



CHURCH OF ENGLAND
ARCHBISHOPS' COUNCIL
EDUCATION DIVISION



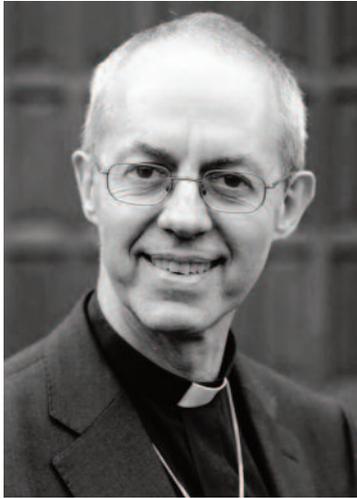
Valuing All God's Children

Guidance for Church of England Schools
on Challenging Homophobic Bullying

May 2014

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Foreword

Less than a year ago I set out my concerns about the terrible impact of homophobic bullying on the lives of young people and I made a public commitment to support our schools in eradicating homophobic stereotyping and bullying.

Since then an enormous amount of work has gone into producing this guidance so that commitment can be turned into action. I am extremely grateful to all those who have worked so hard to produce it and I particularly want to thank the schools and young people who have contributed.

Church schools begin from the belief that every child is loved by God. This guidance aims to help schools express God's love by ensuring that they offer a safe and welcoming place for all God's children. This is a task we are called to share and I know it is one our schools take immensely seriously. I commend this guidance as a contribution to that work.

+Justin Cantuar
Eastertide 2014





Executive Summary

Why has this guidance been written at this time?

In July 2013 the Archbishop of Canterbury, Justin Welby, spoke to the General Synod stating:

*"The Church is not changing its teaching on gay relationships but we must accept that there is a revolution in the area of sexuality. Anyone who listened, as I did, to much of the Same Sex Marriage Bill Second Reading Debate in the House of Lords could not fail to be struck by the overwhelming change of cultural hinterland. The majority of the population rightly detests homophobic behaviour or anything that looks like it and sometimes they look at us and see what they don't like. With nearly a million children educated in our schools we not only must demonstrate a profound commitment to stamp out such stereotyping and bullying but we must also take action."*¹

This guidance represents the action and commitment that the Church of England is taking to stamp out homophobic stereotyping and bullying for the children and young people educated in our schools.

Why is this advice different for Church of England Schools?

*"The core purpose of any Church school is to maximise the learning potential of every pupil within the love of God."*²

Church of England Schools have at their heart a belief that all children are loved by God, are individually unique and that the school has a mission to help each pupil to fulfil their potential in all aspects of their personhood: physically, academically, socially, morally and spiritually. Schools have a duty to try to remove any factor that might represent a hindrance to a child's fulfilment. We want all pupils to want to engage in learning in a safe and welcoming ethos.

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. The official Church of England teaching about the human sexual act is that "it is an act of total commitment which belongs properly within a permanent married relationship and that homosexual acts fall short of this ideal."³ Yet within the Anglican Communion there exists a wide spectrum of beliefs about this issue and it is a very divisive matter for the Church at this time. Within a school community of pupils, staff, parents and governors many different views may be held and it should be acknowledged that this is a sensitive topic.

However, the purpose of schools is to educate and the aim of this guidance is to protect pupils in Church of England schools⁴ from having their self-worth diminished and their ability to achieve impeded by being bullied because of their perceived/actual sexual orientation.

¹ <http://www.archbishopofcanterbury.org/articles.php/5098/there-is-a-revolution-archbishop-justins-address-to-synod>

² SIAMS (Statutory Inspection of Anglican and Methodist Schools) 2012

³ *Some issues of Human Sexuality* is a guide to the debate (2003 Church House Publishing 1.3.18 p27): "The convergence of Scripture, Tradition and reasoned reflection on experience, even including the newly sympathetic and perceptive thinking of our own day, makes it impossible for the Church to come with integrity to any other conclusion. Heterosexuality and homosexuality are not equally congruous with the observed order of creation or with the insights of revelation as the Church engages with these in the light of her pastoral

⁴ For schools read maintained schools and academies



This guidance intends to prompt Church of England schools to seriously address this issue. It is not the intention to provide lesson plans or materials for PSHE or Sex Education but to challenge schools to ensure that they work towards a consistently welcoming culture for all pupils under the gospel mandate to “love your neighbour as yourself.”⁵

Ten Recommendations

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. (See Appendix B and Further Resources for systems and support).
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. (See Appendices C to H for sample policies).
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. (See Further Resources for possible materials).
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. (See Appendix B for examples of systems for monitoring).
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. (See Further Resources).
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.

⁵ Mark 12:31



1. Defining Terms

What is homophobia and homophobic bullying, and why does it need to be addressed as a specific type of bullying in Church of England schools?

1. Homophobia is “fear, rejection or aversion, often in the form of stigmatising attitudes or discriminatory behaviour towards those who are, or are perceived to be, gay” and homophobic bullying is “bullying on the basis of actual or perceived sexual orientation or gender identity”. Tackling homophobia and homophobic bullying is crucial because of the impact it may have on the lives of young people in our schools, on their educational outcomes and on their physical and emotional wellbeing.⁷
2. There have been tragic instances in recent times of young people committing suicide because of bullying, including homophobic bullying (often involving cyber-bullying conveying messages of abuse and exclusion).⁸ Teenager Ayden Olson was found dead at his home in Colchester in March 2013 and his suicide note gave the dual reasons of homophobic and racist bullying.⁹ In July 2008, Michael Causer from Liverpool was kicked to death by a young man shouting homophobic abuse. The same fate nearly befell an off-duty policeman who was walking with his partner when he was surrounded by a group of 15- and 16-year-old teenagers, many of whom were still in school.¹⁰
3. 50% of perpetrators of homophobic hate crime are under the age of 25.¹¹ This indicates that pupils are leaving education with attitudes and behaviours that are hateful and illegal. Many incidents are less severe than those previously described nevertheless, they can still have a significant impact on young people. This may result in truancy or cause pupils to leave school early before getting the qualifications they want and of which they are capable. Pupils may become non-communicative, isolated or particularly badly behaved. If handled poorly by schools and colleges, this can, in turn, lead to loss of confidence and self-worth, self-harming, and alcohol or drug misuse. Homosexual people who are bullied are at a higher risk of suicide, self-harm and depression. Two in five (41%) have attempted or thought about taking their own life directly because of bullying and the same proportion say that they self-harm directly because of bullying.¹²
4. In 2012 Stonewall undertook an extensive survey of schools, interviewing 1600 people, and although they found that there had been a 10% fall in homophobic bullying in schools since 2007, these were some of their key findings:
 - 90% of teachers said pupils are bullied or harassed for either being or being perceived to be lesbian or gay;
 - staff said homophobic bullying is the second most frequent form of bullying (after bullying about weight);
 - 95% of teachers reported hearing the term ‘gay’ used in a derogatory way;

⁶ UNESCO “Education Sector Responses to Homophobic bullying” 2012

⁷ OFSTED Inspection LGBTTT distance learning materials revised version 2012

⁸ <http://www.eachaction.org.uk/wp-content/uploads/pdfs/Reach-Cybersurvey-Briefing-Paper-1-vVW.pdf>

⁹ <http://www.dailymail.co.uk/news/article-2507909/Child-abuse-campaigners-heartbreak-suicide-bullied-son-Ayden-Keenan-Olson.html#ixzz2mEdlWmuH>

¹⁰ <http://www.dailymail.co.uk/news/article-1223050/Man-22-left-fighting-life-13-teenagers-beat-homophobic-attack.html>

¹¹ Stonewall: Report on Homophobic Hate Crime 2013

¹² Stonewall: School Report 2012



- half of the teachers who were aware of homophobic bullying said most incidents go unreported;
- 92% of lesbian, gay, bisexual and transgender (LGBT) pupils said that they had experienced verbal abuse, 58% were ignored or isolated, 41% suffered physical abuse,
- 17% had had death threats made against them, and 13% had been threatened with a weapon.¹³

5. Schools can be among the most homophobic social spaces. Studies in a range of countries show that young people are more likely to experience homophobic bullying at school than in the home or community.¹⁴ As far as possible we need to ask questions within our Church schools to ensure that we are not turning a convenient blind-eye to institutional homophobia and allowing an unwelcoming social space for pupils to go unchallenged.

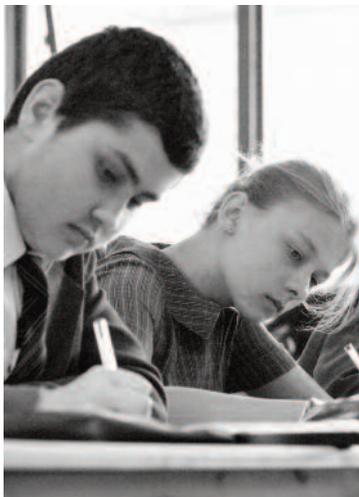
What form can homophobic bullying take in schools?

6. **Homophobic language** is a common form of homophobic bullying. It can be casual and is therefore often dismissed as 'harmless banter'. Schools need to take a consistent approach to tackling any kind of inappropriate language. Homophobic language and abuse can start in primary schools, where pupils may call each other 'gay' or 'lesbian' without really understanding what these terms mean. If such usage is not challenged at this stage it can appear acceptable, making it more difficult to address in secondary school. Children may experience verbal bullying because they have (or are thought to have) a homosexual parent. Pupils may also experience indirect homophobic abuse, not directed towards a particular person or group but used when remarks are made to pass **some kind of** negative judgement, such as 'your bag is so gay' or 'that ring-tone is gay'. It is important for all staff to challenge pupils on such occasions, explaining the consequences of using the word 'gay' in a derogatory way. While staff need to avoid appearing to overreact, and must show wisdom and sensitivity when tackling his type of language, consistency in doing so is crucial to creating an environment in which being homosexual is not thought of as being inferior.
7. **Direct homophobic abuse** is directed towards an individual or group of pupils as either a one-off incident or repeatedly. A boy who is called 'poof' when he walks by or a girl who is called 'dyke' and avoided as she walks through a school corridor will suffer both short- and long-term consequences in terms of the harm caused.
8. **Physical abuse** can include hitting, punching or kicking. Young people also report that they experience vandalism, theft of property, being threatened with a weapon and even death threats. Homophobic physical abuse can also include sexual abuse. Peer pressure can heighten the tendency for people to perform these acts of bullying. Physical abuse might indicate that staff need to take steps to safeguard the pupil. Physical homophobic bullying can affect anyone, regardless of whether or not they are homosexual.
9. Anyone can experience homophobic bullying:
 - children or young people who are lesbian, gay, bisexual or transgender (LGBT);
 - children or young people who are thought to be lesbian, gay, bisexual or transgender;
 - children or young people who are thought to be different in some way, for example, those who might work hard, or may not be as good at sport, or may have a particular hobby or interest (e.g. 'I got called gay for writing poetry because I am a boy');¹⁵

¹³ ibid

¹⁴ UNESCO 2012 p16

¹⁵ ibid



- children or young people who have parents, carers, friends or family who are lesbian, gay or bisexual;
- teachers and other school staff who may or may not be lesbian, gay or bisexual.

10. All forms of homophobic bullying — language, direct bullying and physical abuse — need to be tackled appropriately and staff need training and support to understand how to recognise it and how to challenge it.

Who does the bullying and why?

11. There is no one type of person who bullies in these ways. Pupils may justify homophobic bullying because:

- they think that homosexual people should be bullied because they believe homosexual people are 'wrong';
- they do not think that there is anything wrong in bullying someone because of their sexual orientation;
- they do not realise that it is bullying;
- they may have low self-esteem, poor communication skills or were bullied themselves;
- they think that they might be homosexual themselves and this makes them uncomfortable and hostile to others who are;
- they think that it is acceptable to bully others who do not conform to their 'norm';
- they think that homosexual parenting is wrong and that pupils should be treated differently because of it.

12. In addition pupils tend not to intervene in cases of homophobic bullying in case the bully thinks that they might be homosexual or that they think it is acceptable to be homosexual. This makes the sense of isolation more profound for the person being bullied.¹⁶

13. No school can proudly claim to be a safe, loving and protective institution whilst members of the school community are suffering and being made to be unhappy through bullying. Senior leaders in Church of England schools need to be committed to ensuring they build a school culture and community where teachers and pupils feel confident and supported in challenging homophobic bullying.

¹⁶ This definition of types of homophobic bullying and who is bullied and who bullies is taken from *Safe to Learn: Embedding anti-bullying work in schools* DCSF 2007



2. The Context of Church School Distinctiveness

“The core purpose of any Church school is to maximise the learning potential of every pupil within the love of God.”¹⁷

14. A climate of education where all pupils want to engage in learning is paramount for Church of England schools and this means pupils need to feel safe and happy, and want to attend. Any form of bullying activity will thwart security and wellbeing and will have a detrimental effect on an individual's ability to learn. The Good Childhood Report 2012 stated, “We found that children who are bullied are also much more likely than average to experience low wellbeing.”¹⁸ This includes homophobic bullying.
15. “Pupils and their parents in Church schools are entitled to - and should be encouraged to - expect the highest standards of teaching and opportunities for learning.”¹⁹ As homophobic bullying, alongside all forms of bullying, is a factor that can inhibit pupils' ability to engage in learning and develop a secure sense of self, Church of England schools must implement measures to combat it.
16. Church of England schools were established in large numbers more than 200 years ago for the education of the poor in every parish and are now committed to both distinctiveness and inclusivity, to serving both Church families and the wider community.²⁰ Anglican schools exist in and serve many contexts: urban, rural, suburban, and in many forms as academies, free schools, primary, secondary, infants, juniors, and all-through schools. Many independent schools have an Anglican foundation and all Church of England Schools must ensure that their pupils are secure and able to make excellent progress whatever their background. Every person in the school community is a child of God. At the heart of Christian distinctiveness in schools is an upholding of the worth of each person: all are *Imago Dei* – made in the image of God – and are loved unconditionally by God. The hallmark of authentic, life-giving relationships is recognition of the sacredness of the other so that all are welcomed wholeheartedly and with reverence. Each person in all their uniqueness should be able to thrive, irrespective of size, gender, race, religion, ethnicity, hair colour, socio-economic background, academic ability, disability, or sexual orientation.
17. Another core purpose of Church schools is to offer an understanding of the Christian faith: “the Church at national, diocesan and local level is called to work towards every child and young person having a life enhancing encounter with the Christian faith and the person of Jesus Christ.”²¹ The official Church of England teaching about the human sexual act is that “it is an act of total commitment which belongs properly within a permanent married relationship and that homosexual acts fall short of this ideal”. Yet within the Anglican Communion there exists a wide spectrum of beliefs about this issue and this is a hugely divisive issue for the Church at this time. Within a school community of pupils, staff, parents and governors and within your link parish, many different views may be held and it should be acknowledged that this is a sensitive issue about which there may be a considerable strength of feeling.

¹⁷ SIAMS (Statutory Inspection of Anglican and Methodist Schools) 2012

¹⁸ *The Good Childhood Report 2012* The Children's Society p34

¹⁹ *The Church School of the Future 2012*

²⁰ Comment from Bishop of Oxford on new admissions advice, 25th June 2011

²¹ *Going for Growth* (endorsed by General Synod in 2010)

²² *Some issues of Human Sexuality* a guide to the debate 2003 Church House Publishing 1.3.18 p27 <http://www.chpublishing.co.uk/uploads/documents/0715138685.pdf>



18. The complexity of combatting homophobic bullying whilst explaining traditional Anglican teachings about the sanctity of marriage and same-sex relationships is one that must be acknowledged and faced openly.²³ Professor Trevor Cooling's metaphor of a Bedouin 'tent of meeting' may be helpful as a model for Church schools who host a space where different views can be aired and honoured: "a place of hospitality, welcome and respectful engagement, sacred and mutual, but not neutral to its own Christian values, whilst being genuinely open to the free expression of engagement".²⁴ The generally agreed principle of leading pupils to "respectfully disagree" and to understand controversial differences within the framework of the school's Christian values is a goal for good dialogue within Church school education. Developing and sustaining clarity of culture as a Church of England school in which there is a consistency between ethos and the purpose of teaching and learning is important so the social and moral education about how we treat one another is distinctively Christian.²⁵
19. "No caring parent wants their child to be bullied or to bully for any reason."²⁶ Church schools are places where boundaries should be strong, where any harmful words or actions are known to be unacceptable, and where there are clear strategies for recognising bullying and dealing with it in a framework of forgiveness and restorative justice. Children and young people in Church of England schools should be able to grow freely and to be comfortable and confident within their own skins without fear or prejudice.

²³ Cf. Footnote 3. An explicit issue for Secondary School RE - may be an incidental question at the Primary phase

²⁴ *Doing God in Education* Trevor Cooling London Theos 2010 p66

²⁵ See <http://www.whatiflearning.co.uk/> for examples and ideas for process

²⁶ Revd. David Nixon Dean of Studies at SWMTC in conversation following his experiences of "The no outsiders project" in schools across the UK



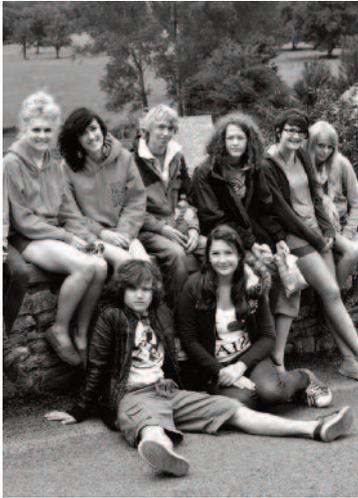
3. The Context of Modernity and Plurality

20. Children and young people who attend Church schools are living in a multi-media global age and receive images and information from many different sources at high speed. The DJs, presenters, chat show hosts, singers, sportsmen and women, and actors that they watch, listen to and admire may well be homosexual. In their families it is possible that someone will be homosexual, amongst their extended family's friendship network there might be same-sex attracted people, and they may live next door to a gay couple who may be parents of their own school friends.²⁷ For many children and young people living in today's UK this is a non-issue, just a matter of fact.
21. Within school communities, members of staff may be co-habiting and some may be in same-sex relationships; same-sex parents will be amongst the parent body and in most secondary schools a minority of pupils will come out as homosexual during their years in the school. This is the lived reality of educational contexts in modern England. To deny this reality is to choose to be blinkered. Schools need guidance to support pupils who are members of a minority group or who are perceived to be different; these pupils are vulnerable to being bullied and to being made to feel outsiders and unwelcome.
22. England is also a highly pluralistic society and many Church schools' pupils, families, staff and governors will hold varying perspectives on issues surrounding faith and sexual orientation.²⁸ The Church of England holds traditional teaching about the sanctity of marriage and same-sex relationships which should be explained.²⁹ However there is a diversity of beliefs surrounding sexuality within the Anglican Communion. It should be acknowledged that some Church of England clergy have expressed their disappointment and frustration that the Marriage (Same Sex Couples) Act 2013 does not permit the solemnisation of same sex marriages according to the rites and ceremonies of the Church of England. In other Christian denominations, people may agree with the Church of England's position, whilst some may vote to 'opt in' and allow single-sex marriage in their churches. Interpreters of scriptures across faith divides may agree with one another and yet there will be a diversity of opinion within a single faith tradition. It is important that any dialogue allows for religious and non-religious perspectives to be aired and heard under the overarching caveat that all people should be treated with reverence and honour. While in discussion, it is entirely reasonable to criticise sincerely held views based on strong convictions this should be done in a way that is consistent with the Christian ethos of love and welcome and avoids any suggestion of being dismissive of people.
23. In Western democratic society, human rights are often seen as undeniable absolute truths, without a recognition that sometimes differing human rights can seem at odds with one another. Human rights surrounding freedom of religion (Article 9) can appear

²⁷ In 2012, 1.5 per cent of adults in the UK identified themselves as Gay, Lesbian or Bisexual. However the age profile of those identifying as GLB reveals a significant demographic shift: adults aged 16 to 24 were more likely to identify themselves as Gay, Lesbian or Bisexual (2.6 per cent) compared with adults aged 65 and over (0.4 per cent) (Office for National Statistics Integrated Households Survey Jan 2012 - Dec 2012.) Another National Survey of Sexual Attitudes and Lifestyles shows in the results of a survey of 15,000 people conducted between September 2010 and August 2012 that there has been a rise in women having a same-sex partner, up from 1.8% to 7.9%.

²⁸ Pupils at CofE schools come from a wide variety of backgrounds. 25% of pupils attending CofE Secondary schools are from Black or Minority Ethnic backgrounds (Non-CofE 26%) (2013 School Census, Department for Education)

²⁹ *Some Issues in Human Sexuality* A guide to the Debate 2003 Church House Publishing p(Section 1.3.18)p26



to be at odds with the prohibition of discrimination (Article 14).³⁰ It can be, and has been, perceived that to hold the view that 'God, through nature, has indicated that heterosexual sexuality is the divinely ordained norm' is to be discriminatory against same-sex orientated people. Yet thinking, believing or verbally expressing that belief is not in itself discriminatory. Church of England schools need to ensure that, whilst clearly working to be inclusive spaces where homophobic language, actions and behaviours are unacceptable, those pupils, parents and staff who believe that homosexual acts are 'less than God's ideal' are given the safe space to express those views without being subject to another form of discrimination. It is also equally important to communicate clearly to pupils and families that holding traditional faith perspectives on sexuality is not counter to the school's aims and ethos, but that expressing hatred, negativity and hostility to another is unacceptable.

³⁰ Human Rights Act 1998 <http://www.legislation.gov.uk/ukpga/1998/42/schedule/1>

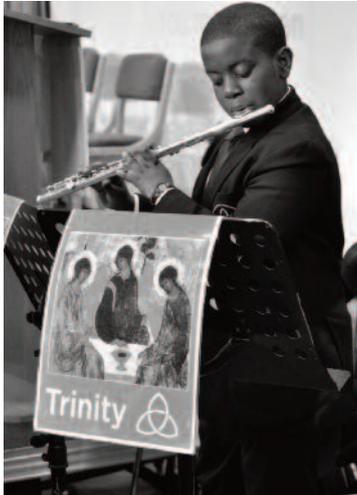


4. The Legal Framework with reference to the Marriage (Same Sex Couples) Act 2013,³¹ and the Church of England

24. The legal context for this guidance takes account of the Marriage (Same Sex Couples) Act 2013. As a result of this legislation it has, since March 2014, been possible for same sex couples to marry in England and Wales.
25. The Civil Partnership Act 2004 remains in force, so same sex couples will still, if they wish, have the option of registering a civil partnership rather than getting married. Those in civil partnerships who wish to do so will be able, once the necessary regulations have been made later in 2014, to convert their partnership into a marriage.
26. The new legislation permits religious as well as civil weddings but only where the particular denomination or faith has given its consent.
27. It preserves, as part of the law of the land, the Canon of the Church of England which affirms 'according to our Lord's teaching, that marriage is... the union of one man with one woman'.³² Church of England clergy are not able to conduct same-sex marriages according to the rites and ceremonies of the Church of England.

³¹ Marriage (Same Sex Couples) Act 2013 <http://www.legislation.gov.uk/ukpga/2013/30/contents>

³² *ibid*



5. Equality and Diversity Issues – the legal framework³³

All schools, including Church of England schools and academies, are subject to the laws of the land and must comply with their legal obligations in respect of equalities and diversity issues.

The Equality Act 2010

28. The Equality Act 2010 protects people from discrimination and harassment. If someone thinks they have been discriminated against, they may take their complaint to a court or Employment Tribunal (if they are an employee). The Act also places a duty on public authorities (including schools) to be pro-active in considering the need to address inequalities. The 'public sector equality duty' (for which provision is made in section 149) requires a public authority to have 'due regard' to the need to:
- eliminate discrimination, harassment, victimisation and any other conduct that is prohibited under the Act;
 - advance equality of opportunity between those who share a relevant 'protected characteristic' (including sexual orientation) and those who do not; and
 - foster good relations between those who share such a protected characteristic and those who do not.
29. In these contexts, to advance equality of opportunity is to remove or minimise disadvantage, meet people's needs and encourage participation and to foster good relations between people is to tackle prejudice and promote understanding.
30. The public sector equality duty does not require schools to eliminate inequality etc, advance equality of opportunity or foster good relations as such. Rather, it requires a school to take those aims into consideration in all that it does. Thus, for example, when taking decisions a school must assess whether it they may have implications for people with a particular protected characteristic. And they should consider the equality implications both when developing, implementing and reviewing policies. More information about the duty can be found in the Public Sector Equality Duty Guidance for Schools in England. (http://www.equalityhumanrights.com/uploaded_files/EqualityAct/PSSED/public_sector_equality_duty_guidance_for_schools_in_england_final.pdf)
31. Thus compliance with the public sector equality duty will enable schools better to tackle prejudice and promote understanding. In contrast, non-compliance could lead to schools failing to prevent the negative effects of prejudice and discrimination on children, as well as exposing them to the risk of legal proceedings or enforcement action.
32. The duty to have due regard to the need to eliminate harassment and foster good relations means that schools must address bullying- and prejudice-related incidents based on a protected characteristic, including homophobic bullying, not only by responding when an incident occurs but also by taking steps to put in place policies

³³ *Bullying and Prejudice Related Incidents: preventing and responding* http://www.babcock-education.co.uk/ldp/view_folder.asp?folderid=125386&depth=5&rootid=2344&level1=2344&level1id=&level2=2886&level2id=2886&level3=24334&level3id=&level4=125270&level4id=&level5=125386&level5id= <http://www.anti-bullyingalliance.org.uk/1050>



which try and prevent those incidents from occurring or escalating. Schools and establishments can only do this if they have a sense of what is happening in their environment, combined with effective procedures which staff understand and support, and a leadership that creates a culture of trust and respect.

33. Local authorities, academy providers and schools also have specific duties to publish information on performance against the public sector equality duty and to set equality objectives, refreshing these at least every four years.
34. Because of its relevance to the duty to eliminate harassment and foster good relations, this means that schools should publish information on performance and set objectives about bullying and prejudice related incidents as necessary and appropriate. What is published will vary according to school size but it could include basic data supported by a narrative of the number and type of incidents reported and dealt with. *Care must be taken not to publish any details that could identify specific individuals, especially where the number on roll or the community served by the school is small.* A school can include relevant objectives in the school's development plan.

The Education and Inspections Act 2006

35. There are a number of statutory obligations on schools with regard to behaviour which establish clear responsibilities to respond to bullying. In particular, Section 89 of the Education and Inspections Act 2006:
 - provides that every school must have measures to encourage good behaviour and respect for others, in particular by preventing all forms of bullying amongst pupils. These measures should be part of the school's behaviour policy, which must be communicated to all pupils, staff and parents.
 - gives head teachers the ability to ensure, to such extent as is reasonable, that pupils behave when they are not on school premises or under the lawful control of school staff.³⁴

Safeguarding Children and Young People – The Children Act 1989

36. Under the Children Act 1989 a bullying incident should be addressed as a child protection concern when there is "reasonable cause to suspect that a child is suffering, or is likely to suffer, significant harm."³⁵ Where this is the case, staff should report their concerns to their local authority's children's social care team. Even where safeguarding is not considered to be an issue, schools and other establishments may need to draw on a range of external services to support the child who is experiencing bullying, or to tackle any underlying issue which has contributed to a child doing the bullying.

Criminal law

37. 37. Although bullying in itself is not a specific criminal offence in the UK, it is important to bear in mind that some types of harassing or threatening behaviour – or communications – could be a criminal offence (under the Protection from Harassment Act 1997, the Malicious Communications Act 1988, the Communications Act 2003 or the Public Order Act 1986, for example). If staff believe that an offence may have been committed, then they should seek assistance from the police. For example, under the Malicious Communication Act 1988, it is an offence for a person to send an electronic communication to another person with the intent to cause distress or anxiety or to

³⁴ *Preventing and Tackling Bullying*, Department for Education 2011

³⁵ <http://www.legislation.gov.uk/ukpga/1989/41/contents>



send an electronic communication which conveys a message which is indecent or grossly offensive, a threat, or information which is false and known or believed to be false by the sender.

Bullying outside school premises

38. Headteachers have a specific statutory power to discipline pupils for poor behaviour outside of the school premises. Section 89(5) of the Education and Inspections Act 2006 gives headteachers the power to regulate, to such extent as is reasonable, pupils' conduct when they are not on school premises and are not under the lawful control or charge of a member of school staff. (This legislation does not apply to independent schools, although an equivalent power may be included in the contract between the pupil's parents and the school). This can relate to any bullying (or prejudice-related) incidents occurring anywhere off the school premises, such as on school or public transport, outside the local shops, or in a town or village centre.
39. Where bullying, including prejudice-related incidents, outside school is reported to school staff it must be investigated and acted on. The headteacher should also consider whether it is appropriate to notify the police or local authority of the actions taken against a pupil. If the misbehaviour could be criminal or poses a serious threat to a member of the public, the police should always be informed.
40. Section 28 of the Local Government Act 1988, introduced to prevent schools and local authorities from promoting homosexuality or "its acceptability as a pretended family relationship", was repealed in 2000.³⁶

³⁶ <http://www.legislation.gov.uk/ukpga/1988/9/section/28>



6. Ofsted

The Framework for School Inspection 2012 and the Subsidiary Guidance April 2014 give a clear message to schools that addressing homophobic bullying is not optional.

41. “In order to evaluate pupils’ attitudes to homophobia and other forms of prejudice, inspectors should specifically ask pupils about the type of language they hear around the school. This should be compared to responses from staff in order to test the school’s attitudes to such issues.”³⁷
42. Ofsted inspectors judge and report on the quality of education provided in schools and its overall effectiveness, including the behaviour and safety of pupils at the school. The process of inspection complements the school’s own self-evaluation, a process now well established in schools which provides a basis for planning developments and improvements. School inspectors will evaluate the work of schools in eliminating discrimination, promoting equality of opportunity and fostering good relations.
43. When evaluating the behaviour and safety of pupils at the school, inspectors will consider pupils’ behaviour towards, and respect for, others, including freedom from bullying and harassment that may include cyber-bullying and prejudice-based bullying related to special educational need, sexual orientation, sex, race, religion and belief, gender reassignment or disability. Inspectors will look at how well teachers manage the behaviour and expectations of pupils to ensure that all pupils have an equal and fair chance to thrive and learn in an atmosphere of respect and dignity. They will also look at how well the school ensures the systematic and consistent management of behaviour.
44. When evaluating the quality of leadership and management in the school, the inspectors will consider whether the school ensures that all pupils are safe.³⁸ Ofsted inspectors are required to take the distance-learning package *Lesbian, Gay, Bisexual and Transgender issues: Inspecting provision and outcomes for pupils in schools*.³⁹ This guidance suggests that inspectors ask questions of staff about the school’s staff training around homophobic bullying and ask pupils about how the school addresses homophobic bullying and the use of homophobic language. It guides inspectors as to how these questions may affect judgements to do with behaviour and safety, leadership and management, and overall effectiveness. The 2014 Supplementary Guidance also questions the breadth and balance of curriculum opportunities to explore issues of acceptance and living alongside difference as judgement criteria for Ofsted. “In particular, inspectors should consider how pupils are taught about diversity in subjects such as personal, social and health education (PSHE) and citizenship.”⁴⁰

³⁷ *Ofsted Subsidiary Guidance 2014* p21.84 <http://www.ofsted.gov.uk/resources/subsidiary-guidance-supporting-inspection-of-maintained-schools-and-academies>

³⁸ With thanks to Devon County Council and Babcock Partners in Education for this summary of the Legal context and Ofsted Requirements *Bullying and Prejudice Related Incidents: preventing and responding* p 4-8

³⁹ Ofsted Inspection LGBTT distance learning materials revised version 2012

⁴⁰ *Ofsted Supplementary Guidance for Inspectors 2014* p21.85



7. General Guidance for Anglican Schools and Academies

45. In October 2013 a short survey of Church schools across the country was conducted and 48 schools replied:

Among the respondents in this sample, 68.96% of schools did and 31.4% of schools did not currently have policies that include guidance and strategies for combatting homophobic bullying.⁴¹ Schools should incorporate strategies for combatting homophobic bullying into their generic policies about inclusion, behaviour, equality and anti-bullying.

46. Ofsted's study *No Place for Bullying*, published in June 2012, interviewed 37 primary and 19 secondary schools and found that the best schools had the following characteristics:

- a **positive culture and ethos** in the school;
- school **expectations and rules** were clearly spelled out in terms of how pupils should interact with each other;
- **respect for individual differences** had a high profile;
- pupils had **developed empathy**, understood the effect that bullying could have on people and **took responsibility** for trying to prevent bullying;
- **curriculum planning and delivery** helped a great deal to bring about these positive attitudes by 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;
- **bullying incidents were carefully analysed** to look for trends and patterns, and this information was used to plan the next steps;
- **action taken** was firm and often imaginative;
- if pupils had been bullied they felt very **confident that action was taken** and it stopped promptly;
- **governors were well informed** and questioning about bullying.

47. The DfE guidance to schools *Preventing and tackling bullying*⁴² adds to these criteria of what makes for successful, safe schools:

- **involve parents** to ensure that they are clear that the school does not tolerate bullying and are aware of the procedures to follow if they believe that their child is being bullied. Parents feel confident that the school will take any complaint about bullying seriously and resolve the issue in a way that protects the child, and they reinforce the value of good behaviour at home.
- **involve pupils** so that all pupils understand the school's approach and are clear about the part they can play to prevent bullying, including when they find themselves as bystanders.
- **regularly evaluate and update approaches** to take account of developments in technology, for instance regularly updating 'acceptable use' policies for computers.
- **implement disciplinary sanctions** so that the consequences of bullying reflect the seriousness of the incident and so that others see that bullying is unacceptable.

⁴¹ Survey of Church schools carried out Oct 2013 (See Appendix A).

⁴² DfE July 2013



- **openly discuss the differences between people** that could motivate bullying, such as religion, ethnicity, disability, gender or sexuality - also children with different family situations, such as looked-after children or those with caring responsibilities. Schools can also teach children that using any prejudice-based language is unacceptable.
- **use specific organisations or resources** for help with particular problems. Schools can draw on the experience and expertise of anti-bullying organisations with a proven track record and/or specialised expertise in dealing with certain forms of bullying.
- **provide effective staff training** - anti-bullying policies are most effective when all school staff understand the principles and purpose of the school's policy, its legal responsibilities regarding bullying, how to resolve problems, and where to seek support. Schools can invest in specialised skills to help their staff understand the needs of their pupils, including those with special educational needs and/or disability (SEND) and lesbian, gay, bisexual and transgender (LGBT) pupils.
- **work with the wider community** such as the police and children's services where bullying is particularly serious or persistent and where a criminal offence may have been committed. Successful schools also work with other agencies and the wider community to tackle bullying that is happening outside school.
- **make it easy for pupils to report bullying** so that they are assured that they will be listened to and incidents acted on. Pupils should feel that they can report bullying which may have occurred outside school including cyber-bullying.
- **create an inclusive environment** - schools should create a safe environment where pupils can openly discuss the cause of their bullying without fear of further bullying or discrimination.
- **celebrate success** - celebrating success is an important way of creating a positive school ethos around the issue.

What to do about Bullying and Prejudice Related Incidents⁴³

48. To succeed, schools need to consider three issues:

- **challenging** unacceptable behaviour, including setting standards of acceptable behaviour and a culture of trust and respect;
- **supporting** the child/young person who has been bullied (and sometimes the child/young person who has displayed bullying behaviour and any non-intervening bystanders);
- **reporting** what has happened and monitoring those reports.



49. There are many examples of good strategies for how to challenge behaviour, how to support the child or young person who has been bullied and the pupil who has displayed bullying behaviour, and there are excellent systems of reporting.⁴⁴ Most schools already have anti-bullying structures in place and may be using the recommended resources from their local authority or another agency. Anglican schools should ensure that homophobic bullying is included as a 'category of incident' that they are seeking to challenge in any anti-bullying work. Church schools should place this within a community ethos and a context of Christ's commandment to 'love your neighbour as yourself'. All are welcomed and accepted into the love of God and an

⁴³ Taken from Devon County Council and Babcock Partners in Education *Bullying and Prejudice Related Incidents: preventing and responding* p18

⁴⁴ See resources list (Appendix B)



unconditional acceptance of differences should be a hallmark of every Church of England school. This will be reflected in a commitment to pastoral care which will support and help the individual who has/is being bullied whilst ensuring that no pupil feels that there is 'no way back' from their bullying behaviour or that they have been labelled without the opportunity for forgiveness. Constructive support will be offered to the child or young person who has displayed bullying behaviour and the school community should make it clear that they offer the person the hope of change, fresh start and reconciliation.

50. Recommendations for good practice:

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 issues surrounding sexual identity and homophobic bullying. (See Appendix B and Further Resources for systems and support.)
3. Schools should ensure that the behaviour policy includes clear expectations that homophobic behaviour and language will not be tolerated. (See Appendices C to H for sample policies).
4. In Collective Worship, themes and values that play a part in combatting 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. (See Further Resources for possible materials.)
6. Systems for monitoring and analysing incidents of bullying should include homophobic bullying as a type, and the school should regularly review the effectiveness of its curriculum, strategies and ethos in this regard. (See Appendix B for examples of systems for monitoring.)
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, (including bullying).
8. Within the secondary phase's Sex and Relationships Education programme, sexual orientation should be included as an aspect, ensuring that traditional Anglican views are taught clearly alongside other viewpoints also held by Anglicans, by other Christians, and by those of other faith perspectives and world-views. (See Further Resources.)



8. Specific Issues for Anglican Primary Schools

“Our survey indicates a decline in bullying with age - around 19% of children in primary school (years 4 and 6) had been bullied more than three times in the last three months compared to around 9% of those in secondary school (years 8 and 10).”⁴⁵

51. Bullying is a significant issue for children in primary schools and it would appear to be more frequent at Key Stage 2 than in secondary schools. A Church school should address bullying within the framework of Christian beliefs and values starting with the conviction that every child reveals the divine nature of God’s creation. Church schools need to be safe havens where play and exploration are encouraged. Archbishop Rowan Williams argued that modern society has not protected the ‘latency of childhood’. Childhood should be a time where it is accepted that development is still in progress. Williams comments that in our modern world “children are pressed into adult or pseudo-adult roles as fast as possible”.⁴⁶ This need to protect childhood from early sexualisation and consumerism has been taken up by the Mothers’ Union in their Bye Buy Childhood campaign.⁴⁷
52. It is not appropriate that a primary school’s strategy for combatting homophobic bullying should focus on any aspect of differing sexual practices (i.e. what people do with their bodies sexually, although human reproduction may be an element of the Science curriculum).⁴⁸ An exploration of differing sexual activity would not be consistent with a primary school’s responsibility to safeguard the latency of childhood. However, in talking about acceptance of difference and providing curriculum opportunities where difference is explored, same-sex relationships and parenting may be mentioned as a fact of some people’s lives (for the child with homosexual family members this will be a signal of recognition that will encourage self-esteem).
53. The focus for primary schools is best located within its inclusive ethos and indeed the inclusion policy is an important tool. “All are welcome here and will be valued and nurtured.”^{49, 50} However, to ensure the safety of pupils and to reinforce the authenticity of the school’s ethos of “being a hospitable place where life can be lived without fear and where community can be found,”⁵¹ it is important to promote a strong anti-bullying stance that will make explicit the unacceptability of racist, disablist and homophobic remarks. Anglican primary Schools should have an effective policy that will seek to combat **all** forms of negative discrimination.
54. The specific use of homophobic language is endemic in most English schools and 40% of primary school teachers reported homophobic bullying, name-calling or harassment in their school.⁵² Therefore specific work to counter such bullying and use of language such as ‘you’re so gay’ or ‘your pencil case/trainers etc. are gay’ is warranted and will need to be specific to age and cohort.⁵³

⁴⁵ *The Good Childhood Report* Children’s Society 2012

⁴⁶ *Lost Icons* Morehouse Rowan Williams 2000

⁴⁷ <http://www.byebuychildhood.org/>

⁴⁸ The national curriculum for England to be taught in all maintained primary and secondary schools from September 2014. UK.Gov The guidance for Science suggests that human reproduction be taught in year 5 and the focus is on the gestation of babies compared to other animals - this is not about different human sexual practices

⁴⁹ Taken from St Andrew’s CofE Primary School, Bath, Inclusion Policy

⁵⁰ See sample Inclusion policy in Appendix A

⁵¹ Henri Nouwen 1998 *Reaching Out* London, Fount p43

⁵² UNESCO *Educational sector responses to homophobic bullying* 2012 p18

⁵³ See suggested resources (Appendix B)



9. Specific Issues for Anglican Secondary Schools

55. As children approach adolescence questions of identity and body consciousness can be sources of confusion; puberty, hormones and the search for confidence can be warring factions in young people's lives. The quest for security and happiness can be even more elusive if you are made to feel your 'difference' places you outside of your peer group.⁵⁴ This is occurring at a stage when young people may feel the need to distance themselves from parental influence and individuate, where friends are of key importance and the desire to be popular is great. More than ever, pupils at this time in their lives need to be in a safe environment where exploring their identity can be done in safety, without fear of ridicule and in a climate of love and acceptance.

"At secondary school level, sex and relationship education should prepare young people for an adult life in which they can:

- develop positive values and a moral framework that will guide their decisions, judgements and behaviour;
- be aware of their sexuality and understand human sexuality"⁵⁵

Therefore within sex and relationship education it is appropriate that pupils discuss different perspectives held about same-sex relationships within a context that will ensure that the traditional Anglican teaching is explained alongside other religious and non-religious views.⁵⁶ This may occur in PSHE or RE lessons.

56. Homophobic bullying and the inappropriate and derogatory use of the term 'gay' remain issues at the secondary level. Strong messages, anti-bullying work and challenge are vital tools in ensuring Church of England secondary schools are places of welcome where all can achieve their best in an emotionally safe environment.
57. In most secondary schools, individuals will have crises surrounding their sexuality. It is important that school counsellors, learning mentors and chaplains are appropriately trained to be able to support pupils. Some pupils may 'come out' during their time at secondary school and again appropriate care and unequivocal support is needed both for them and for any siblings within the school.

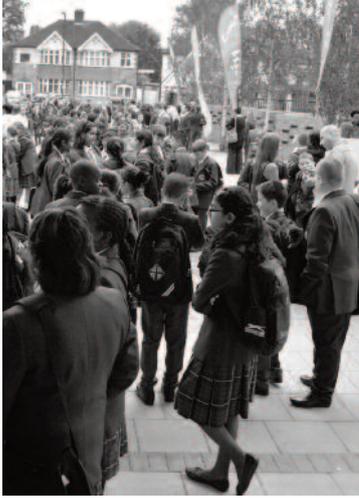
"Teachers should be there to listen and take teenagers seriously. The teachers and support staff at my son's school couldn't have done any more to support him. They were absolutely amazing. Right now he is focused on studying hard and getting through his GCSEs. He's recognized how he feels about relationships but it's not something that remains a complete focus – and to us, that's how it should be."⁵⁷

⁵⁴ http://eclkc.ohs.acf.hhs.gov/hslc/tta-system/teaching/eecd/curriculum/planning/_34_stages_of_adolescence1.pdf

⁵⁵ Sex and Education Guidance DFE 2000

⁵⁶ See appropriate suggested resources in Appendix B

⁵⁷ SecEd website - best practice: <http://www.sec-ed.co.uk/best-practice/helping-gay-pupils-who-come-out-at-school#sthash.TVZfoK5F.dpuf>



58. When a student gains appropriate support at a vulnerable time their academic achievements can be safeguarded. For pupils with a strong faith this may be an even greater time of anxiety and confusion as they grapple with the fear that their family or faith community may struggle to accept them. Ensuring that those providing confidential pastoral support have specific training is a priority for secondary schools. In Church of England Secondary Schools with Chaplains or Chaplaincy teams, their pastoral support could be most effective in this context.
59. Effective teaching of sex and relationship education mitigates the risk of adopting sexually risky lifestyles especially at the secondary stage where pupils may be more vulnerable. This applies to same-sex attracted pupils as well as heterosexual young people. If pupils are not offered effective sex and relationship education that allows them to have their questions answered and is informative they may find their information elsewhere (e.g. from pornography or inappropriate websites and forums).



10. Recommendations for those who have responsibility for monitoring and evaluating Church of England Schools

60. To ensure that Church schools are protecting pupils from homophobic and other types of bullying, the National Society will recommend the following:

I. SIAMS

Within the framework and in the initial and on-going training offered to inspectors, effective anti-bullying strategies will be included as a performance indicator of a Church school that is distinctive and effective.

“The principal objective of the inspection is to evaluate the distinctiveness and effectiveness of the school as a Church school so to ensure that learners’ academic, personal and spiritual needs are being met.”⁵⁸

If a child cannot learn without fear of bullying then their academic, personal and spiritual needs are not being met. Therefore it is recommended that inspectors are asked to include consideration of pupils’ experiences of bullying, including homophobic bullying, when making their judgements. It also needs to be remembered that each school will have their own system and may define bullying differently to a neighbouring school/academy and that advice and guidance will vary from region to region. Any judgement made will need to evaluate the effectiveness of the system in safeguarding pupils and ensuring that they are able to flourish without fear or hindrance.

2. DBEs (Diocesan Boards of Education) and DMATs (Diocesan Multi-Academy Trusts)

As part of their role DBEs are asked to “effectively analyse the performance of all diocesan schools, identify schools that need support and enable the brokering of support to ensure school effectiveness.”⁵⁹ This should include oversight for monitoring behaviour and bullying in diocesan schools. (Schools still under the jurisdiction of Local Authorities as well as being part of the diocese may be asked for data about their incidents of bullying and prejudice.) With the diminished capacity of many LAs, converter academies and those in DMATs may have no outside agency monitoring their levels of bullying and evaluating the effectiveness of strategies being used. All diocesan education structures should acknowledge that a culture of bullying will have a detrimental effect on academic standards as well as on pupil wellbeing. The Church of England has a mission to see the flourishing of all children and young people in its schools and at a local level DBEs and DMATs play a vital role in monitoring this. It is good practice for DBEs and DMATs to develop systems to monitor diocesan schools’ strategies for inclusion and bullying.

⁵⁸ A framework for inspection and self-evaluation of Church of England and Methodist schools Revised version November 2012

⁵⁹ A Diocesan Board of Education for the Future July 2013 Archbishops’ Council Education Division p3





Appendix A

Combating homophobic bullying in Church of England schools: survey results

In October 2013, a small-scale survey was sent across the country to Headteachers, as a response to the Archbishop of Canterbury's commissioning of this guidance and strong statements in General Synod about the need to combat homophobic bullying in Church schools.

We received 48 written responses and conducted 10 oral interviews to ascertain current practice and need.

Key findings

- 31.4 % of the Church schools surveyed do not have policies that include guidance and strategies for combatting homophobic bullying.
- No schools that completed the survey currently have access to materials they use to specifically help combat homophobic bullying.⁶⁰
- From the schools' written responses it would appear that guidance will need to:
 - a) comply with DfE/Ofsted guidelines;
 - b) offer age-related guidance for primary and secondary schools;
 - c) offer guidance to help combat the use of homophobic language, in particular the derogatory use of the word 'gay';
 - d) show how to support children of same-sex couples in schools;
 - e) show how to approach the tensions between, on the one hand, parents and pupils from particular faith and cultural life perspectives that do not condone homosexuality and, on the other hand, a more inclusive Christian ethos that seeks to emphasise a welcome for all;
 - f) offer guidance as to where to find appropriate materials and support.

Results data

48 responded

I. Does your school have an existing anti-bullying policy that includes strategies for combatting homophobic bullying?

Yes: 68.6%

No: 31.4%

Some written responses:

Yes	No
<ul style="list-style-type: none"> • We have a policy it does not make specific reference to homophobic bullying. Our new equality policy does. • We have an equality and diversity policy which deals with homophobia 	<ul style="list-style-type: none"> • Our policy treats all bigotry with equal measure and does not single out one above another • No strategies for dealing with it specifically • Not specifically • We have a policy but it does not include specific reference to homophobic bullying • Not specifically, but would cover it

⁶⁰ However, all schools in England have been sent materials by Stonewall in 2011, 2012 or 2014 although each School or Academy Governing body will need to assess the suitability of any materials chosen to be used.

2. Have you used any teaching materials to help to combat homophobic bullying?

Yes: 0%
No: 100%

3. Is there anything you would specifically want to be included in guidance on homophobic bullying in Church of England schools?

Age-related

- Age-appropriate resources (e.g. video clips or stories as a discussion starter)
- Resources that support us in explaining this subject to young (primary age) children
- How this would 'look' at primary level / secondary level?
- Age related resource guide.
- Guidance as to age appropriate learning
- Something relevant for younger pupils

Parents

- Parent friendly resources that support us in explaining the school's policies and practice and help parents to support us
- We have just joined Stonewall as a champion school. We are looking to raise profile but would like advice on how to manage this area and take some of our more religious parents/governors with us!

Language

- The use of specific language used as a derogatory term (e.g. 'gay')
- I think that language is a key part of this problem as 'gay' seems to be used like any other word. I also think one of the challenges is about how this is tackled age-appropriately when children's understanding of the whole concept varies.

Moral stances

- Understanding how to approach the tensions between parents from particular religious groups who don't condone homosexuality in the first place, with our say no to bullying / inclusive /Christian ethos.
- Whilst welcoming this initiative, the C of E's own institutional homophobia and the theological/moral confusion behind it is a big problem!

Classroom

- Responding to potentially negative attitudes towards teachers
- Children who come from same sex relationships and coping with questions from peers
- Address the use of biblical teachings that can underpin the work schools might do in this area
- How to explain sensitively to gay pupils the Church of England's stance on gay marriage.

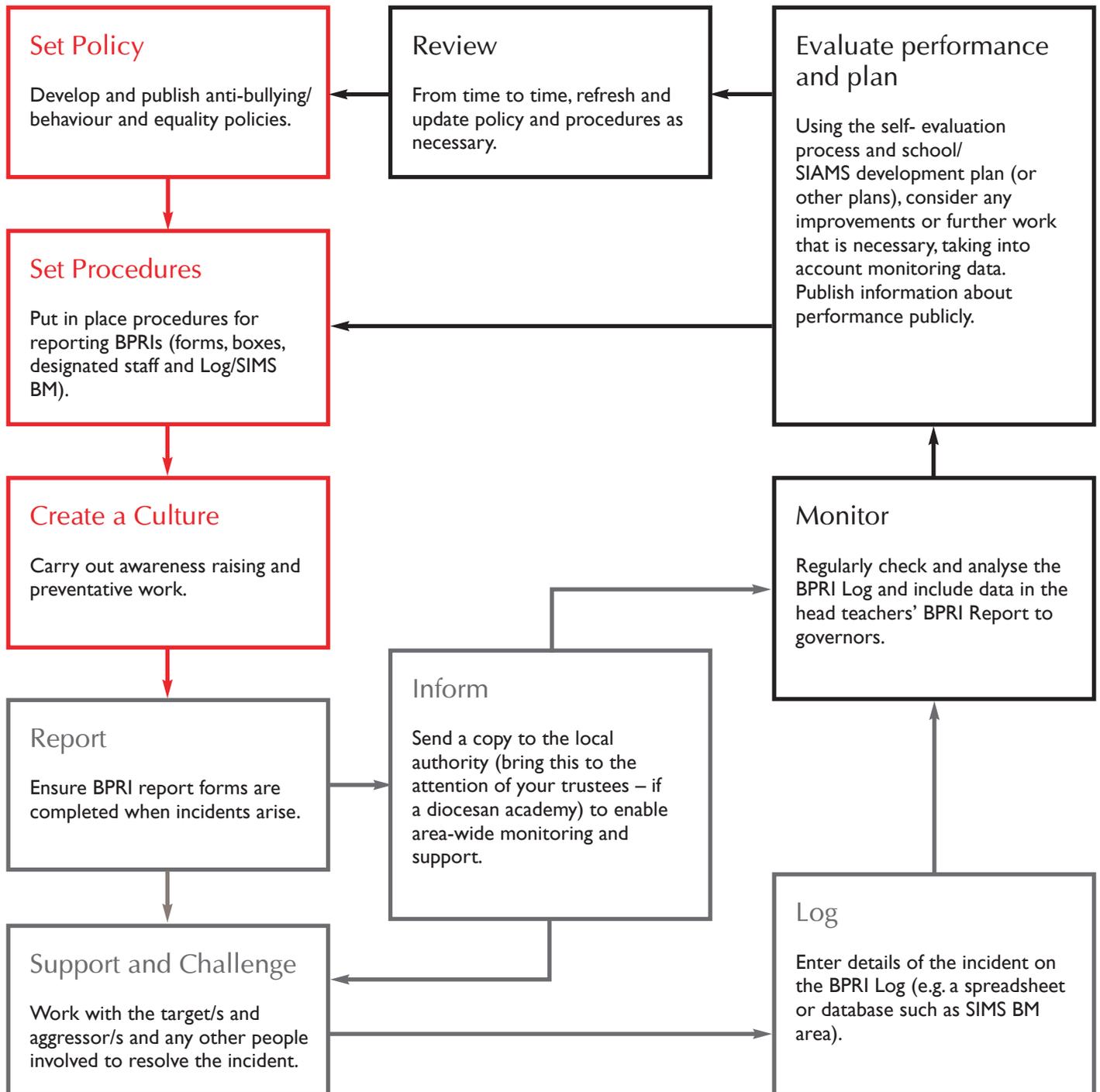
Other

- Look at the Ofsted guidelines for dealing with bullying and homophobic incidents
- Guidance for strategies to be included in our policy



Appendix B

Flowchart of preventing and responding ⁶¹



⁶¹ Babcock

Appendix C

Sample Church of England Primary School Inclusion/Equalities Policy

“Everyone is an insider, there are no outsiders - whatever their beliefs, whatever their colour, “gender or sexuality”

Archbishop Desmond Tutu

February 2004

Introduction

At _____ Church of England Primary School we believe that all should feel welcomed, valued and nurtured as part of our community. This inclusion is essential as preparation for our children so they can make a positive contribution to life in the multi-cultural, multi-faceted world in which we live. Hospitality, inclusion and reverence for all are part of the core values which underpins all our work and practice and is central to our Christian ethos. _____ School aims to provide an environment where all feel valued and free from discrimination, reflecting the world in all its rich diversity. We are committed to promoting the understanding of the principles and practices of equality - treating all those associated with our school as individuals, according to their needs, with an awareness of our diverse society and appreciating the value of difference. We actively promote an anti-bullying stance which includes making explicit the unacceptability of racist, disabled and homophobic remarks. In fact we actively seek to combat all forms of negative discrimination.

Special Education Needs

Within the umbrella of inclusion we understand that, as individuals, children and adults alike all require some form of support. We recognise for some this may be specific and sometimes require the help of professionals and outside agencies.

Accessibility

The school has worked hard to be as accessible as possible. However, should any individual encounter any difficulties with our provision we would actively seek to support them.

The Curriculum

At _____ we provide a broad and balanced curriculum that is accessible to all children, recognising individual needs and working in close partnership with parents and other professionals. We plan our curriculum to extend our children's knowledge and experience of Christianity as a global faith and of and other religions, cultures, languages and celebrations. We ensure that our curriculum echoes the diversity of our society. Our curriculum planning, the resources we select and the behaviour we expect reflect the commitment from staff, parents/carers and volunteers to actively include all our children.

Educational inclusion is about equal opportunities, for all children, whatever their age, gender, ethnicity, attainment and background. It ensures particular attention to the provision made for the achievement of different groups of pupils within a school. We are aware that specific groups of children are more likely to under-achieve and/or suffer discriminatory practice than others within our society.



These groups include:

- girls and boys; transgender children;
- minority ethnic and faith groups, travellers, asylum seekers and refugees;
- pupils where family members are in prison;
- pupils who need support to learn English as an additional language (EAL);
- pupils with disabilities;
- pupils with special educational needs;
- gifted and talented pupils;
- children 'looked after' by the local authority;
- other groups of children (such as sick children, young carers and children under stress, children from single parent families, children with parents/carers with drug or alcohol dependency issues, children with same sex parents/carers);
- any pupils who are at risk of disaffection and exclusion.

At _____ we are committed to constantly monitoring, evaluating and reviewing our practice to ensure that the entire school community and, in particular, all our pupils:

- make good progress and achieve
- are able to learn effectively without interference and disruption
- are treated respectfully
- receive additional help according to their needs
- have access to a broad and balanced curriculum
- feel safe, secure and happy within the school setting

We take seriously our legal duties regarding discrimination. When drawing up this policy we felt that, whilst this is a stand-alone document, inclusion permeates all aspects of school life and this document should therefore be read in conjunction with other policies (e.g. Equalities Policy, SEN Policy, Behaviour Policy and Anti-bullying Policy).⁶²

Signed:

Signed:

Headteacher:

Chair of Governors:

Date:

Date:

⁶² This Policy is based on the Inclusion Policy used at St. Andrew's Church of England School, Bath - which has been recorded as having the lowest levels of homophobic bullying within its locality. (Source: BANES School Health Education Unit Survey)

Appendix D

Sample Primary School Anti-Bullying Policy⁶³

Introduction

“All children are a gift from God. They are all special and should be allowed to develop and “grow in a nurturing environment secure in the knowledge that they are cherished.”⁶⁴

At _____ we endeavour to create a safe and stimulating environment where everyone knows that they are valued. A person has the right to be treated with respect and has the responsibility to treat others in the same way. Children are given the confidence and strategies to speak up and tell of any bullying experiences, knowing that positive action will be taken.

Aims and objectives

- To promote a secure and happy environment free from threat, harassment or any type of bullying behaviour.
- To create a school ethos in which bullying is regarded as unacceptable.
- To produce a consistent school response to any bullying incidents that may occur.
- To inform pupils and parents of the school's expectations and to foster a productive partnership which helps maintain a bullying-free environment.

What is bullying?

Bullying is a conscious and willful repetitive act of aggression and/or manipulation by one or more people against another person or people. It is also an abuse of power by those carrying out the bullying, which is designed to cause harm. If bullying is allowed it harms the perpetrator, the target and the whole school community and its culture of safety and wellbeing in the school.

The Nature of Bullying

Bullying is considered to be:

- deliberately hurtful (including aggression)
- repeated often
- often difficult for individuals who are being bullied to defend themselves against

Bullying can take many forms:

- physical: hitting, kicking, taking belongings
- verbal: name calling, insulting, making offensive remarks
- indirect: spreading nasty stories about someone, exclusion from social groups, being made the subject of malicious rumours
- pupils may use the tool of cyber-bullying (e.g. text messages, e-mail or using social networking sites like Facebook or Ask FM)

People may bully others because of varying perceived differences:

- sexism, racism, religion or belief, academic ability, gender identity, homophobia, disability, perceived characteristic (e.g. hair colour or weight) or because of an associate (family member or friend)

⁶³ This sample anti-bullying policy has been adapted by one written by St Francis Church of England VA Primary School Swindon which gained an Outstanding Ofsted and SIAMS judgement in 2012

⁶⁴ Taken from St Francis Church of England VA Primary School, Swindon Vision statement



Our Approach to Bullying

We believe that if children are encouraged to be good citizens in an environment where they feel stimulated and excited by their learning, it will minimize the occurrence of bullying. We feel it is important to create an atmosphere where our children know that they will be listened to and where their problems and worries are taken seriously and responded to with sensitivity.

Bullying is always unacceptable and always serious. We are committed to creating a safe environment where children can learn and play, can talk about their worries, confident that an adult will listen and will offer help.

Through a variety of planned activities across the curriculum such as circle time, role-play, class performances, sharing assemblies, our children gain in self-confidence and develop strategies to speak up for themselves and express their own thoughts and opinions. Encouraging children to take responsibility by becoming a member of the school council, applying to be a mini teaching assistant or becoming a play leader promotes children's self confidence. In having this approach we believe this helps to reduce a code of secrecy where children feel too scared to speak up and tell of any bullying experiences.

Our Personal, Social and Health Education (PSHE) curriculum will ensure that each Year Group addresses issues related to bullying. This may take the form of an explicit approach or maybe implicit, in terms of looking at friendships and valuing each other, appreciating differences, to develop individual self-confidence. In addition to this, the issue of bullying in its many forms is the focus of circle time discussions.

Incidences of bullying brought to the attention of the class teacher are investigated as soon as possible. Information is gathered from pupils and any staff concerned. Any relevant observations are recorded in the teacher's records and the Headteacher is kept informed.

We have two aims when reacting to incidents of bullying:

1. to make the child who has been bullied feel safe
2. to encourage better behaviour from the child who has displayed bullying behaviours, colluders and bystanders.

In order to achieve this we use a range of strategies appropriate to the nature, severity and history of the bullying.

If the bullying is a recently established behaviour by an individual or a group which involves regular name-calling, intimidation or social exclusion (but not gross physical violence) a problem solving approach is adopted. The underlying intention is to change the dynamics of the situation, to raise the awareness of the participants about bullying, and to support the peer group in taking responsibility for bullying. It is a seven-step approach.

If the bullying involves an individual or group, who have been involved in bullying on a previous occasion and the school has previously implemented the above problem solving approach, then the following procedure will be followed:

1. the Headteacher is informed
2. the pupil who has been bullied is interviewed and their comments recorded
3. the pupil or pupils who have displayed bullying behaviours is/are interviewed and comments recorded
4. the parents of the individual who has shown bullying behaviour are contacted and invited to a meeting; a meeting between the Headteacher, pupil and parents is held; the incidents are outlined and the sanctions are detailed.
5. Individual Behaviour Plans to set targets to improve and monitor behaviour are set up which may involve calling upon the expertise of outside agencies.

6. In persistent circumstances sanctions may include:

- permanent exclusion
- temporary exclusion
- exclusion from the school premise at lunchtime
- exclusion from the playground at lunchtime
- move out of current class
- arrangements for parent to supervise pupil to and from school daily

7. The parents/carers of the pupil who has been bullied are kept informed throughout the whole process

The Role of the Governing Body

The governing body monitors the incidents of bullying that occur and reviews the effectiveness of the school policy regularly. This will be done through a monitoring log and through the sample questionnaire which is conducted annually with Year 6. The governors require the headteacher to keep accurate records of all incidents of bullying and to report to the governors on request about the effectiveness of school anti-bullying strategies.

The governing body responds within ten days to any request from a parent to investigate incidents of bullying. In all cases, the governing body notifies the Headteacher and asks her/ him to conduct an investigation into the case and to report back to a representative of the governing body.

Monitoring the Policy

This policy is monitored on a day-to-day basis by the Headteacher, who reports to governors about the effectiveness of the policy on request. To discover the extent to which bullying exists in school and to monitor the extent to which our anti-bullying policy is effective the log and strategies will be reviewed alongside the Year 6 questionnaire.

The anti-bullying policy is the governors' responsibility and they review its effectiveness annually. They do this by examining the school's anti-bullying logbook and by discussion with the Headteacher. Governors analyse information with regard to gender, age and ethnicity, perceived sexual orientation and any other characteristic/ background of all children involved in bullying incidents.

Signed:

Signed:

Headteacher:

Chair of Governors:

Date:

Date:



Problem Solving Approach

Step 1: The child who has been bullied is interviewed

Once it has been established that a child has been bullied, the child is interviewed. The main focus of the interview is to understand the effect the bullying has had upon the child. He or she is asked if they want to pursue the issue. If appropriate the child may be asked to draw a picture or write a poem to describe the effect the bullying has had on them. The child is then asked who he or she would like to attend a meeting who might help to make their lives much safer at school.

Step 2: A meeting is convened with people involved

A small group of pupils is asked to meet with the teacher or the person who is handling the incident. This will include those who have displayed the bullying behaviour, others who have witnessed it but have not taken part, and other members of the peer group who may not have been involved at all but who could make a positive contribution.

Step 3: The problem is explained to the group

The bullying is explained to the children and is emphasized that the bullying makes the person being bullied feel really bad. The others are read the child's poem or shown the picture; either is used as the basis for discussion. No one is blamed for the bullying but solutions are sought.

Step 4: The responsibility is shared

The group shares the responsibility for the bullying. Although blame is not attributed and punishments are not meted out, the act of bullying has to be acknowledged so the group can move onto the next stage.

Step 5: The group is asked for its ideas

The group is asked what they feel should be done. After brainstorming, individuals suggest solutions - how they feel they can help and what they will do. Good, positive suggestions for making things better are sought.

Step 6: It is left up to the group

The responsibility for carrying out their suggestions is left up to the group. They go away feeling they will do something positive that is supported by the teacher who has conducted the session and in conjunction with the effects of the peers.

Step 7: A review meeting with the child who was bullied

A week or so later the teacher meets up with the child to find out what improvements have been made.

Step 8: The group meets again

The group meets again to discuss what they have done and what effect they have had and have some feedback from the meeting the teacher has had.

Questionnaire About Bullying

Class:

This school takes bullying very seriously and we wish to know your views on bullying. Bullying can be kicking, or the use of force in any way. It can be teasing, making rude gestures, name-calling or leaving you out.

Bullying means that these things happened more than once and were done by the same person or persons. Bullying means to hurt, either physically or so that you feel very bad.

This is an anonymous questionnaire. This means that you can answer the questions but you don't have to let us know who you are. There is a blank for your name, however, so if you are having a problem with bullying you may wish to put your name in so that we can help you sort it out. If you do this it will be kept confidential. We will not give any information to anyone or do anything without your agreement.

Name:

(give your name only if you wish)

1. Are you a boy or a girl?

 Boy Girl

2. Since I have been at this school, I have been bullied...

 Never Once in a while About once a week More than once a week

3. I have been bullied in the following ways (tick which ones have happened to you)

 Hitting(punching, kicking, shoving) Mean teasing Purposefully left out of things Had my things damage or stolen Was sworn at Received nasty notes Had untrue and mean gossip spread about Someone said nasty things to make others dislike me I was threatened Had rude gestures or mean faces made at me People used texts, e-mails, facebook or another site to be nasty to me

Anything else (write down here):

4. When was the last time you were bullied?

 Yesterday Last week Last term Last year



5. Since I have been at school, I have bullied someone:

- Never Once in a while About once a week More than once a week

6. Since I have been at school, I have seen bullying take place:

- Never Once in a while About once a week More than once a week

7. I have watched or have heard about the following types of bullying (tick which ones)

- | | |
|--|--|
| <input type="checkbox"/> Hitting (punching, kicking, shoving) | <input type="checkbox"/> Mean teasing |
| <input type="checkbox"/> Purposefully left out of things | <input type="checkbox"/> Had my things damaged or stolen |
| <input type="checkbox"/> Was sworn at | <input type="checkbox"/> Received nasty notes |
| <input type="checkbox"/> Had untrue and mean gossip spread about | <input type="checkbox"/> Someone said nasty things to make others dislike me |
| <input type="checkbox"/> I was threatened | <input type="checkbox"/> Had rude gestures or mean faces made at me |

Anything else (write down here):

8. Tick all the places where you have been bullied or have seen bullying take place:

- | | |
|--|--|
| <input type="checkbox"/> In the playground | <input type="checkbox"/> In the corridors |
| <input type="checkbox"/> In the classroom | <input type="checkbox"/> In the cloakroom |
| <input type="checkbox"/> In the toilets | <input type="checkbox"/> On the way to school |
| <input type="checkbox"/> On the bus | <input type="checkbox"/> On the way home from school |

9. Where are the danger spots where most bullying takes place? Please list here:

10. Who do you feel you feel most happy to talk to:

- | | |
|--|--|
| <input type="checkbox"/> Your teacher | <input type="checkbox"/> Another teacher |
| <input type="checkbox"/> Another adult who works in school | <input type="checkbox"/> A friend |
| <input type="checkbox"/> A school councillor [Query: A member of the School Council] | |

Appendix E

Sample Primary School Behaviour Policy

Introduction

We believe that every member of our school community should feel valued, respected and treated as an individual, in accordance with our school vision which states:

“... all children are a gift from God. They are all special and should be allowed to develop “and grow in a nurturing environment secure in the knowledge that they are cherished.”⁶⁵

Central to this aim is the expectation that the children of _____ will display high standards of behaviour and treat other people as they would wish to be treated themselves, in accordance with our main school rule.

Our school behaviour policy is designed to support the way in which all members of our school community can live and work together. It aims to promote an environment which helps children develop into confident, well-motivated and hard working pupils who enjoy school and have a high self-esteem, and who go on to achieve their full potential. We endeavour to achieve this in many ways, but the most important include:

- being genuinely interested and concerned for all the children and staff in our school;
- recognising and praising the many positive qualities our children can show;
- holding the belief that a child’s self image, can change in a positive way through seeing and feeling their successes;
- always being willing to take the time to help the children feel better about themselves and to listen seriously to any of their concerns.

Our main school rule is that:

Everyone will act with courtesy and consideration to others at all times’ [example only]

This rule is displayed in each classroom with an explanation to our children as to what it means to them on a day-to-day basis. Members of staff regularly refer to this rule as part of our collective worship and PSHE programme.

We believe the key to having good behaviour is to have high expectations that are applied consistently and fairly throughout the school. An example of this is in the way we move around the school. We encourage children to walk quietly around the school and to open the doors to visitors, adults, as well as to each other. Children are also expected to come into our times of collective worship in the School Hall silently.

Through the implementation of this policy we aim to help children grow in a safe and secure environment, and become positive, responsible and increasingly independent members of our school community.

Rewards and sanctions

Our school rewards good behaviour as it believes that this will develop an ethos of kindness and co-operation. Our approach is designed to promote good behaviour, rather than merely deter antisocial behaviour.

⁶⁵ Vision Statement, St Francis CEVA Primary School, Swindon



We praise and reward children for good behaviour in a variety of ways:

Teachers and teaching assistants celebrate children's work and achievements through:

- Positive verbal feedback
- Written feedback following a piece of work
- Displaying work throughout the school
- Children may be asked to show their work to another class teacher or to a curriculum coordinator or to the Headteacher, to celebrate achievements
- Children receive house points, reward postcards/certificates or reward stickers or stars
- At our Celebration assembly, members of classes across the school are awarded pupil of the week certificates and their names are recorded in our School Golden Book (and also in our school newsletter)
- All classes have an opportunity to participate in sharing assemblies where they are able to show examples of their best work to other children, and at least annually to parents
- Giving children opportunities to succeed through responsibility, such as being members of our school council, library monitors, playleaders, mini teaching assistants, class monitors and other; roles however seemingly small
- Younger classes being given the an opportunity to take a special teddy bear home for the evening or weekend
- An item in the weekly staff meeting to decide on a pupil to be 'Citizen of the Week', which is then announced in the Celebration assembly

The school employs a number of sanctions to enforce the school rules, and to ensure a safe and positive learning environment. We use each sanction appropriately to each individual situation.

We expect children to listen carefully to instructions in lessons. If they do not do so, we may ask them to move to a place nearer the teacher, or to sit on their own or away from certain groups of children.

We expect children to try their best in all activities. If they do not do so, we may ask them to redo a task.

If a child is disruptive in class, the teacher reprimands him or her. If a child misbehaves repeatedly, we may isolate the child from the rest of the class until s/he calms down, and is in a position to work sensibly again with others or the child may have to miss some of their break or lunch time.

Children may miss some of their break-time.

We believe it is important to involve parents as soon as possible when monitoring a child's behaviour. This may involve setting good behaviour charts, or setting behavioural targets to enable good communication between home and school. An emphasis on positive achievements provides a platform from which further success can be made. A record of events and meetings are kept up to date in the class teacher's record book. Where behaviour continues to prove to be a 'stumbling block' the class teacher will liaise with the SEN Coordinator and targets are set as part of an individual education plan on the Special Needs Code of Practice.

Following discussions with our Key Stage 2 children and requests to make our approach even clearer, we have put our sanctions into a series of steps so that children are clear about boundaries. A poster is available in each classroom that outlines these steps. See also the appendices to this policy.

At the beginning of the school year, the class teacher works with their new class to create class rules based upon the rules outlined in this policy. Our school main school rule is a regular theme in our collective worship programme and circle time. In this way, every child in the school knows the standard of behaviour that we expect in our school. If there are incidents of anti-social behaviour, the class teacher may discuss these with the whole class during circle time, which is timetabled at least once a week.

Children are actively encouraged to talk to an adult, such as their class teacher about being treated unfairly by other children. The school does not tolerate bullying of any kind. If we discover that an act of bullying or intimidation has taken place, we act immediately to stop any further occurrences of such behaviour. While it is very difficult to eradicate bullying, we do everything in our power to ensure that all children attend school free from fear. Our anti-bullying policy outlines our approach.

Break times

We aim to make our playground a stimulating area as this provides opportunities for creative play and lessens the likelihood of children becoming bored.

At lunchtime we have a clear set of guidelines that the children have helped to put together which are consistent with our approach to promoting good behaviour. Our staff in their lunchtime role are encouraged to join in and play games with the children in order to promote a playful atmosphere.

Circle time

Circle time is held at least once a week in each classroom. Sessions last between 15 to 30 minutes with children sitting in a circle participating in games and dealing with more serious issues with the aim of problem solving. These class times provide opportunities for cooperative learning, teaching children the value of diversity. Circle time supports the development of self-esteem and mutual appreciation on a one to one basis. It encourages the class to have a positive sense of itself as a whole and the individuals within it.

The role of the class teacher

It is the responsibility of the class teacher to ensure that the school rules and guidelines are adhered to in their class, and that their class behaves in a responsible manner during lesson time.

The class teachers in our school have high expectations of the children in terms of behaviour, and they strive to ensure that all children work to the best of their ability. Children are less likely to be distracted if planned activities are stimulating and are 'hands on'.

The class teacher treats each child fairly and enforces the classroom code consistently. The teacher treats all children in their class with respect and understanding.

If a child misbehaves repeatedly in class, the class teacher keeps a record of all such incidents. In the first instance, the class teacher deals with incidents him/herself in the normal manner. However, if misbehaviour continues, the class teacher seeks help and advice from the headteacher and involves the parents of the child. Please see the 'Behaviour Steps' appendix.

The class teacher liaises with the Special Needs Coordinator as well as external agencies when appropriate, as necessary, to support and guide the progress of each child.

The class teacher reports to parents at the termly parent's evenings about general progress and behaviour of each child in their class. The class teacher may also contact a parent if there are more immediate concerns about the behaviour or welfare of a child.

Teaching assistants

Our teaching assistants are valuable members of staff who are normally class based, assisting the class teacher in differentiating the curriculum, to ensure pupils can access work at their level. They help to ensure that our behaviour policy is consistently applied. Where they lead groups they refer to class rules and guidelines. Where children demonstrate difficult behaviour despite applying a range of positive strategies, the assistant will refer to the class teacher either directly during the lesson or through a communication book.

The role of the Headteacher

It is the responsibility of the Headteacher to implement the school behaviour policy consistently throughout the school and to report to governors, when requested, on the effectiveness of the policy. It is also the responsibility of the Headteacher to ensure the health, safety and welfare of all children in the school.



The Headteacher supports the staff by implementing the policy, by setting the standards of behaviour and by supporting staff in the implementation of the policy.

The Headteacher keeps records of all reported serious incidents of misbehaviour.

The Headteacher has the responsibility for giving fixed-term suspensions to individual children for serious acts of misbehaviour. For repeated or very serious acts of antisocial behaviour the headteacher may permanently exclude a child. Both these actions are only taken after the school governors have been notified.

School Councillors

Two children from each of our Key Stage 1 and 2 classes are nominated by their class peers as school councillors. They have an opportunity to discuss issues that are important to the children who they represent at least once every two weeks. Under the guidance of the class teacher and through monthly meetings with the Headteacher, they may at times focus upon aspects related to our main school rule.

The role of parents

We expect parents to support their child's learning, and to co-operate with the school, as set out in the home-school agreement. We try to build a supportive dialogue between the home and the school and we inform parents immediately if we have concerns about their child's welfare or behaviour.

The school works collaboratively with parents so that children receive consistent messages about how to behave at home and at school. We have an open door policy and actively encourage parents to come into school to clarify any issues. We also send out questionnaires to parents to get their views on a variety of subjects.

We explain the school rules in the school prospectus and we expect parents to read these and support them.

If the school has to use reasonable sanctions to punish a child, parents should support the actions of the school. If parents have any concern about the way that their child has been treated they should initially contact the class teacher. If the concern remains they should contact the headteacher. If these discussions cannot resolve the problem a formal grievance or appeal process can be implemented to the School Governors in accordance with our complaints policy.

The role of governors

The governing body has the responsibility of setting down these general guidelines on standards of discipline and behaviour, and of reviewing their effectiveness. The governors support the headteacher in carrying out these guidelines.

The Headteacher has the day-to-day authority to implement the school behaviour and discipline policy, but governors may give advice to the Headteacher about particular disciplinary issues. The Headteacher must take this into account when making decisions about matters of behaviour.

Fixed-term and permanent exclusions

Only the Headteacher (or the acting Headteacher) has the power to exclude a pupil from school. The Headteacher may exclude a pupil for one or more fixed periods up to the statutory amount. The Headteacher may also exclude a pupil permanently. It is also possible for the Headteacher to convert a fixed-term exclusion into a permanent exclusion, if the circumstances warrant this.

If the Headteacher excludes a pupil, s/he informs the parents immediately, giving reasons for the exclusion. At the same time, the Headteacher makes it clear to the parents that they can, if they wish, appeal against the decision to the governing body. The school informs the parents how to make any such appeal.

The Headteacher informs the LEA (or the Diocesan Multi-Academy Trust) and the governing body about any permanent exclusion, and about any fixed-term exclusions beyond five days in any one term.

The governing body itself cannot either exclude a pupil or extend the exclusion period made by the Headteacher.

The governing body has a discipline committee, which is made up of between three and five members. This committee considers any exclusion appeals on behalf of the governors.

When an appeals panel meets to consider an exclusion, they consider the circumstances in which the pupil was excluded, consider any representation by parents and the LEA, and consider whether the pupil should be reinstated.

If the governors' appeals panel decides that a pupil should be reinstated, the Headteacher must comply with this ruling.

Monitoring

The Headteacher monitors the effectiveness of this policy on a constant basis. They also report to the governing body on the effectiveness of the policy and, if necessary, make recommendations for further improvements.

The school keeps a variety of records of incidents of misbehaviour. The class teacher record classroom incidents in their assessment records, action taken is also recorded. The Headteacher records those incidents where a child is sent to him/her on account of bad behaviour. We also keep a record of any incidents that occur at break or lunchtimes: lunchtime supervisors give written details of any incident in the incidents book that we keep in the staff room.

The Headteacher keeps a record of any pupil who is suspended for a fixed-term, or who is permanently excluded. It is the responsibility of the governing body to monitor the rate of suspensions and exclusions, and to ensure that the school policy is administered fairly and consistently.

Review

The governing body reviews this policy every year. The governors may, however, review the policy earlier than this, if the government introduces new regulations, or if the governing body receives recommendations on how the policy might be improved.

Signed:

Signed:

Headteacher:

Chair of Governors:

Date:

Date:



Suggested Behaviour Steps⁶⁶

Step 1

In class strategies such as:

- Reprimand/discussion.
 - Through discussion, children should be made to understand what they did, why it was wrong and what the consequences are for themselves and others.
 - They may need to write an account of what happened.
 - They may need to apologise, either verbally or in writing.
 - They may need to make a new agreement as to what they will do in future.
 - Moving child within the classroom / be separated from others for a specific period,
 - Missing Golden time.
 - Lose their break time, this must be supervised.
 - Doing jobs in their own time.
 - Have their position in class changed to prevent recurrence and remove temptation.
-

Step 2

If misbehaviour continues Step 1 is repeated. If a child is moved to another class their name is placed into a time-out book.

Step 3

Upon a second move to a classroom (and their name being written a second time in the time-out book), parents will be informed, an oral target agreed and review period set. Other adults who interact with the child in the class will be informed.

Step 4

If little progress is being made to improve the behavior identified as targets within the time frame agreed, or if additional serious misbehaviors of concern occur, the child will be sent to the Headteacher who may implement further sanctions and contact parents/carers and invite them in for a meeting to discuss further support for their child.

Step 5

Should serious misbehaviours continue, a behaviour plan/chart will be written with parents involved. The Headteacher will be involved at this stage. Additional appropriate adults within the school will support and monitor behavior. Guidance may be sought from other agencies and the SENCO who might provide support for the child. A meeting of all interested parties will be held and minutes of the meeting agreed.

⁶⁶ This is adapted from the Behaviour Policy of St Francis Church of England VA School Swindon which was judged Outstanding by Ofsted and SIAMS in 2012

Main School Rule

The one rule for all of us:

“Everyone will act with courtesy and consideration to others at all times.”

- We shall introduce new children and staff to each other.
- We support each other in every way possible, particularly in the first few weeks.
- We always speak politely to everyone.
 - We say ‘please’, and ‘thank you’ and excuse me’ when it is necessary.
 - We don’t use bad language or words that harm others.
- In class we make it as easy as possible for everyone to learn and enjoy school.
 - This means listening carefully, following instructions, helping each other and being sensible at all times.
- We move gently and quietly around the school.
 - This means never running, pushing or shouting, being ready to help by opening doors, standing back to let people pass and helping to carry things.
- We are quiet whenever we are required to be.
- We keep school clean and tidy so that it is a welcoming place of which we can be proud. This means:
 - putting all litter in bins,
 - keeping walls and furniture clean and unmarked
 - taking care of people’s work and belongings and
 - wiping your feet before coming into school.
- We take care of our wildlife, trees and gardens



Appendix F

Sample of a Church of England Secondary School Behaviour Policy⁶⁷

1. Each member of our school community is created by God and our aim is to achieve our full potential.

All we do is rooted in this hope of who we are as people and who we can become. The factors that help young people be fully themselves are: Safe Boundaries and Good Relationships.

- **Safe Boundaries** include good order, security and accountability and consistency.
- **Good Relationships** include a sense of belonging to God and each other, positive feedback and ways back when things go wrong.

Our aim is to ensure safe boundaries by encouraging pupils to behave in such a way that promotes the school's core values and aids their learning and the learning of others.

The School seeks actively to involve parents/carers and so has a Home School Agreement.

The School's reward system is designed to give immediate recognition of good behaviour, work or attitude.

When pupils do not respond to praise and fail to respect our Safe Boundaries and Good Relationships, the School applies its system of sanctions as appropriate.

Expectations are made explicit to pupils through Behaviour for Learning: Classroom Standards are in the Student Planner and on classroom walls.

Pupils are regarded as being under school discipline, not only when in school, but also on the way to and from school each day or when participating in any activity organised by the school.

2. The policy has been written with due regard to the requirements of the Education and Inspection Act 2006 and to ensure consistency with the relevant policies of the Local Authority.

The school seeks actively to involve parents/carers so has a Home School Agreement (see the Alive Accord: the SMRT Home School Agreement from Parents'/Carers' Handbook and on our school website).

The school's reward system is designed to give immediate recognition of good behaviour, work or attitude. Details of this can be found in the Student Planner, in the Behaviour section of the Staff Handbook and on the walls of our classrooms.

When pupils do not respond to praise and fail to respect our Safe Boundaries and Good Relationships, the school applies its system of sanctions as appropriate. Details of this can be found in the Student Planner, in the Behaviour section of the Staff Handbook and on the walls of our classrooms.

⁶⁷ This policy is adapted from the Behaviour Policy for Saint Mary Redcliffe and Temple VA Secondary School which was judged Outstanding by Ofsted and SIAMS in 2012

Expectations are made explicit to pupils through Behaviour for Learning: Classroom Standards, which are in the Student Planner and on classroom walls.

Pupils are regarded as being under school discipline, not only when in school, but also on the way to and from school each day or when participating in any activity organised by the school.

3. Behaviour Levels

The Behaviour Level system recognises all pupils of whom the vast majority behave in a consistently excellent way. Every student in the school has a behaviour level and levels will range from an A* to E.

The overwhelming majority of pupils will be on Level A*, A or B.

Those pupils on C, D or E will receive support from pastoral staff, external mentors or senior staff to turn their behaviour round and improve. This partnership is really important to us and is one of the major reasons behaviour is so good in our school.

A* Excellent behaviour which is an outstanding factor in their successful learning and supports the learning of others.

A Consistently very good behaviour responding to normal rules and routines.

B Good behaviour but occasional lapses with some low level disruption.

C Behaviour spoiled by some serious incidents and not always responsive to normal sanctions.

D Some unacceptable behaviour with involvement by senior staff.

E Frequent unacceptable behaviour or constant low-level disruption and increasingly challenging the routines of the school with regular involvement of senior staff.

Levels will be reviewed and assessed three times within an academic year by their pupils' tutors and Head of House and appropriate support put in place if necessary.

In order for all parents/carers to be aware of their child's level the Behaviour Level will be included within the grade sheets published three times in the academic year.

4. Exclusions

Reasons for Exclusion:

Actual or potential physical violence by the student towards other pupils or adults in the school community.

- Seriously disruptive behaviour such as might prevent the proper conduct of a class or classes, seriously interfere with the learning opportunities of others or lead to a breakdown in school discipline.
- Conduct which would endanger other pupils.
- Illegal activities on a school site, while on a school trip, at a place of authorised work experience or on journeys to or from school (e.g. theft, vandalism or possession, use or supply of illegal drugs).
- Racial, sexist, homophobic abuse or harassment.
- Harassment, intimidation or verbal abuse of staff or pupils.
- Failure to respond to the school's usual range of sanctions.



The term of exclusion will be dependent on the seriousness of the offence. Where a very serious offence has occurred, such as a deliberate physical assault, a longer term of exclusion will be used.

Serious misbehaviour may result in immediate, permanent exclusion.

The Deputy Headteacher (Operations) will keep a central record of all exclusions. These records will be presented to Governors' Student Achievement and Support Committee three times a year.

When a student refuses to wear school uniform this may be a reason to ask them to leave the school premises briefly to remedy breaches of the school's rules on appearance and uniform as distinct from being excluded from school.

Signed:

Signed:

Headteacher:

Chair of Governors:

Date:

Date:

Appendix G

Sample Secondary School Equality Policy ⁶⁸

1. Legal Framework

We welcome our duties under the Equality Act 2010 to eliminate discrimination, advance equality of opportunity and foster good relations in relation to age (as appropriate), disability, ethnicity, gender, religion and sexual identity.

We welcome our duty under the Education and Inspections Act 2006 to promote community cohesion.

We recognise that these duties reflect international human rights standards as expressed in the UN Convention on the Rights of the Child, the UN Convention on the Rights of People with Disabilities, and the Human Rights Act 1998.

2. Guiding Principles

In fulfilling the legal obligations cited above, we are guided by the following principles:

- (i) **All learners are of equal value.** We see all learners and potential learners, and their parents and carers, as of equal value:
- whether or not they have learning support needs or are disabled
 - whatever their ethnicity, culture, national origin or national status
 - whatever their gender and gender identity
 - whatever their religious or non-religious affiliation or faith background
 - whatever their sexual identity
- (ii) **We recognise and respect difference.** Treating people equally does not necessarily involve treating them all the same. Our policies, procedures and activities must not discriminate but must nevertheless take account of differences of life-experience, outlook and background, and in the kinds of barrier and disadvantage which people may face, in relation to:
- disability, so that reasonable adjustments are made
 - ethnicity, so that different cultural backgrounds and experiences of prejudice are recognised
 - gender, so that the different needs and experiences of girls and boys, and women and men, are recognised
 - religion, belief or faith background
 - sexual identity
- (iii) **We foster positive attitudes and relationships, and a shared sense of cohesion and belonging.** We intend that our policies, procedures and activities should promote:
- positive attitudes towards disabled people, good relations between disabled and non-disabled people, and an absence of harassment of disabled people
 - positive interaction, good relations and dialogue between groups and communities different from each other in terms of ethnicity, culture, religious affiliation, national origin or national status, and an absence of prejudice-related bullying and incidents
 - mutual respect and good relations between boys and girls, and women and men, and an absence of sexual and homophobic harassment.

⁶⁸ This is adapted from the Saint Mary Redcliffe and Temple CofEVA Secondary School, Bristol Equalities Policy



(iv) We observe good equalities practice in staff recruitment, retention and development. We ensure that policies and procedures should benefit all employees and potential employees, for example in recruitment and promotion, and in continuing professional development:

- whether or not they are disabled
- whatever their ethnicity, culture, religious affiliation, national origin or national status
- whatever their gender and sexual identity, and with full respect for legal rights relating to pregnancy and maternity

(v) We aim to reduce and remove inequalities and barriers that already exist. In addition to avoiding or minimising possible negative impacts of our policies, we take opportunities to maximise positive impacts by reducing and removing inequalities and barriers that may already exist between:

- disabled and non-disabled people
- people of different ethnic, cultural and religious backgrounds
- girls and boys, women and men

(vi) Society as a whole should benefit. We intend that our policies and activities should benefit society as a whole, both locally and nationally, by fostering greater social cohesion, and greater participation in public life of:

- disabled people as well as non-disabled
- people of a wide range of ethnic, cultural and religious backgrounds
- both women and men, girls and boys
- gay people as well as straight

(vii) We base our practices on sound evidence. We maintain and publish quantitative and qualitative information about our progress towards greater equality in relation to:

- disability
- ethnicity, religion and culture
- gender

(iix) Objectives. We formulate and publish specific and measurable objectives, based on the evidence we have collected and published (Principle 7) and the engagement in which we have been involved, in relation to:

- disability
- ethnicity, religion and culture
- gender

We recognise that the actions resulting from a policy statement such as this are what make a difference.

Every three years, accordingly, we draw up an action plan within the framework of the overall school improvement plan and processes of self-evaluation, setting out the specific equality objectives we shall pursue. The objectives which we identify take into account national and local priorities and issues, as appropriate.

We keep our equality objectives under review and report annually on progress towards achieving them.

We keep each curriculum subject or area under review in order to ensure that teaching and learning reflect the 7 principles set out above.

3. Ethos and Organisation

We ensure the principles listed above apply to the full range of our policies and practices, including those that are concerned with:

- pupils' progress, attainment and achievement
- pupils' personal development, welfare and wellbeing
- teaching styles and strategies
- admissions and attendance
- staff recruitment, retention and professional development
- care, guidance and support
- behaviour, discipline and exclusions
- working in partnership with parents, carers and guardians
- working with the wider community
- addressing prejudice and prejudice-related bullying

The school is opposed to all forms of prejudice which stand in the way of fulfilling the legal duties referred to above:

- prejudices around disability and special educational needs
- prejudices around racism and xenophobia, including those that are directed towards religious groups and communities, for example anti-Semitism and Islamophobia, and those that are directed against Travellers, migrants, refugees and people seeking asylum
- prejudices reflecting sexism and homophobia

We take seriously our obligation to report regularly to the Local Authority and Diocesan Multi-Academy Trust about the numbers, types and seriousness of prejudice-related incidents at our school and how they are dealt with.

4. Roles and Responsibilities

The governing body is responsible for ensuring that the school complies with legislation, and that this policy and its related procedures and action plans are implemented.

The Student Achievement and Support Committee of the governing body have a watching brief regarding the implementation of this policy.

The Headteacher is responsible for implementing the policy; for ensuring that all members of staff are aware of their responsibilities and are given appropriate training and support; and for taking appropriate action in any cases of unlawful discrimination.

A senior member of staff has day-to-day responsibility for coordinating implementation of the policy.

All members of staff are expected to:

- promote an inclusive and collaborative ethos in their classroom
- deal with any prejudice-related incidents that may occur
- plan and deliver curricula and lessons that reflect the principles set out above
- support pupils in their class for whom English is an additional language
- keep up-to-date with equalities legislation relevant to their work



5. Information and Resources

We ensure that the content of this policy is known to all staff and governors and, as appropriate, to all pupils and their parents and carers.

All staff and governors have access to a selection of resources which discuss and explain concepts of equality, diversity and community cohesion in appropriate detail.

6. Religious Observance

We respect the religious beliefs and practice of all staff, pupils and parents/carers, and comply with reasonable requests relating to religious observance and practice.

7. Staff Development and Training

We ensure that all members of staff, including support and administrative staff, receive appropriate training and opportunities for professional development, both as individuals and as groups or teams.

8. Breaches of the Policy

Breaches of this policy will be dealt with in the same ways that breaches of other school policies are dealt with, as determined by the Headteacher and governing body.

9. Monitoring and evaluation

We collect, study and use quantitative and qualitative data relating to the implementation of this policy, and make adjustments as appropriate. In particular we collect, analyse and use data in relation to achievement, broken down as appropriate according to disabilities and special educational needs, ethnicity, culture, language, religious affiliation, national origin and national status, and gender. We also collect data of Bullying and Prejudice related incidents and make adjustments to strategies accordingly.

Appendix H

Sample Secondary Anti-bullying Expectations (written for pupils) ⁶⁹

At _____ Secondary School/Academy we want every student to fulfil their God-given potential in a safe culture without fear of bullying or harassment.

If you are being harassed, there is something you can do about it! Read on...

Being harassed means being on the receiving end of behaviour that is unwanted. Its purpose is to embarrass or to taunt someone.

Any form of harassment is **WRONG**. It should not be allowed to continue.

Types of Harassment

Physical	Fighting, pushing, shoving, gestures or invasion of personal space.
Verbal	Name-calling and offensive language, including comments about race, academic ability, size, colour or sexuality. Derogatory use of negative language to convey lesser status of objects: "those trainers are gay" "that's a girly bag". Rumour spreading, picking on people because of their race, sex, sexual orientation or religion.
Visual	Offensive notes or material, graffiti, or damage to other's possessions. Offensive notes, e-mails, text messaging, messages on internet sites, such as Facebook, or any other material.
Victimisation	Bullying, picking on others, threats to "get" people or members of their friends or family, demanding money or where gangs try to dominate others.
Sexual	<ul style="list-style-type: none">• Touching or brushing against you in a sexual manner• Sexually orientated jokes, drawings and literature• Commenting on the size and shape of your body• Calling you rude names or making comments about your morals• Invitations of a sexual nature that you do not want• Asking questions of your private life that you do not want

There are many other types of harassment, but remember:

This type of behaviour becomes harassment when you have made it known that it is unwelcome or unwanted and it does not stop immediately.

⁶⁹ This is adapted from the Saint Mary Redcliffe and Temple CofEVA Secondary School's guidance for pupils which is in all pupil planners



What can I do about it?

Our school is strongly committed to being a safe, caring environment which respects the rights of all. We all have the right to be left in peace and to get on with our work and life here.

If you are being harassed, you should...

- Use the online reporting system
- Tell the person or people, who are harassing you that you don't like it, and want them to stop it and leave you alone
- Talk it over with your friends or your parents/carers
- Talk to one of the School's Harassment contacts or your tutor
- Talk to the School Chaplain
- Talk to your Head or House/Year

You have to decide the course of action you wish to take. You have the right to talk it over in confidence. Do not be afraid to talk to someone if you are being harassed. It is not 'dobbing' or 'grassing' just to talk about it.

What happens if I do go to a harassment contact?

The member of staff will listen to you, and act on the information given in a sensitive way.

They will help you decide the best way to handle the situation. This may be to deal with it under the School's Disciplinary Policy, or it may be by using some other method, such as how to say NO clearly and firmly.

Who are the School Harassment Contacts?

Staff Contacts

- Assistant Head
- School Counsellor
- Chaplain

Heads of House/Year

Behaviour Managers/Learning Mentors

Remember: You don't have to take harassment, you can stop it!

Appendix I

Sample Secondary School Online Student Self-Referral Form

If you or someone you know is being bullied, the School is keen to help it stop.

The following form is CONFIDENTIAL and is sent directly to _____.

You can be assured that anything you write will be treated discretely and sensitively.

Please complete as much information as you feel able to (ALL fields are optional):

Name and tutor group of the person being bullied:

How they have been bullied:

Do you have any idea why they have been bullied?

Would you like to talk to someone about this?

Yes No

If 'Yes', who would you like to talk to?

What is your name and tutor group? (optional)

Thank you for bringing this to our attention.



Appendix J

Sample Primary School Self-Referral Form

You could also use the information on this form to create a poster about your process for reporting incidents.

Pupil Bullying and Prejudice Incident Report Form



It is wrong for anyone to:

- Bully you.
- Take or harm your things.
- Hurt you or call you names.
- Make you feel frightened or stop you from going places.
- Touch you without your permission.
- Be nasty to you (or others) because of your background and how you look (for example, because you are a boy or girl, or because of your skin colour or if you have a disability, or you are gay or because of your religious beliefs).

If you have experienced any of these things please tell us. We are sorry it has happened and want to stop it from happening again.

- You can fill in this form yourself and put it in the [Bullying Box] or give it to your Teacher.
- You can also speak to a member of staff and ask them to fill in a form for you.

We will respond to your report sensitively.

[Headteacher's name]

What is your name and your class?

What happened to you and who was involved?

When did it happen?

Where did it happen?

Did you tell anyone? Who?

What do you want the school to do?

Appendix K

Sample Bullying and Prejudice Related Incidents Form⁷⁰

Details of those involved:

	Person being bullied	Person displaying bullying behaviour
Names:		
<i>Please also provide per name:</i>		
Year Group/Staff/Guardian/Visitor:		
Ethnicity (and religion if relevant).		
Disability or SEN?		
Gender:		

Type of incident (tick all that apply):

- | | | |
|---|--|--|
| <input type="checkbox"/> Visual/written (e.g. graffiti, gestures, showing pictures, wearing racist insignia). | <input type="checkbox"/> Verbal (e.g. name-calling, ridicule, comments). | <input type="checkbox"/> SEN or Disability related. |
| <input type="checkbox"/> Incitement (e.g. spreading rumours or encouraging others to participate). | <input type="checkbox"/> Segregation (e.g. excluding, ignoring or avoiding). | <input type="checkbox"/> Religion or belief related. |
| <input type="checkbox"/> Damage to personal property. | <input type="checkbox"/> Theft or extortion. | <input type="checkbox"/> Gender identity related. |
| <input type="checkbox"/> Physical (e.g. hitting, kicking, pushing or unwanted touching). | <input type="checkbox"/> Racism (e.g. skin colour, nationality, culture, ethnicity). | <input type="checkbox"/> Related to the target's perceived characteristics (e.g. their skin colour or learning disability). |
| <input type="checkbox"/> Cyber bullying (e.g. text, Facebook or email). | <input type="checkbox"/> Homophobia (e.g. derogatory use of the word "gay"). | <input type="checkbox"/> Related to the perceived characteristics of someone the target associates with (family member, friend etc). |
| <input type="checkbox"/> Threat with a weapon. | <input type="checkbox"/> Sexism/Sexual harassment. | <input type="checkbox"/> Persistent Bullying
Other (please describe below): |

⁷⁰ Taken from the Babcock/Devon County Council Guidance



Description of the incident(s):

When did it happen?
(date & time)

Where did it happen?

Summarise what happened and who was involved
including witnesses, participants and bystanders:

Appropriate action agreed to be taken:

With the individual(s) displaying bullying
behaviour

With the individual(s) who has been
bullied

With the school

Apology to the pupil who was
bullied.

Comfort and reassurance.

Staff/governor training.

Awareness raising (behaviour
unacceptable/valuing diversity).

Buddying, mentoring or peer
support.

Class/peer group workshop.

Restorative justice.

Counselling.

Assembly subject.

Disciplinary action.

Referral to specialist help/agency.

Review of curriculum or policy.

Notify parent/guardian.

Notify parent/guardian.

Campaign e.g. posters.

Exclusion.

Medical treatment.

Letter to parents/guardians.

Notify police (if criminal activity).

Set review dates.

Initiative with learning
community/loc authority.

Other (please describe below):

Other (please describe below):

Other (please describe below):

Repeat incidents

Select if this is a repeat Incident.

Date(s) of previous incident(s):

Other relevant information:

Describe any other relevant information: if it has stopped, details of changes made, other people or agencies involved, whether pupils involved have a CAF, or might need a CAF, information about the target and aggressor's relationship, educational needs or attendance record, things that could have influenced the incident such as world events or media coverage.

Form completed by:

Print name

Position

Signature

Date

Name of School and contact details:

Select if you would like the local authority/diocese to contact you about the support available.



Appendix L

Sample BPRI Log and Report to Governors

Report (confidential): Spring Term

Codes:

Incident Type	Incident Activity
<ul style="list-style-type: none"> • Racist • SEN or Disability related • Homophobic • Religion or Belief related • Sexism or sexual harassment • Gender identity related • Other or non specific 	<ul style="list-style-type: none"> • Visual • Physical • Verbal • Incitement • Cyber • Segregation • Damage to personal property • Threat with a weapon • Theft or extortion • Persistent Bullying

Date Reported	Incident Type	Incident Activity	When	Where	Aggressor Profile	Target Profile	Repeat Incident?	Action Taken and Feedback from Target
2/1/11	B	Ve P	2/1 Lunchtime	Playground	Yr 9 pupils (White British, no B stated, Male)	Yr 9 pupil (Muslim, Female)	Previous 7/5/10	Apology and awareness raising with As. Detention for A2. T comforted and is happy that action has been taken. All parents have been notified and are satisfied with the outcome.

[NB The following section of the report can be published publicly to demonstrate performance in this area]

Number of incidents reported

Incident type	Spring 2010	Summer 2010	Autumn 2010	Spring 2011
Racist	1	1	2	1
SEN or Disability related	0	0	1	0
Homophobic	0	1	0	1
Religion/belief related	0	0	1	3
Sexism/Sexual harassment	0	0	0	1
Gender identity related	0	0	0	0
Other/non-specific	2	0	0	1
Total	3	2	4	7

Background

Following the anti-bullying campaign the school has seen a slight rise in the number of reported incidents which could indicate that pupils are becoming more confident at reporting even minor incidents. A spate of incidents targeting Muslim and Asian pupils in January may have arisen from increased 'right wing' activity in the local area following national events. Support is always provided to those pupils who are bullied or witness incidents and a range of actions are taken to address negative behaviours. Feedback from pupils who have been bullied and families has been positive. We intend to maintain the anti-bullying campaign and run further activity or theatre based workshops with all year groups in the summer term and to keep this up until we start to see a fall in incidents.

Signed by Chair of Governors

Date

The Local Authority, Diocesan Board of Education, Diocesan Multi-Academy Trust or another sponsoring partner may seek to report on the bullying in the schools in their jurisdiction.



Further Resources

Here are some resources that may be helpful. They are suggested rather than recommended, and the choice of resources is a decision to be made by the school that knows its unique context best. In your local area there will be known providers of anti-bullying training, including sessions to help combat homophobic bullying. Please check they have a proven track record, come recommended by someone you trust and are sensitive to the ethos of Church schools. We are unable to officially recommend any provider.

General Guidance

- DFE guidance on preventing and Tackling Bullying
<http://www.education.gov.uk/aboutdfe/advice/f0076899/preventing-and-tackling-bullying>
- DSCF guidance on tackling Homophobic bullying
<http://the-classroom.org.uk/LGBTt-101/sources-of-information/toolkits/homophobia-dcsf-guidance/>
- UNESCO Guidance on Combatting Homophobic Bullying
<http://www.unesco.org/new/en/education/themes/leading-the-international-agenda/health-education/homophobic-bullying/>
- Bullying and Prejudice Related Incidents: preventing and responding
http://www.babcock-education.co.uk/ldp/view_folder.asp?folderid=125386&depth=5&rootid=2344&level1id=2344&level1id=&level2=2886&level2id=2886&level3=24334&level3id=&level4=125270&level4id=&level5=125386&level5id= <http://www.anti-bullyingalliance.org.uk/1050>

Anti-bullying websites

- <http://www.kidscape.org.uk/>
- <http://antibullyingweek.org/>
- <http://www.anti-bullyingalliance.org.uk/1050>

Awards and training for pupil anti-bullying ambassadors, etc.

- <http://diana-award.org.uk/anti-bullying>
- <http://www.bullyinginterventiongroup.co.uk/>

Resources for staff training/lessons

- Recommended for staff training materials and lessons for KS2 -4 Anti-bullying week/ PSHE
[http://www.savethechildren.org.uk/sites/default/files/docs/Leave_it_Out_whole\(1\)_1.pdf](http://www.savethechildren.org.uk/sites/default/files/docs/Leave_it_Out_whole(1)_1.pdf)
- Recommended materials for KS3/4 - particularly Key Stage 3 lesson 3 + 5 and KS4 lesson 3+4 which tackles homophobic language
<http://www.northamptonshire.gov.uk/en/councilservices/EducationandLearning/Parents/advice/anti-bullying/Pages/tdsi.aspx>

Challenging homophobia in schools (generic)

- “Inclusion for All” is a website set up by a Southwark Primary Deputy Head Shaun Dellenty and offers excellent resources for all key stages to help to combat homophobic bullying in schools.
<http://www.shaundellenty.com/>

Challenging homophobic language in schools

- Information and advice for primary and secondary school staff
http://teachers.theguardian.com/teacher-resources/5896/?CMP=edi_40
- Will Young on homophobic language in schools
<http://www.youtube.com/watch?v=A5PhKbiAt-0>

Combating homophobic bullying in secondary schools

- http://www.stonewall.org.uk/at_school/education_for_all/quick_links/education_resources/secondary_school_resources/9307.asp
- <http://www.srtrc.org/resources/homophobia>
- <http://www.upworthy.com/the-simple-beautiful-gesture-that-can-turn-a-crowd-to-love-instead-of-hate?g=2&c=upw> | a starter - short PBS film made for Northern Ireland about standing up against homophobic bullies

Pupils' self referral helplines

- EACH - homophobic bullying specific
<http://www.eachaction.org.uk/resources/>
<http://www.childline.org.uk/Pages/Home.aspx>

Theatre in Education projects that deal with this issue

- greenbladetheatre@hotmail.co.uk

Some resources for primary schools

These resources are suggested to help schools ensure that their ethos is inclusive and welcoming. They include story books which have diverse family settings so that young children see their own lives depicted and those of others within their class. This raises self-esteem and combats bullying.

- http://www.stonewall.org.uk/at_school/education_for_all/quick_links/education_resources/primary_school_resources/default.asp
- *The Family Book* by Tod Parr
http://www.amazon.co.uk/Family-Book-Todd-Parr/dp/0316070408/ref=sr_1_1?s=books&ie=UTF8&qid=1386609415&sr=1-1&keywords=the+family+book
- *Mummy never told me* by Babette Cole
http://www.amazon.co.uk/Mummy-Never-Told-Babette-Cole/dp/0099407132/ref=sr_1_1?s=books&ie=UTF8&qid=1386609727&sr=1-1&keywords=mummy+never+told+me#_



- *And Tango makes three* by Justin Richardson
http://www.amazon.co.uk/s/ref=nb_sb_sabc?url=search-alias%3Dstripbooks&pageMinusResults=1&suo=1386609867980#/ref=nb_sb_ss_i_0_9?url=search-alias%3Dstripbooks&field-keywords=and%20tango%20makes%20three&prefix=and+tango%2Cstripbooks%2C155&rh=i%3Astripbooks%2Ck%3Aand%20tango%20makes%20three
- *King and King* by Linda De Haan and Sterjn Nijland
http://www.amazon.co.uk/King-Linda-Haan/dp/1582460612/ref=sr_l_8?s=books&ie=UTF8&qid=1386609881&sr=1-8&keywords=and+tango+makes+three
- Lesson plans for ensuring inclusion at EYFS and Key Stage 1 and teaching ideas to accompany some of the story books.
http://www.google.co.uk/url?sa=t&rct=j&q=&esrc=s&frm=1&source=web&cd=1&ved=0CDAQFjAA&url=http%3A%2F%2Fwww.rotherhamconnectedlearning.org.uk%2Fhealthy_schools%2FgetHSDocs.php%3FtitleID%3D24%26SubTitleID%3D1%26DocID%3D20&ei=2uqIUrqUjCObhQeqgoG4AQ&usq=AFQjCNEws6VXqGOzDbab7vA94SPOIISvAQ

Relationships and Sex Education

It is important that any exploration of relationships education sits within a Christian ethos which states that “people can never treat each other as if they were things ... because to do that is to damage the soul”.⁷¹

For Church schools it is important to assert the spirituality at the heart of any desire for another; a human desire for intimacy is a God-given impetus. “We cannot say anything about human sexuality without speaking first of our sense of the body and bodily relationships as holy”.⁷²

- The Christopher Winter Project has produced *Teaching SRE with Confidence in Primary Schools*. The new edition reflects the recent developments in SRE and the Science National Curriculum and encourages children to develop the skills of listening, empathy, talking about feelings and relationships with families and friends. More online:
http://cwpresources.co.uk/resources/sre_pri/
- *New I.D.* by Joanna Crowther and Elizabeth Thomas – an eight-week course on self-esteem for young women produced by Hope’s Place.
- *Man Up* by Kate Guthrie and Dylan Thomas – a six-week course on identity for young men produced by Hope’s Place.
- *Living and Growing* – a DVD from Channel 4 which many schools use as the basis of their PSHR education teaching.
- A series of presentations on SRE issues – see www.lovese.org.uk for more information.
 - Growing Up...Growing Wise
 - Choosing the Best & Too Special to Spoil
 - Emotional and Physical Consequences of Sex
- *Evaluate: Informing Choice* by Christian Action Research and Education who send trained presenters into secondary schools. www.evaluate.org.uk.
- *Bwise2 Sexual Exploitation* – a resource from Barnardo’s that deals with sexual exploitation; can be purchased online:
<http://www.barnardos.org.uk/bwise2-sexual-exploitation/publication-view.jsp?pid=PUB-1263>.
- *Key Stage 1: Love and Sex Matters* by Kate Guthrie, Verity Holloway, Katy Staples (www.salisbury.angican.org). This includes lessons about how wonderful our bodies are and “My family - those who care for me”. These are inclusive materials that affirm all children and help to raise self esteem.

⁷¹ The prologue of the Pilling Report: working group on Human Sexuality Revd Dr Jessica Martin Church House Publishing November 2013

⁷² Ibid

- *Key Stage 2: Love and Sex Matters* by Kate Guthrie, Verity Holloway, Katy Staples (www.salisbury.anglican.org). This includes a lesson on Christian marriage which might be taught in PSHE or RE. It also includes a lesson called 'Firm Foundations' which allows pupils to focus on the question of "What makes people compatible?" This is explored with reference to long-term committed relationships, and friendships. There is the possibility that children can raise for themselves the issue of gay relationships - but the focus for this lesson is compatibility and how we make sensible choices. The summary activity asks which behaviours make for life giving relationships and what makes life-limiting or destructive relationships. It is an inclusive activity that allows pupils to begin to form safe guidelines for healthy behaviours within loving and nurturing, non-exploitative relationships.
- *Key Stage 3: Love and Sex Matters* by Kate Guthrie, Verity Holloway, Katy Staples (www.salisbury.anglican.org). Includes materials about "Risky choices" and "Why wait"
- *Key Stage 4: Love and Sex Matters* by Kate Guthrie, Verity Holloway, Katy Staples (www.salisbury.anglican.org). Includes a lesson which could also be taught at KS3, in PSHE or RE "Difficult Dilemmas: Sexuality" which uses a Mystery activity to explore whether Jason will have a relationship with Stuart - this dilemma reveals the differing viewpoints held by people of faith and includes the traditional Anglican teachings. There is also a lesson about social networking sites and their impact on relationships, and a lesson about how to navigate the availability of pornography.

Religious Education – secondary schools

- <http://faithandsexuality.co.uk/>

It would make a good contrast for pupils to explore the different views expressed by Christians on these two websites:

- <http://www.livingout.org/>
- <http://www.lgcm.org.uk/resources/>
- A resource offering a range of Christian opinions about the issue of same-sex relationships and posing the question "Will Nathan Change Churches?"
<http://shop.retoday.org.uk/category/questions.se>
- Rev. Series 3 Episode 2 (BBC, 2014) - extracts from this could be used as a lesson stimulus to answer the question 'What is Father Adam Smallbone's dilemma about marriage at St Saviours?'



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<http://c4m.org.uk/downloads/respecting-beliefs-about-marriage.pdf>

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The Department for Education, *Preventing and tackling bullying: Advice for head teachers, staff and governing bodies*,
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Notes

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