> Culture | <input type="checkbox"/> Gender – sexism | <input type="checkbox"/> Health conditions |
| <input type="checkbox"/> Religion or belief | <input type="checkbox"/> Special Educational Needs/Additional Learning Needs/Additional Support needs or disability | <input type="checkbox"/> Related to home or other circumstance |
| <input type="checkbox"/> Sexual orientation - homophobic or biphobic | | |

2. When did the bullying take place?

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

4. What did the bullying look like?

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

5. Did anyone intervene to stop the bullying?

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

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

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

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

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

Section B: Derogatory language

1. How often do you hear homophobic language in school?
2. What homophobic language do you hear?
3. Do you hear phrases such as 'that's so gay?' in school? If so, how often do you hear them and how do you respond?
4. How often do you hear biphobic language in school?
5. What biphobic language do you hear in school?
6. How often do you hear transphobic language in school?
7. What transphobic language do you hear in school?
8. Do staff in school challenge the use of any homophobic, biphobic or transphobic language?
9. Would you challenge another student if they used homophobic, biphobic or transphobic language?

Template: Homophobic, biphobic and transphobic bullying staff survey

Section A: Bullying

1. Are you aware of the school's anti-bullying policy?
2. Are you aware of the school's policy on homophobic, biphobic and transphobic bullying?
3. Have you received training on tackling homophobic, biphobic and transphobic bullying in school?
4. How well do you feel the school deals with homophobic, biphobic and transphobic bullying?
5. If a lesbian, gay or bisexual pupil was 'out' in school, do you think they would feel safe from bullying?
6. Do you think a trans pupil in school would feel safe from bullying?
7. What more do you think the school could do to tackle homophobic, biphobic and transphobic bullying?

Core questions to include:

Section B: Language

1. How often do you hear homophobic language in school?
2. 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'?

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

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

Core questions to include:

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

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:

- a. Did you/they report the bullying?
- b. 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 deal with (homophobic, biphobic and transphobic) bullying effectively?

6. Are you aware of any current school initiatives to deal with (homophobic, biphobic and 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, students and governors and this will allow you to celebrate success as a whole school community and help to guide future anti-bullying initiatives and targeted interventions.

STEP 5

Supporting LGBTQ+ young people

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

This can be broken down into two key areas:

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

For more information on this issue, see Stonewall Cymru's guidance for teachers on supporting LGBTQ+ young people: [An Introduction to Supporting LGBTQ+ Young People](#)

A checklist for ensuring school services cover LGBTQ+ issues

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

- **School nurses** should be trained in LGBTQ+ issues and have information and resources on LGBTQ+ mental and sexual health from the resource list
- **School counsellors and psychologists** should be trained in LGBTQ+ issues and homophobic, biphobic and transphobic bullying
- **Welfare support services and careers services** in school should include information on LGBTQ+ issues and have relevant resources available. See the Resources section on pages 36-37
- **Pastoral leads and heads of year** should make all students aware that they can access the above services to discuss LGBTQ+ issues

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

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.](#)

MOVING FURTHER

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

**FROM
STEP 5**

**Develop school scripts
to challenge homophobic,
biphobic and transphobic
language**

**Celebrate diversity
and LGBTQ+ people in
school**

**Include LGBTQ+ people
and issues across the
curriculum**

Develop school scripts

Developing school scripts or responses is a great way to ensure all staff feel confident to challenge homophobic, biphobic and transphobic language directly. School scripts can be developed during staff training and there are examples of homophobic, biphobic and transphobic language on page 7.

The following examples may be useful:

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?'

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

'When you said "You can't be bi, you're Deaf", you've made an assumption that Deaf people can't be LGBTQ+. How do you think it might make someone feel when other people make assumptions about them?'

Explain meaning (Use the definitions in the glossary on page 4 to help)

'It's a fact of life that some people are lesbian/gay/bi/trans. It's not a bad thing to be lesbian/gay/bi/trans, 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.'

'When people say things like "If you weren't Muslim, I'd think you were gay", you're assuming that people of faith can't be LGBTQ+. That's just not true.'

'...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 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/offensive to me and others'

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?'

Celebrate diversity and LGBTQ+ people in school

This checklist provides simple way to celebrate diversity in your school:

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

Include books written by LGBTQ+ authors and featuring LGBTQ+ characters, issues and themes. Use Stonewall's [book list](#) as a starting point.

Make sure that images in school are diverse and include LGBTQ+ people

This might include images on the school website, prospectus, in corridor 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:

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

Let students lead anti-bullying work

- Set up student groups including LGBTQ+ groups, equality groups, student councils or other groups which provide opportunities to discuss LGBTQ+ issues.
- Develop student-led schemes such as peer mentoring schemes or anti-bullying ambassadors.
- Ask students to lead an assembly, peer workshop or information evening for parents on tackling homophobic, biphobic and transphobic bullying.
- Set up regular meetings with students groups, anti-bullying leads and senior staff to help shape school policy and feedback on school initiatives.

Include LGBTQ+ people and issues across the curriculum

Embedding LGBTQ+ issues across the curriculum means that every student will feel included in school life. It also makes it less likely that homophobic, biphobic and transphobic bullying will become an issue in school.

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

RSHE/SRE/RSHP

Schools in England may find it helpful to refer to [Stonewall's guide to LGBTQ+ inclusive RSHE](#).

Best practice teaching could include teaching:

- that the law says same-sex couples can get married and adopt children.
- that 'different types of committed, stable relationships' includes same-sex relationships.
- that safe sex includes consent and respect, as well as protection from sexually transmitted infections (STIs) and managing the risk of unplanned pregnancy where relevant. This applies to LGBTQ+ people just as it applies to those who aren't LGBTQ+.
- that some people may be less interested in romantic or sexual relationships or may not want to have a romantic relationship at all, and there's nothing wrong with this.
- that some people will not experience sexual attraction or will not be interested in sexual activity, and some will only feel sexual attraction sometimes – and this is normal.
- how to recognise HBT bullying, including online bullying, and how to respond to it safely, in line with your setting's policies.
- how to set boundaries around personal internet usage and protect emotional well-being online.
- about the impacts of HBT bullying and other forms of anti-LGBTQ+ discrimination on the mental health of LGBTQ+ children and young people.
- how stereotypes, including stereotypes about LGBTQ+ people, can be harmful.
- how gender stereotypes can be harmful to people of all genders.
- legal rights and responsibilities around equality, including the Equality Act 2010.
- how to respond with respect and care if a friend comes out as LGBTQ+.

- about the risks of meeting up with someone you have previously only spoken to online.
- how to support good mental health and emotional well-being, including through safe, age-appropriate access to community with other LGBTQ+ young people.
- which local and national support services LGBTQ+ young people can access for confidential advice, information and support.
- the importance of cancer screening, including who should access it and when.

Be aware that the same principles of respect, consent and safety apply to all young people, whether they are LGBTQ+ or not. It is good practice to ensure that your case studies, examples, videos etc include LGBTQ+ people. This shows students 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

Include LGBTQ+ people and issues in lesson topics, examples, case studies and books. For example, talk about LGBTQ+ authors in English, look at examples and statistics which include LGBTQ+ people in maths, or talk about different families in modern foreign languages

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

Point out and challenge gender stereotypes in conversations with students.

Use existing resources (including [Stonewall's lesson packs and guidance](#)) to ensure that LGBTQ+ people and issues are incorporated into schemes of work.

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+ 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.](#)

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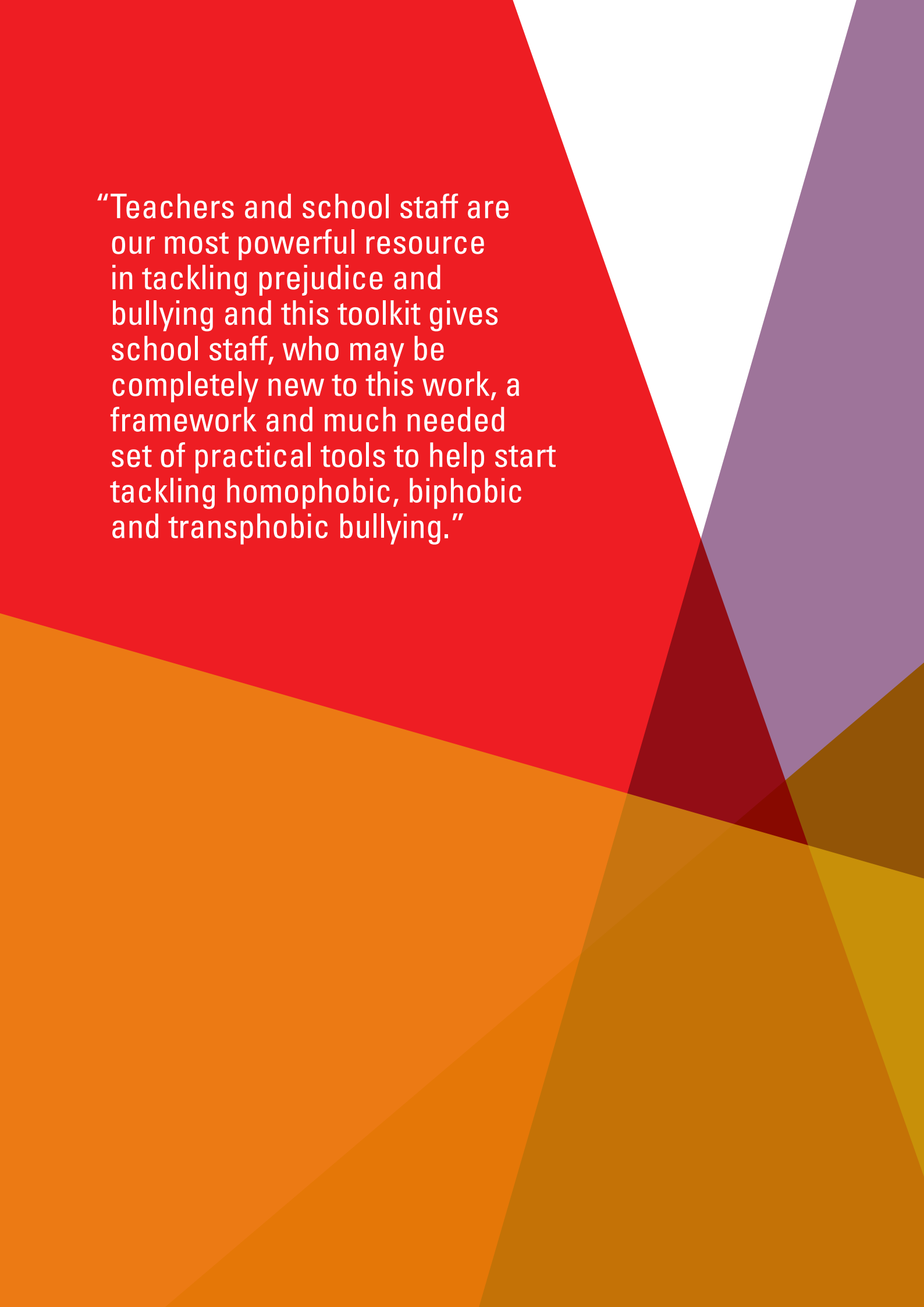
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Stonewall fights for the freedom, equity and potential of all LGBTQ+ people at every stage of our lives. We don't just work with schools, colleges and children and young people's services. We also work in communities, with workplaces, with sports organisations 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.”