Celebrating Diversity

Promoting dignity and self-confidence for all
Challenging homophobia and transphobia

School toolkit, self-evaluation and action plan

Office of the
Police & Crime Commissioner
West Yorkshire

Kirklees
Learning
Services

Stonewall
education
CHAMPION

Contents

Section One: Introduction

Why this matters

One of the most important duties in a school is to provide a safe, inclusive and tolerant learning environment for all pupils. However, perhaps because of uncertainty and anxiety, many schools find it particularly challenging to engage with lesbian, gay, bisexual and transgender issues.

This matters at **primary school** level. Of course this is *not about inappropriate discussion of sexual activity* but about nurturing tolerance and understanding of difference and diversity. There are different families in every school. A significant proportion of children will grow up, in due course, to realise they themselves are gay or lesbian. All pupils will work as adults with people who are different from them. The atmosphere and ethos of their primary school can support or handicap them on that journey.

At **secondary level**, students' own sexual orientation and identity will be emerging more clearly. It is vital that all young people feel included, affirmed and supported. Policies, staff awareness, pastoral care and curriculum provision are all key elements in ensuring school is a place of acceptance and nurture, not of secrecy and fear. It is important to recognise that students do not have to be LGB to experience homophobic bullying.

Of course, this is equally true for all learning communities, including those with a faith foundation. The Church of England has recently underlined the duty on **church schools** to challenge homophobia in a report from the Archbishops' Council, 'Valuing All God's Children'.

As well as the moral imperatives, recent advice from Ofsted and legal duties under the Equality Act underline the centrality of this issue for all schools: primary and secondary; maintained and academy; church and community. Ofsted's 2012 report, 'No Place for Bullying' highlighted the difference between pupils' experiences and staff perceptions. 'Pupils could give a range of examples of disparaging language that they heard in school…. Homophobic language was frequently mentioned. In contrast, staff often said that they did not hear any of this type of language in a typical week. Few schools had a clear stance on the use of language or the boundaries between banter and behaviour that makes people feel threatened or hurt.'

But from a positive point of view, facing these issues and experiences positively helps to nurture a caring and achieving community. As the same report said, staff training was at the heart of this. 'Where staff had received training, the majority felt that this had been very effective in helping them to tackle issues around bullying. However, around a third of staff surveyed thought that they still needed more help to feel really confident. Staff felt least confident in terms of tackling prejudice-based language.'

Research has shown some of the impact of prejudice and bullying.

- Lesbian, gay and bisexual pupils who are bullied are at a higher risk of suicide, self-harm & depression.
- 23% have considered or attempted suicide; 56% self-harm because of bullying.
- More than half of LGB pupils have experienced direct bullying.
- 3/5 LGB pupils who experience homophobic bullying say teachers don't intervene.
- Only half of LGB pupils report their schools say homophobic bullying is wrong, even fewer do in faith schools (37%).
- 1/3 LGB pupils change their future educational plans because of it and 3/5 say it impacts directly on their school work.

Source: The School Report, 2012, Stonewall

Recent research has also shown the need for training, awareness and action on schools:

- 86% secondary and 45% primary teachers say pupils, regardless of their sexual orientation, have experienced homophobic bullying;
- 89% secondary and 70% primary teachers hear pupils use phrases like 'that's so gay';
- 8% primary and 17% secondary teachers say they have ever received training;
- 46% secondary and 39% primary teachers say they are confident they would have parental support in tackling homophobic bullying;
- 55% secondary and 31% primary schools now have explicit policy statements about homophobic bullying.

Source: The Teachers' Report, 2014, Stonewall

It is therefore right, timely and critical that we move on to challenge homophobic attitudes and language to ensure school is a place of safety, security and enjoyment for all our pupils. **This is about far more than challenging prejudice. It is about nurturing the vulnerable self-respect, dignity and confidence of all our pupils so they can fulfil their full potential free of fear and prejudice.**

A health check and audit offers the opportunity to focus on your present situation, reflect on areas to develop and build a strategic plan for the future. Staff awareness training helps to ensure that the whole school community shares a commitment and confidence to make the change. For further details contact Alastair Ross (alastair.ross@kirklees.gov.uk - or outside Kirklees enquiries@penninelearning.com)

Section Two: Documentation

Ofsted Handbook, Sep 2014: Evaluation Schedule

The relevant references are included here. A number of the grade descriptors also included references to bullying.

Inspectors will ask for records of homophobic bullying

30. Inspectors should also request that the following information is made available at the start of the inspection:

• records and analysis of bullying, including racist, disability and homophobic bullying (para 30)

There is a focus on those with 'protected characteristics' (including LGBT):

129. Inspection is primarily about evaluating how well individual pupils benefit from the education provided by their school. It is important to test the school's response to individual needs by observing how well it helps all pupils to make progress and fulfil their potential. It may be relevant to pay particular attention to the achievement of:

• those with protected characteristics, including Gypsy, Roma and Traveller children, as defined by the Equality Act 2010 (129)

Inspectors must specifically consider homophobic bullying as part of the behaviour and safety of pupils at the school

174. When judging behaviour and safety, inspectors should consider:

• types, rates and patterns of bullying and the effectiveness of the school's actions to prevent and tackle all forms of bullying and harassment; this includes cyber-bullying and prejudice-based bullying related to special educational need, sex, race, religion and belief, disability, sexual orientation or gender reassignment

• the effectiveness of the school's actions to prevent and tackle discriminatory and derogatory language – this includes language that is derogatory about disabled people, and homophobic and racist language

• the school's response to any extremist or discriminatory behaviour shown by pupils

Exploring the school's actions to prevent homophobic and transphobic bullying

**Ofsted, September 2013, Doc ref. 120181**

Inspectors should make sure that questions are age-appropriate and asked in the right context.

1. With primary pupils inspectors might explore whether:

   - pupils ever hear anyone use the word 'gay' when describing something, or whether they have been told by teachers that using the word 'gay', to mean something is rubbish, is wrong, scary or unpleasant and why it is wrong

   - pupils ever get picked on by other children for not behaving like a 'typical girl' or a 'typical boy'

   - pupils have had any lessons about different types of families (single parent, living with grandparents, having step-parents, having two mums or two dads)

   - pupils think if there is someone born a girl who would rather be a boy, or born a boy who would like to be a girl, they would feel safe at school and be included.

2. With secondary pupils inspectors might explore the above, and whether:

   - there is any homophobic bullying, anti-gay derogatory language or name calling in school or on social media sites

   - if a gay pupil was 'out' in school, that pupil would feel safe from bullying

   - they have learned about homophobic/transphobic bullying and ways to stop it happening in school

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

   - there is any homophobic bullying or derogatory language about staff

   - someone - pupil or teacher - who thought of themselves as the opposite gender, feels safe and free from bullying at school
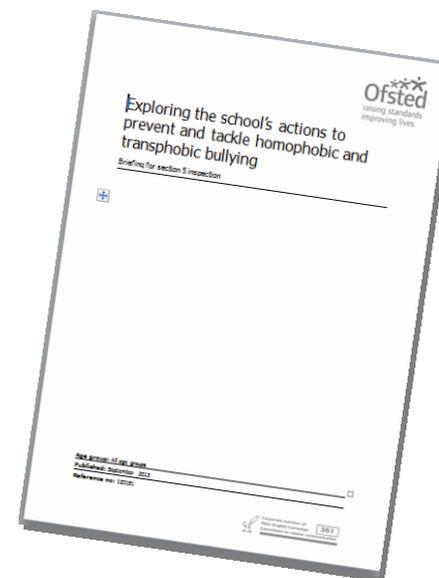
3.	With senior leaders, and when looking at documentary evidence, inspectors might explore:

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

- whether there is any homophobic language used against staff

- whether the school's bullying and safeguarding policies and equality objectives address gender identity and sexuality

- whether training has been provided for staff in how to tackle homophobic/transphobic bullying, including language

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

- how the school seeks to support LGBT pupils and those from LGBT families

- whether policies promote safety for all groups of pupils regardless of sexuality or gender identity, including the use of language

- whether there is specific mention of gender identity and sexuality in the equality, diversity, behaviour and bullying policies

- whether policies include reference to carers as well as parents.

4.	With governors inspectors might explore:

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

- whether they are aware of any homophobic/transphobic bullying or language in school and whether incidents are followed up effectively

- how they ensure that sexuality and gender equality are covered within the school's behaviour guidelines and policies.

Inspecting Equalities

Ofsted, April 2014, Doc ref: 090197

Ofsted links the promotion of equality to progress and attainment.

 [*Meeting the duties to promote equality*] **contributes greatly to achieving outstanding progress and attainment because achievement of these aims means that pupils work** – whether it is in class or in the school – in an ethos of **dignity and fairness**, where they are free to develop themselves, knowing that difference are respected and they are encouraged to become independent learners and take responsibility for their actions and become good citizens. *(Paragraph 25)*

It is also a duty on school leaders.

Senior staff and governors should know about the relative attainment and progress of different groups of pupils, monitor their performance and other data relevant to improving outcomes…. This is information the school needs to tackle underachievement and any concerns related to the behaviour and safety of different groups of pupils; it may help to show **what action is being taken to tackle any discrepancies, for example, in the promotion of spiritual, moral, social and cultural development of different pupils**. *(Paragraph 29)*

No place for bullying

Ofsted, June 2012, Doc ref: 110179

Ofsted produced this report in the summer of 2012. It covers bullying in general and makes specific reference to homophobia. Their main findings are summarised and tabulated below for convenience. The whole report can be downloaded from the Ofsted website or is provided with this training pack.

	In the best schools…	**In most schools…**	**In a small number of schools…**
Culture and relationships	Expectations and rules clearly spell out how pupils should interact with each other. Respect for individual differences has a high profile. Pupils develop empathy, understand the effect that bullying can have on people, and take responsibility for trying to prevent bullying.	There are many of the features and strengths of the best schools. There is positive culture and most pupils are considerate of each other However, practice is not as consistent as that of the strongest schools and on occasion has areas of relative weakness.	Behaviour is more variable and interactions between pupils are not as positive as in the best schools.
Curriculum	The way the curriculum is planned and delivered helps to bring about positive attitudes, giving pupils a wide range of opportunities to develop their knowledge and understanding of diversity and an assortment of strategies to protect themselves from bullying.	A range of effective strategies has been developed for pupils to learn about moral and social issues. But sometimes the curriculum is not as well structured as the best schools. Opportunities to teach about diversity may be missed.	The culture and the curriculum do not effectively develop pupils' understanding about diversity or help them to develop sufficient empathy for each other.

Analysis and action	Bullying incidents are recorded and analysed carefully look for trends and patterns. The information is used to plan the next steps. Action is firm and often imaginative. If pupils are bullied they feel very confident that action will be taken and it will stop promptly. Governors are well informed about bullying.	Sometimes the analysis of behaviour and bullying is not as sharp as it should be to enable the school to see exactly what the issues are or what actions need to be taken next.	Incidents are dealt with when they happen but preventative work is not effective. Pupils may express some concerns about bullying.
Training	Training enables staff very knowledgeable about the different forms of bullying that can be faced by pupils and to feel confident to deal with different forms of discrimination.	Training tends to be general and does not always focus on the different types of bullying that can occur and the implications of these. This leads to some staff not feeling wholly confident to tackle all types of incident	

Other concerns reported by Ofsted:

- **There can be a clash between a school's values and the culture in the wider community:** Schools sometimes had systematically to tackle racist, homophobic and aggressive attitudes that existed among parents and carers and in parts of their wider community that were in serious conflict with the school's values. Some schools had achieved significant success by working with parents and carers and members of the community to reach a better understanding.

- **Bullying about disability and sexual orientation are particularly endemic:** Inspectors found that language that discriminated against both of these groups of pupils, and others, was common in many of the schools visited. Many pupils were well aware that such language was not acceptable, but it was often seen as 'banter'. In contrast, staff were not always aware of the extent of its use, or they saw it as banter, so did not challenge it. Staff also indicated that they did not always feel confident to challenge or have the strategies to do so.

Recommendations

School leaders should ensure that their policies and practice consistently contribute to a culture of mutual respect in which unacceptable behaviours, including bullying, are minimised, by ensuring that:

- the school has a set of clear, inclusive values that are understood and lived by all members of the school community

- the behaviour policy is explicit about the way in which pupils should treat each other and the messages are consistently reiterated and reinforced

- staff consistently model positive behaviour in their interactions with each other, with parents and carers, and with pupils

- pupils and staff understand the importance of using inclusive and non-derogatory language

- pupils are helped to understand the difference between banter and interactions that can threaten or hurt

- all staff receive appropriate and regularly updated training to give them the knowledge, skills and confidence to teach pupils about diversity and the effects of bullying

- staff consistently and firmly challenge inappropriate interactions, including prejudice-based and aggressive language.

Schools should ensure that their curriculum, including their personal, social and health education (PSHE) and citizenship curriculum:

- systematically teaches pupils about all aspects of individual difference and diversity, including those related to appearance, religion, race, gender, sexuality, disability and ability

- includes a clear progression that takes account of the age and maturity of pupils

- is tailored to the particular needs of the current and anticipated intake of the school

- is adapted as necessary to address particular issues related to diversity or to bullying in the school and the wider community.

Schools should:

- ensure that they are able to evaluate, at an appropriate time after any bullying event, how effective their action has been

- analyse their information about bullying to assess whether there are any patterns, trends or issues emerging

- use this analysis to plan future actions.

Governing bodies should:

- develop systems to independently seek the views of pupils, parents and carers and staff on a regular basis to evaluate the effectiveness of the leadership's actions to create a positive school culture for all learners

- require the school's analysis of bullying and the actions taken to be included in the headteacher's reports to governors, and challenge and support the school accordingly.

Providers of initial teacher education should:

- ensure that trainees learn about bullying, including prejudice-based bullying and language, as part of their training on behaviour.

The Equality Act, 2010

The Act defined nine protected characteristics. The last two do not apply in schools.

- *sex*
- *race*
- *disability*
- *religion or belief*
- *sexual orientation*
- *gender reassignment*
- *Pregnancy or maternity*
- *age*
- *marriage and civil partnership*

The Acts says that all public bodies (including schools) must **have due regard** to the need to:

- **Eliminate discrimination***, harassment, victimisation and any other conduct prohibited by the Act*

- **Advance equality of opportunity** *between people who share a protected characteristic and people who do not share it*

- **Foster good relations** *between people who share a protected characteristic and people who do not share it*

Schools must prepare and publish specific equality objectives. Examples might include: increasing participation on school activities by black pupils; narrowing the gap in performance for disabled pupils; tackling homophobic language. By implication, schools should be careful to consider all protected characteristics, though specific objectives may be focused. They may also arise from local priorities.

Valuing All God's Children

Guidance for C of E Schools on challenging homophobic bullying, May 2014

The report from the Archbishops' Council and the National Society outlined ten recommendations for church schools.

Homophobic bullying, alongside all forms of bullying, is a factor that can inhibit a pupil's ability to feel safe and have a sure foundation for learning. So, Church of England schools have a particular duty to implement measures to combat it.

1. Schools should ensure that their Christian ethos statement emphasises an inclusivity that welcomes all, and reveres and respects all members of the diverse community as individuals who are known and loved by God.

2. All school staff should be trained to recognise and understand how to challenge all types of bullying including homophobic language and behaviour. They should also be trained to offer pastoral support in the context of the issues surrounding sexual identity and homophobic bullying.

3. Schools should ensure that their behaviour policies include clear expectations that homophobic behaviour and language will not be tolerated and that there can be no justification for this negative behaviour based on the Christian faith or the Bible.

4. In Collective Worship, themes and values that play a part in challenging bullying in all forms should be explored.

5. Opportunities should be offered for pupils to explore why some people seek to bully and that bullying can take the form of homophobic bullying. Strategies of how to protect yourself and others from bullying should be taught and pupils should be confident that if they report bullying it will be taken seriously.
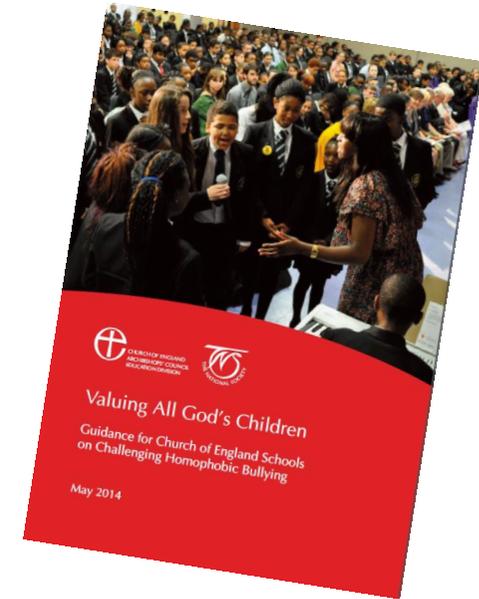
6. Systems for monitoring and analysing incidents of bullying should include homophobic bullying as a category and the school should regularly review the effectiveness of its curriculum, strategies and ethos in this regard.

7. Governors should take responsibility for monitoring and evaluating the effectiveness of anti-bullying strategies and ensure that regular reports about bullying and wellbeing are part of the cycle of governors' meetings. On all governing bodies there will be a nominated lead governor on safety and behaviour which will include bullying.

8. Within the secondary phase sexual orientation is included as an aspect of Sex and Relationships Education, ensuring that the official Church of England view is taught clearly alongside other viewpoints held by Anglicans, other Christians, and different faith perspectives and world-views.

9. Anti-bullying procedures and outcomes should be included as a performance indicator of a Church school that is distinctive and effective and included in the SIAMS framework for inspection.

10. Diocesan Boards of Education and Diocesan Multi-Academy Trusts should monitor incidents of bullying in their schools and develop systems to monitor schools' strategies for inclusion and bullying, supporting effective implementation.

Section Three: Resources

Organisations

Stonewall	Campaigning and educational charity for lesbian, gay and bisexual equality. Education Champions scheme for schools
	stonewall.org.uk
GIRES	Information for trans people, their families and professionals who care for them
	gires.org.uk
Mermaids	Supports children and teenagers (up to 19) who are dealing with gender identity issues, as well as their parents/carers and families
	www.mermaidsuk.org.uk
Trans Bare All	Yorkshire based organisation supporting trans people and offering awareness training
	transbareall.co.uk
Kirklees LGBT network	Informal staff and community networks - contact javier.santana@kirklees.gov.uk
Yorkshire Mixtures	Group for LGBT young people (13-19) in Huddersfield on Tuesday evenings – workshops, activities and advice – contact oliver.gareis@kirklees.gov.uk

Teaching and training resources

Kirklees Learning Services offer staff awareness training and support for schools in developing a positive approach to inclusion for all, including LGBT pupils. Contact alastair.ross@kirklees.gov.uk.

Stonewall produces a wide range of resources and support activity – for full information look at their website (stonewall.org.uk) or contact education@stonewall.org.uk. Kirklees subscribes to the Education Champions programme which gives access to support and advice. Some resources include:

Fit	DVD and associated on line resources for lessons in secondary schools
Free	DVD and associated on line resources for teaching in primary schools
Celebrating difference	DVD training resource for primary staff
Spell it Out	DVD training resource to tackle homophobia and homophobic language
Staying Safe Online	Guidance around online safety

Stonewall also produces a range of other booklets covering titles such as:

- Primary Best Practice Guide

- Including different families

- One minority at a time – being black and gay

- Working with faith communities

Reports and Information

The School Report	The experiences of gay young people in Britain's schools, 2012	Stonewall, 2012
The Teachers' Report	Homophobic bullying in Britain's schools	Stonewall, 2014
Valuing all God's Children	Advice for Church of England Schools	Archbishops' Council and National Society, 2014
No place for Bullying		Ofsted, 2012
Exploring the school's actions to prevent homophobic and transphobic bullying		Ofsted, 2013

Section Four: Audit

The Audit is designed around seven key questions. They are not key stage specific and can be adapted to primary and secondary sectors in an age-appropriate way.

1. **Recording**. How is information about homophobic incidents collected, recorded and used?
2. **Policies.** Do policies promote equality and challenge prejudice, including homo or trans phobia?
3. **Culture, Ethos and Leadership.** Is there a culture of dignity and equality with sustained and effective leadership?
4. **Partnership.** How does the school work in partnership with its community and stakeholders?
5. **Training.** Are all members of staff trained and confident to challenge homophobia and prejudice?
6. **Curriculum**. Does teaching and learning recognise and appreciate diversity?
7. **Welfare.** How does the school promote and support the welfare of LGBT pupils, families & staff?

Each section has a series of sub-questions derived from 'Exploring schools' actions to prevent homophobic bullying' (Ofsted 2013), No Place for Bullying (Ofsted, 2012), the Equality Act (2010) and other supplementary questions.

The grid is designed to be self-evaluation tool for your school and a way of highlighting priorities and progress.

- The first column contains statements that support the overall question.

- In the second column you can evaluate your present position, possibly using a red, amber or green colour coding. This will help you to focus on priorities.

- In the third column briefly outline evidence or present provision, and, as appropriate include a note about impact .

- In the fourth column list some priorities for future development. The key ones will form part of your school or department improvement plans and built into the planning and review cycle. Of course any good plan will be ambitious but will also focus on just a few key objectives at a time.

RECORDING

How is information about homo- and trans-phobic incidents collected, recorded and used?

Issue or concern	Evaluation	Evidence/present practice	Priorities
		Examples of present provision and link to any documents or policies	Include, where applicable, timescale and responsibility
Recording Incidents of homophobic or transphobic language, attitude or behaviour are **specifically recorded. All members of staff know the procedures for doing this.** School leaders are informed and **aware** of instances of homophobic or transphobic language in school, including against staff **Analysis and response** Information is **analysed** to see patterns and trends and school leaders act on this information **Governors r**equire analysis of bullying and the actions taken to be included in the head's report? They challenge and support the school accordingly			

POLICIES

Do policies promote equality and challenge prejudice, including homo- and trans- phobia?

Issue or concern	Evaluation	Evidence/present practice	Priorities
Policies Policies promote **safety for all pupils** regardless of sexuality or gender identity, including use of language There is **specific mention of gender identity and sexuality (including perceived sexuality)** in safeguarding, equality, diversity, behaviour and bullying policies **Understanding of policies** All members of staff are aware of the policy requirements specifically related to LGB and T issues. Senior leaders are confident that all members of staff implement the letter and spirit of these policies.			

CULTURE, ETHOS AND LEADERSHIP

Is there a culture of dignity and equality with sustained and effective leadership?

Issue or concern	Evaluation	Evidence/present practice	Priorities
Leadership There is a **shared commitment** and priority to promoting equality, including LGBT issues, led by all senior leaders and the governing body **Values and ethos** The school has a **set of clear, inclusive values** that are understood and lived by all members of the school community. Members of staff consistently model this. Pupils and staff understand the **importance of using inclusive and non-derogatory language.** A**ssemblies and collective worship** address issues of prejudice or homophobia (in an age appropriate way) The school uses events, news or **occasions** such as LGBT History Month (February) or the International Day against Homophobia and Transphobia (17 May)			

PARTNERSHIP			
How does the school work in partnership with its community and stakeholders?			
Issue or concern	*Evaluation*	*Evidence/Present practice*	*Priorities*
The school **informs and consults parents** about their values and work in challenging homophobia, through a variety of channels and occasions The school works with **local and national agencies and partners,** sharing and learning from good practice. The governing body independently seeks the **views of pupils, parents and carers and staff** on a regular basis to evaluate the effectiveness of the leadership's actions to create a positive school culture for all			

TRAINING

Are all members of staff trained and confident to challenge homophobia and prejudice?

Issue or concern	Evaluation	Evidence/Present provision	Priorities
Updated training is regularly provided for teaching staff to give them skills and confidence to tackle homophobic/transphobic bullying, including language? Appropriate training is also regularly provided for all other staff including, for example, classroom assistants and midday supervisors. All members of **staff (teaching and non-teaching) consistently and firmly challenge** inappropriate interactions, including homophobic incidents or language?			

CURRICULUM

Does teaching and learning recognise and appreciate diversity?

Issue or concern	Evaluation	Evidence/Present practice	Priorities
PSHE The PSHE education and citizenship curriculum comprehensively and progressively includes all aspects of **individual difference and diversity**, including sexual orientation and gender identity. The curriculum recognises and meets the specific needs of **LGB and T pupils** **Wider curriculum** The **wider curriculum** includes both deliberate and incidental visibility of diversity, promoting equality and respect for LGBT people in an age-appropriate way. The **curriculum has been reviewed** to ensure that all subjects and areas of the curriculum are inclusive, for example, including books that refer to 'different families' or LGB and T role models.			

WELFARE

How does the school promote and support the welfare of LGBT pupils, families & staff?

Issue or concern	Evaluation	Evidence/Present practice	Priorities
The school support is clear and specific in supporting LGBT pupils and those from LGBT families The concerns and needs of LGBT members of staff are listened to by leaders. Their dignity and rights will be clearly defended by school leaders when challenged in any way The school use **national or local resources** to promote understanding and welfare of pupils, parents and staff?			

Section Five: Some ways ahead

Stonewall outlined a series of recommendations and ways forward in the School Report, 2014. The full report can be downloaded from www.stonewall.org.uk . The main points are summarised below.

Stonewall's Train the Trainer courses can help with school training and their School Champions programme is a network of schools sharing best practice and support. Contact sarah.rose@stonewall.org.uk for more information. In school support and training for local schools is also provided by us in Kirklees and Calderdale. Contact us at alastair.ross@kirklees.gov.uk

For primary leaders

1. **Lead from the top.** Make it clear to staff, parents and students that homophobic bullying and language will not be tolerated. Set clear anti-bullying policies which include homophobic language and communicate these policies across the school community.

2. **Provide Training and support.** Ensure that all school staff, including non-teaching staff, receive specific training on tackling homophobic bullying and language and including different families in the classroom.

3. **Provide reassurance.** Fear of a backlash often paralyses teachers. Make it clear work around creating an inclusive learning environment is central to a school's ethos, as well as an expectation of the UK Government and school inspectors.

4. **Reach out to different families.** Ensure that same-sex parents feel able to take part in school life, for instance through attending events or joining the PTA, Parents' Council or school governing body.

5. **Work with others.** Try to find other schools who are already engaged in work to tackle homophobic bullying.

For primary teachers

1. **Talk about different families.** Ensure that all young people are aware of the diversity of family life in 21st century Britain, and that the children of same-sex parents feel included in their learning. Stock books, display posters.

2. **Challenge homophobic language** and explain to young people in an age-appropriate way why it's wrong to use 'gay' in a derogatory way.

3. **Challenge stereotypes.** Create a learning environment which encourages young people to be themselves. Actively challenge gender stereotypes by making sure that school activities aren't exclusively for pupils of one gender.

4. **Engage with parents**. Involve parents in work to tackle bullying. Being open about a school's efforts to tackle homophobia means it's much less likely a school will experience resistance from parents.

5. **Promote a positive environment**. Showcase work to create an inclusive learning environment and celebrate achievements in tackling bullying.

For secondary leaders

1. **Set clear expectations**. Both staff and pupils need to know that tackling homophobic bullying is a priority of school leadership. Heads and governors should communicate their commitment and should ensure that anti-bullying policies are clear that homophobic language will not be tolerated from students or staff.

2. **Provide training and support.** Ensure that all staff and governors receive specific training on how to identify, challenge and prevent homophobic bullying.

3. **Link to school improvement.** Be clear with staff about the impact of homophobic bullying as a barrier to pupil performance and make staff aware that Ofsted now inspect English schools' efforts to tackle homophobia.

4. **Encourage role models.** Create an environment where lesbian, gay and bisexual staff feel able to be open about their sexuality. Not only do staff perform better when they can be themselves but also they can act as role models to gay young people as well.

5. **Collaborate with others.** Joining networks of schools such as Stonewall's School Champions programme allows you to share best practice and learn from those further along their journey.

For pastoral leaders

1. **Provide information and support.** Ensure that lesbian, gay and bisexual young people receive the information that they need on how to stay safe and make informed choices. In particular schools should ensure that internet filters don't block information about lesbian, gay and bisexual issues.

2. **Engage with parents and carers.** Fear of parental resistance is a barrier to teachers tackling homophobic bullying, but the overwhelming majority of parents support work to tackle homophobia. Pastoral leads should proactively communicate information about this work to parents to allay both their potential concerns and the concerns of members of staff.

3. **Meet young people's needs.** School counsellors and nurses should be trained to talk to young people in confidence about their sexual orientation and to signpost them to further support if necessary.

4. **Involve young people.** Seek to involve young people in anti-bullying work, and encourage young people to set up their own LGBT groups or Gay Straight Alliances within school.

5. **Go beyond tackling bullying.** Work to tackle homophobia should be seen in the wider context of creating a school environment where all young people can be themselves. Schools should publicise this work through the school website, newsletters and pupil-led presentations.
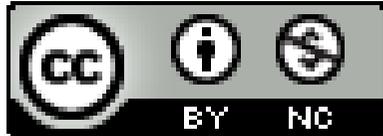
For teachers and other school staff

1. **Challenge every instance of language and bullying**. Take a consistent zero-tolerance approach to homophobic bullying and challenge every instance of homophobic language, explaining why using phrases such as 'that's so gay' is offensive, even if they don't mean to be homophobic.

2. Record incidents on a school-wide basis. Knowing when and where incidents are taking place allows schools to intervene more effectively and helps to ensure consistency of approach between members of staff.

3. **Make PSHE inclusive**. Ensure lessons cover lesbian, gay and bisexual issues and relationships. In particular topics such as consent, abuse and online safety should be taught in a way that is inclusive of the specific issues that lesbian, gay and bisexual young people may face.

4. **Talk about gay issues in the curriculum.** Discussion around gay issues shouldn't just be limited to PSHE, but included across a whole range of national curriculum subjects. Including these issues not only makes gay young people feel more included, but also prepares all young people for life in 21st century Britain.

5. **Challenge stereotypes**. Actively challenge gender stereotypes and the notion that certain types of subjects, activities or careers are only open to either men or women.

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