

Guidance for schools on preventing and responding to sexist, sexual and transphobic bullying

Safe to Learn: Embedding
anti-bullying work in schools



This guidance was developed for the Department for Children, Schools and Families (DCSF) by the Anti-Bullying Alliance and Graham Robb of the Youth Justice Board. We would also like to acknowledge the contribution of the DCSF Violence against Women and Girls Advisory Group and the DCSF Gender Guidance Working Group, on which representatives of the following organisations sit (in alphabetical order):

Anti-bullying Alliance (ABA)
Association of Schools and College Leaders (ASCL)
Association of Teachers and Lecturers (ATL)
Beatbullying
Cambridge Education@ Islington
East Sussex County Council
Educational Action Challenging Homophobia (EACH)
Equality Human Rights
Government Equality Office (GEO)
Gender Identity Research and Education Society (GIRES)
General Teaching Council for England (GTCE)
LGBT History Month
National Association of Head Teachers (NAHT)
National Association of Schoolmasters / Union of Women Teachers (NASUWT)
National Society for the Prevention of Cruelty to Children (NSPCC)
National Union of Teachers (NUT)
National Children's Bureau
National Strategies
Parentline Plus
Schools OUT
Stonewall
UNISON
Wigan Council, Children & Young People's Services
Womankind
YWCA
Youth Justice Board for England and Wales

Overview Summary

This document forms part of the 'Safe to Learn' suite of anti-bullying guidance for schools. It outlines what school leaders and school staff can do to prevent and respond to sexist, sexual and transphobic bullying. The guidance aims to do two things: firstly, build understanding around what sexist, sexual and transphobic bullying is and how it is relevant to schools, and secondly provide schools with the information they need to prevent and tackle this form of bullying. This includes the development of whole school policy and effective practice.

This guidance:

- supports school staff in understanding sexist, sexual and transphobic bullying;
- sets out why schools should act on these issues;
- outlines strategies to prevent and respond to sexist, sexual and transphobic bullying and
- identifies other sources of further support and information, including clarifying the role of local authority staff and specialist support for schools.

Preventing bullying in all its forms and taking swift, effective action to respond to bullying is a responsibility shared by all schools. All bullying is unacceptable, and schools should use the full range of sanctions at their disposal to deal firmly with bullying when it does occur.

Section 89 of the Education and Inspections Act 2006 requires all head teachers to determine a school behaviour policy, which **must** include measures to be taken with a view to 'encouraging good behaviour and respect for others on the part of pupils and, in particular, **preventing all forms of bullying among pupils.**'

Many schools now have robust procedures in place to deal with bullying. However, the prevalence of sexist, sexual and transphobic bullying may be underestimated. This guidance has been developed to help school staff recognise, report and respond to these forms of bullying.

The need to address sexist, sexual and transphobic bullying should also be viewed in the wider context of every school's duty to implement the Gender Equality Duty (2007); to promote pupil well-being; and to promote community cohesion.

Schools are places where children and young people learn, develop and grow, but they are not isolated from the stereotypes and prejudices that exist in the wider world. A key element of the development children and young people undergo at school will relate to their gender and gender identity. Schools have an important part to play in addressing attitudes relating to gender, supporting pupils to develop positive relationships with others and enabling children and young people to understand and explore their identity without fear of harm, humiliation or intimidation.

Sexist, sexual and transphobic bullying is fundamentally an issue of equality. Although girls are most frequently harmed by sexist and sexual bullying, both sexual and transphobic bullying may affect boys and girls. Schools should consider all pupils as potentially at risk of bullying, particularly where they are perceived by others not to conform to dominant or stereotypical gender roles.

Harmful bullying behaviours displayed by pupils in schools, such as teasing and name-calling, or groping, can be motivated by sexist or transphobic attitudes. In extreme cases, these attitudes can also motivate criminal acts that can be categorised as sexual harassment or hate crime. Incidents of very different levels of seriousness will of course require very different responses from schools, with cases of the most serious nature requiring police involvement.

This guidance is not designed to cover all sexist, sexual or transgender issues – it is focused on preventing and responding to bullying. However, it does touch on the wider issues that will be relevant to staff in schools responsible for preventing and responding to these forms of bullying. Links and further references are provided throughout for those seeking further information.

There are a range of strongly-held views about the issues covered in this guidance. However, sexist, sexual and transphobic bullying and views in all their manifestation are not acceptable and should not be tolerated.

Bullying *is* a safeguarding issue – protecting all children and young people from harm is a responsibility we all share.

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1. Understanding sexist, sexual and transphobic bullying

KEY MESSAGES FOR SCHOOLS

- Sexist, sexual and transphobic bullying is commonly underpinned by sexist, homophobic, or transphobic attitudes
- In order for these forms of bullying not to go unrecognised, schools must develop specific approaches for dealing with sexist, sexual and transphobic bullying that are aligned with their approaches to dealing with other forms of bullying.
- Behaviours displayed as part of sexist, sexual and transphobic bullying are in many cases similar to those behaviours displayed in other forms of bullying, but may also be specifically characterised by inappropriate sexual behaviour. This can in extreme cases constitute sexual abuse.
- schools must always consider in cases of sexist, sexual and transphobic bullying where links need to be made with their safeguarding procedures or processes.
- Girls are more commonly at risk from sexist and sexual bullying. However, boys also report being victims of sexist and sexual bullying. Boys or girls may be victims of transphobic bullying, particularly where they are not seen to conform to the gender roles that are dominant in the school environment or society more widely.

Defining sexist, sexual and transphobic bullying

Safe to Learn defines bullying as: ‘behaviour by an individual or group usually repeated over time, which intentionally hurts another individual or group either physically or emotionally’.

Sexist, sexual or transphobic bullying is when a pupil (or group), usually repeatedly, harms another pupil or intentionally makes them unhappy because of their sex or because they may not be perceived to conform to typical gender norms. The root cause of these forms of bullying is gender inequality

Sexist, sexual or transphobic bullying are the not the same as homophobic bullying. However, very often, sexist attitudes manifest themselves in homophobic bullying and any young person who is perceived as not expressing stereotypically masculine or feminine expected of their sex, might experience homophobic bullying. Sexist, sexual or transphobic bullying may also occur in conjunction with other forms of bullying, such as racist bullying or bullying related to special educational needs or disabilities or cyberbullying. In most instances schools will respond to these forms of bullying through applying the range of measures they have in place (including sanctions) to deal with all bullying behaviour.

Terms used in this guidance:

Term	Meaning
<p>Sexist bullying</p>	<p>This is bullying based on sexist attitudes that when expressed demean, intimidate or harm another person because of their sex or gender.</p> <p>These attitudes are commonly based around the assumption that women are subordinate to men, or are inferior.</p> <p>Sexist bullying may sometimes be characterised by inappropriate sexual behaviours.</p>
<p>Sexual bullying</p>	<p>This is bullying behaviour that has a specific sexual dimension or a sexual dynamic and it may be physical, verbal or non-verbal/psychological.</p> <p>Behaviours may involve suggestive sexual comments or innuendo including offensive comments about sexual reputation; or using sexual language that is designed to subordinate, humiliate or intimidate.</p> <p>It is also commonly underpinned by sexist attitudes or gender stereotypes. Sexual bullying can be seen as sexual harassment in schools. Both sexual and transphobic bullying may affect boys and girls.</p>
<p>Transphobic bullying</p>	<p>Transphobic bullying stems from a hatred or fear of people who are transgender. <i>Transgender</i> is an umbrella term that describes people whose sense of their gender or gender identity is seen as being different to typical gender norms.</p> <p>Transgender people commonly feel that their biological body is not aligned with their inner sense of gender identity. This leads some people to live in the gender role in which they feel more comfortable and which relates to their own sense of their gender identity rather than to their biological body.</p> <p>Where children and young people are perceived not to be conforming to the dominant gender roles that may be widely expected of them, schools should be alert for signs of bullying.</p> <p>Transphobic bullying is commonly underpinned by sexist attitudes. Boys and girls may be equally affected. An individual may also experience transphobic bullying as a result of perceptions that a parent, relative or other significant figure displays gender 'variance' or is transgender.</p>

Characteristics of sexist, sexual and transphobic bullying behaviour

All staff in schools need to be made aware of the broad spectrum of behaviours that may characterise sexist, sexual and transphobic bullying. Schools should consider how best to make staff aware of these behaviours. Recent surveys, such as those detailed in the 'Prevalence' section below, indicate coercive sexual behaviours may be a feature of a significant number of girls' experiences of sexual bullying. Furthermore, some forms of demeaning or sexist language

may go unchallenged in schools because it is perceived as being acceptable in wider society or because staff lack the confidence or skills to challenge it.

Sexist, sexual and transphobic bullying behaviour may be generally characterised by:

- an imbalance of power or desire to dominate or subordinate – typically, but not exclusively, exercised by boys over girls
- direct or indirect threats of violence which may lead to actual violence
- forcing a pupil to behave in a way he or she would not freely choose, including coercive sexual behaviour
- seeking to limit personal choices and opportunities – interests, friendships, courses of study

Examples of sexist, sexual and transphobic bullying behaviours may include:

Physical

- using or threatening physical or sexual violence or strength to coerce
- taking or destroying the property of a pupil
- forcing the removal of clothing
- forcing someone to do something sexual that they don't want to do
- inappropriate touching which makes a pupil uncomfortable
- gestures towards others that have a sexual meaning

Verbal

- ridiculing another pupil perhaps for their behaviour, clothing or appearance
- putting someone down or seeking to intimidate them using humiliating, or offensive sexist, sexual or transphobic language – the reversal of pronouns, for example, is common in transphobic bullying: 'he/she'
- spreading rumours of a sexual nature, using sexually abusive terms or sexualised name calling
- commenting on body shape or 'attractiveness'
- questioning sexual orientation or gender identity
- forcing a pupil into isolation
- unwanted comments that reinforce common stereotypes
- restricting access to opportunities

Non verbal/psychological

- the display or circulation of pornographic images, or exposure to images of a sexual nature
- badges displaying innuendo or offensive language
- exclusion from groups or activities
- graffiti

Safeguarding children

Because of the particular potential for this form of bullying to be characterised by inappropriate sexual behaviour and because of the seriousness of sexual violence (including sexual violence against girls), schools must always consider in cases of sexist, sexual and transphobic bullying whether child protection or safeguarding processes need to be followed.

Responses within the safeguarding context may need to be directed towards both victims and perpetrators – engaging in these behaviours may be an indication, for example, that a child or young person is experiencing abuse at home. For more detailed guidance, please refer to chapter 2 of this document, *'The law, policy and guidance for schools'*.

Pupils with special educational needs and/or disabilities

Pupils with special educational needs or disabilities can be particularly vulnerable to sexual bullying – for example a pupil with SEN or learning disabilities may not have:

- a full understanding of the significance of specific sexual behaviours including direct sexual touching and the use of explicit images;
- the language to describe and understand emotions or sexual feelings;
- an understanding of what is acceptable or not acceptable behaviour;
- easy access to ask for help or to be heard;
- a wide group of friends able to provide support.

A pupil using sexual bullying behaviour may focus on a pupil with SEN or learning disabilities precisely because of these vulnerabilities. There is also a risk that pupils with SEN or learning disabilities may be more easily manipulated by other pupils, who encourage them to behave in an inappropriate sexual manner towards a third party. It is important that all school staff are clear about the particular threat of sexual bullying in relation to pupils with SEN and learning disabilities.

The Office of the Children's Commissioner¹ found that disabled children and those with visible medical conditions can be twice as likely to become targets for bullying. It is important that schools take into account the unique and specific needs of pupils with special educational needs and/or disabilities when developing anti-bullying policy and practice relating to sexist, sexual and transphobic bullying.

For full guidance on bullying relating to special educational needs and disabilities, please refer to <http://www.teachernet.gov.uk/docbank/index.cfm?id=12626>

Prevalence of sexist, sexual and transphobic bullying

There is no existing national data set that allows us to analyse the wider prevalence of these forms of bullying, nor to extrapolate which bullying behaviours are most common. However,

¹ Office of the Children's Commissioner (2006) *Bullying Today: A report by the Office of the Children's Commissioner*. London: OCC

in general, research suggests that verbal bullying is the most prevalent form of bullying behaviour.²

There is also information available that highlights the issue of young women who may be experiencing coercion or sexual violence in their teenage years. This is a behaviour that in schools will demand immediate action, including a safeguarding police response.

Experience of coercion and sexual violence:

In 2006, an NSPCC and Sugar magazine readers' survey³ of 674 teenage girls' experiences in general (not specifically in a school context) revealed:

- 45 per cent of teenage girls surveyed had experienced groping against their wishes;
- 56 per cent of unwanted sexual experiences occurred for the first time when girls were under 14.

*End Violence Against Women*⁴ also show that violence and sexual violence may also be a disturbingly common experience for young women. In a 2006 poll they found:

- 40 per cent of young people know girls who have been coerced or pressured into sex by their boyfriends;
- 42 per cent of young people know girls whose boyfriends have hit them;
- 77 per cent of young people feel they do not have enough information and support to deal with physical or sexual violence;
- 27 per cent though it was acceptable for a boy to 'expect to have sex with a girl' if the girl had been 'very flirtatious'.

Experience of bullying related to appearance:

Research also reveals pupils are concerned that their appearance could lead to them experiencing bullying. NASUWT⁵ cites research undertaken by the University of the West of England that reported in a sample of 1000 secondary age pupils 50% of girls and 37% of boys said they were unhappy about their appearance. Another survey of 600 pupils aged 11-19 showed 48% were fearful about being bullied because of their appearance. Some 10% reported that they would not go out to school at times when their self confidence in their appearance was at its lowest.

Experience of transphobic bullying:

Anyone whose expression of their gender identity may be interpreted as different from wider cultural or social norms of being male or female may experience transphobic bullying. Schools should not assume these pupils are transgender, but they should remain alert to the fact that other pupils may react negatively to ambiguous expressions of gender.

2 DCSF (2009) Research brief: *The characteristics of bullying victims in schools*

3 www.nspcc.org.uk/whatwedo/mediacentre/pressreleases/22_may_2006_unwanted_sexual_experiences_wdn33559.html

4 ICM was commissioned to undertake an online poll of 524 16-18 year olds in the United Kingdom for End Violence Against Women – www.amnesty.org.uk/uploads/documents/doc_17400.pdf

5 Prejudice-related Bullying, NASUWT, 2009 – www.nasuwt.org.uk

Although incidences of direct transphobic bullying are relatively rarely identified in schools, and often take the form of homophobic bullying, where these cases do occur pupils experiencing transphobic bullying may feel a sense of extreme isolation, and schools will want to seek advice on where and how to access specialist support.

The effects of sexist, sexual and transphobic bullying

As with all bullying, a pupil experiencing sexist, sexual or transphobic bullying may be:

- less likely to succeed in learning;
- more likely not to attend school or leave school premises rather than attend certain lessons;
- less likely to participate in extra-curricular activities for fear of being bullied;
- more likely to lose confidence, which will affect their personal development and well-being;
- more likely to lose trust in others, causing them to experience increased isolation and loneliness;
- more likely to display overtly sexual behaviours beyond the norm for age;
- more likely to display changes in sleep patterns, appetite or health reported by parents or pupils;
- more likely to display changes in attitude to school;
- more likely to display signs of substance misuse
- more likely to display a rise in absences, including unauthorised absences and a rise in persistent absence.
- more likely to cause harm to themselves or, in anger and fear, to others; and
- more likely to limit their aspirations as a result.⁶

There is evidence to show that girls who have experienced sexual bullying self-exclude or seek transfers to other schools (*Duncan, 2004; Osler, 2004*).

Similarly, transgender pupils report absenteeism from school or non-completion of their studies due to transphobic bullying (*Whittle, Turner, & Al-Alami, 2007*). These pupils learn to hide who they are, become anxious, withdrawn and unsociable (*Whittle et al., 2007*), with some experiencing physical harm including self-harming (*Gendered Intelligence, 2007*).

If not stopped, a pupil who is bullying may:

- create a group culture where causing harm by bullying is seen as acceptable and which then tacitly accepts collusion with bullying as the norm;
- understand that the school either condones the behaviour and the attitudes which underlie the behaviour or is powerless to prevent it occurring;
- be more likely to cause harm to others in adulthood.
- engage in anti-social and potentially criminal behaviour later in life.⁷

⁶ Study by Kidscape – Long-term effects of bullying (1999)

⁷ Risk and Protective factors YJB 2005

Why schools should deal with sexist, sexual and transphobic bullying

The well-being of pupils in school is paramount. Schools who fail to adequately safeguard the well-being of their pupils (including their safety from bullying and harassment) are failing to meet their responsibilities both in law and duty of care.

If children are being bullied, the achievement of all or any of the five Every Child Matters outcomes may be seriously undermined. Tackling bullying is mentioned explicitly under two of the outcomes: Outcome 2, Stay safe (Children and young people need to be safe from bullying and discrimination); and Outcome 4, Make a positive contribution (Children and young people are helped to develop positive relationships and choose not to bully or discriminate).

Sexist, sexual and transphobic bullying can damage lives. It may cause fear and anxiety, increase the likelihood of self-harm and limit aspirations and achievement. The effects of exposure to bullying can last well into adulthood.

2. The law, policy and guidance for schools

KEY MESSAGES FOR SCHOOLS

- Schools have a legal duty to take measures to prevent all forms of bullying, including sexist, sexual and transphobic bullying, and to protect pupils from harm, and ensure their physical and mental health and well-being.
- There are also a number of pieces of equalities legislation that establish the specific responsibilities a school has to tackle discrimination.
- Schools have the power to exclude pupils involved in bullying and/or cases involving sexual abuse or assault, and the legal powers of schools in this area are summarised in this section
- Sexist, sexual and transphobic bullying may have wider safeguarding implications, or involve criminal behaviour, and in these cases schools need to engage the appropriate safeguarding agencies and/or the police
- The range of government policy and guidance relating to bullying is summarised in this section, with links provided for further reading.

The Law

Duties relating to protecting the well being of pupils and preventing bullying

The Education and Inspections Act 2006

Section 89 of the Education and Inspections Act 2006 requires all head teachers to determine a school behaviour policy, which **must** include measures to be taken with a view to 'encouraging good behaviour and respect for others on the part of pupils and, in particular, **preventing all forms of bullying among pupils.**'

Governing bodies also have specific legal responsibilities in relation to bullying. Section 21 (5) of the Education Act 2002, inserted by Section 38 of the Education and Inspections Act 2006, requires that when exercising all their functions, governing bodies must ensure the **physical and mental health and emotional well-being of pupils**, and ensure that **pupils are protected from harm.**

A detailed summary of the law as it relates to governing bodies, head teachers and teachers and tackling bullying is set out at:

www.teachernet.gov.uk/wholeschool/behaviour/tacklingbullying/safetolearn/whatthelawsays/

Duties relating to equality and discrimination

There are also specific legal duties and powers of relevance to schools in relation to tackling discrimination. These are important to consider in relation to anti-bullying policy where the bullying is motivated by prejudice, as is the case with sexist, sexual and transphobic bullying. The duties and powers relevant to sexist, sexual and transphobic bullying are:

The Equality Act 2006

The Equality Act 2006 extends to sexual orientation the protection already in place against discrimination on grounds of religion or belief. The regulations make it unlawful to discriminate in the area of goods, facilities and services on grounds of sexual orientation. For schools this includes admissions, benefits and services for pupils and treatment of pupils.

www.teachernet.gov.uk/wholeschool/equality/sexualorientation/regulations2007/

Gender Recognition Act 2004

The Gender Recognition Act sets the legal basis for the recognition of transsexual people in their acquired gender. This may be relevant to schools supporting a transgender member of staff or pupil with a transgender parent/carer.

Gender Equality Duty 2007 (introduced under the Equality Act 2006)

The Gender Equality Duty came into force on 6 April 2007. All public authorities (including schools) must demonstrate that they are promoting equality for women and men (and girls and boys), and that they are eliminating sexual discrimination and harassment. Schools are required to have a gender-equality scheme in place that sets out how they are meeting the duty, which must include gender equality objectives to tackle their major gender equality issues.

www.teachernet.gov.uk/wholeschool/equality/genderequalityduty/

Equality Bill 2009

The Equality Bill aims to strengthen, simplify and streamline existing equality legislation. All the various legal protections against discrimination for school pupils will be aligned as far as possible. This will mean that in schools, protection from discrimination on the grounds of gender reassignment, which was previously not extended to schools, will be the same as protection on the grounds of sexual orientation. It is anticipated that the Bill will receive Royal Assent in early 2010.

The Bill also introduces a new integrated Equality Duty which will apply to all public authorities, including schools. The Equality Duty will bring together the existing race, disability and gender duties, and extend to cover new age, sexual orientation, religion or belief and fully cover gender re-assignment. The new Equality Duty will follow the same structure as the current duties and will be underpinned by a number of specific duties, which will help public bodies, like the schools, in better performance of the Duty. The new Equality Duty is expected to come into force in 2011.

Powers of schools to exclude pupils for bullying

Exclusions: statutory guidance (last revised September 2008)

There are two specific criteria which may relate to the use of exclusion in cases of sexist, sexual or transphobic bullying:

- 1) A decision to exclude a pupil permanently should be taken only:
 - a) In response to serious breaches of the school's behaviour policy; and
 - b) if allowing the pupil to remain in school would seriously harm the education or welfare of the pupil or others in the school.
- 2) There will be exceptional circumstances where, in the head teacher's/teacher in charge's judgment, it is appropriate to permanently exclude a child for a first or 'one off' offence. These might include:
 - a) serious, actual or threatened violence against another pupil or a member of staff;
 - b) sexual abuse or assault.

www.teachernet.gov.uk/wholeschool/behaviour/exclusion/2008guidance/part2/

Safeguarding and promoting the welfare of children, and criminal behaviour

'Working Together to Safeguard Children' (HM Government, 2006)⁸ sets out how individuals and organisations should work together to safeguard and promote the welfare of children. This document stresses the harm which can be done by bullying, the effect on development and, in extreme cases that bullying can link to self harm.

Schools are required by law to make arrangements to ensure that their functions are carried out with a view to safeguarding and promoting the welfare of children. They should:

- Create and maintain a safe learning environment for children and young people
- Identify where there are child welfare concerns and take action to address them, in partnership with other organisations where appropriate

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'. Where this is the case, the school staff should report their concerns to local authority children's social care.

All staff should have an up-to-date understanding of safeguarding children issues and be able to implement the school's safeguarding children policy and procedures appropriately. School policies should be in line with Local Safeguarding Children Board (LSCB) guidance.

Further guidance on making referrals is contained in the document *What to do if you're worried a child is being abused* (<http://www.everychildmatters.gov.uk/resources-and-practice/IG00182/>).

⁸ Working Together to Safeguard Children: A guide to inter-agency working to safeguard and promote the welfare of children, HM Government, 2006

Involving the police

Sexist, sexual and transphobic bullying behaviour may involve criminal offences, such as assault, theft, criminal damage, harassment offences, misuse of communication offences, hate crime offences or sexual offences. Where bullying is particularly serious or persistent, it may be necessary – in order to protect the person experiencing the bullying or appropriately respond to an incident – to involve the police in dealing with offences that have been committed. The school senior management would need to follow the procedures they have put in place for involving the police in cases of this nature.

Government policy and guidance

Vision for the 21st Century School

The Government White Paper *Your child, your schools, our future: building a 21st century schools system* (June 2009) includes the following Pupil Guarantee:

'The 21st century Pupil Guarantee will ensure that there are high aspirations for all pupils and that each and every pupil is given the opportunity to do the best they possibly can and succeed in school and in adult life.'

Specific elements of this guarantee which relate to bullying include **'every pupil will go to a school where there is good behaviour, strong discipline, order and safety'** and **'every pupil will go to a school that promotes their health and wellbeing, where they have the chance to express their views and where they and their families are welcomed and valued.'**

<http://www.dcsf.gov.uk/21stcenturyschoolssystem/>

Safe to Learn

'Safe to Learn' is a suite of guidance that establishes a common framework for all anti-bullying work in schools. The guidance suite also includes a set of documents that give specific, tailored advice on tackling homophobic bullying, cyberbullying, bullying related to special educational needs or disability and bullying related to race, religion or culture. This document is the latest addition to the 'Safe to Learn' package, and should be read in conjunction with these existing documents.

www.teachernet.gov.uk/_doc/11907/Summary%20-%20Safe%20to%20Learn.pdf

Safe from Bullying

Safe from Bullying is a suite of guidance that deals with tackling bullying in the community. We know that bullying can follow children outside school into other settings where they live, play and socialise and on journeys around the community. Schools should work with other local services to help make sure that children are safe from bullying wherever they are.

<http://www.everychildmatters.gov.uk/resources-and-practice/IG00363/>

Equality and Human Rights Commission guidance

Guidance from the Equal Opportunities Commission (2007) identifies sexist and sexual bullying and violence as key issues for schools to tackle under the gender equality duty. It is important that schools include objectives to address bullying of this nature in their equality scheme and

action plans, and that these objectives inform priorities in the School Improvement Plan. The gender equality duty requires schools to carry out the following steps (which also align with the school improvement cycle illustrated on page 29):

- Prepare and publish a gender equality scheme (GES) setting out its gender equality objectives;
- Gather and use information on how school policies and practice affect gender equality in the workforce and in the delivery of services;
- Consult stakeholders and take account of relevant information in order to determine gender equality objectives;
- Assess the impact of the current and proposed policies and practices;
- Report against the scheme each year and review at least every three years.

Further information is available at:

<http://www.equalityhumanrights.com/search-results/index.html?q=schools+guidance>

3. Preventing and responding to sexist, sexual and transphobic bullying

KEY MESSAGES FOR SCHOOLS

- Preventing and responding to bullying should be seen as one overarching process – effective responses inform effective prevention work
- Schools need to make effective use of the curriculum effectively to prevent sexist, sexual and transphobic bullying, and address some of the underlying attitudes that may underpin these forms of bullying.
- Responses to sexist, sexual and transphobic bullying need to address and support the individual or group who have experienced bullying (and possibly their families), the individual or group engaging in bullying behaviour (and possibly their families) and the wider school community. Schools should always assess whether a referral to children’s services safeguarding agencies or specialist support services is necessary in cases of sexist, sexual and transphobic bullying.
- Issues of confidentiality and responding appropriately to sensitive issues and disclosures are especially relevant to sexist, sexual and transphobic bullying.

Safe to Learn establishes that preventing all bullying is best done through a whole school approach, involving the whole school community in developing policy and practice. To effectively prevent sexist, sexual and transphobic bullying specifically should be directly addressed as a unique issue within this wider context of the whole school anti-bullying approach.

It also sets four common objectives when responding to incidents of bullying in schools. These are to:

- prevent, de-escalate and/or stop any continuation of harmful behaviour;
- react to bullying in a reasonable, proportionate and consistent way;
- protect the pupil who has experienced bullying, and provide sources of support as needed;
- apply actions, including relevant sanction to the pupil(s) who has caused the harm and ensure that they learn from the incident.

Prevention and response go hand in hand. In effective schools these approaches are, in fact, interdependent. This is a particularly important dynamic when considering bullying that is prejudice-related. Where bullying behaviours may be predicated on values or beliefs that require challenge it is critical that the school takes action to deal with both the behaviour and the underpinning attitudes that drive it.

The challenge here for all schools is, first and foremost, in creating a safe learning environment which actively protects pupils from harm and prevents bullying behaviour from taking place. Responding promptly and effectively to incidents if they do arise gives confidence and assurance to all members of the school community.

PREVENTING

a) Covering sexist, sexual and transphobic bullying in the whole school anti-bullying policy

In the overarching guidance document *Safe to Learn*, it states that every school should devise an anti-bullying policy, which it is recommended should be part of the overall school behaviour policy. This policy should engage the whole school community in anti-bullying work: governors, the school leadership team, all school staff (both teaching and non-teaching), all pupils and all parents and carers

When planning how to prevent and respond effectively to sexist, sexual and transphobic bullying, schools should ensure these issues are specifically covered in their anti-bullying policy and cross-referenced in all other relevant policies and procedures.

Chapter 3 of the overarching “**Safe to Learn**” gives a comprehensive guidance on how to draw up an anti-bullying policy using a whole school approach, this can be found at: <http://www.teachernet.gov.uk/wholeschool/behaviour/tacklingbullying/safetolearn/creatingpolicy/>

It is vital that schools demonstrate their commitment to tackling these forms of bullying by working to ensure that their position is clearly articulated and well understood by the whole school community, usually through a clear, written statement. Measures such as classroom displays and printed information for parents can be used to ensure all key groups engage with this statement. The statement should be owned by the leadership of the school (including governors) and visibly enacted through relevant policies, processes and practices. Pupils should participate in the development, design, display and monitoring of the information to ensure full ownership of and engagement with the statement.

Practice Snapshot

The organisation Womankind have developed the following 'code of practice' in consultation with groups of young people, which highlights some of the issues schools may wish to consider when developing a school commitment statement:

The Womankind organisation refer to 'sexual bullying' in their code of practice as:

Any bullying behaviour, whether physical or non-physical, that is based on a person's sexuality or gender. It is when sexuality or gender is used as a weapon by boys or by girls. It can be carried out to a person's face, behind their back or by use of technology.

For example:

- Using words that refer to someone's sexuality as a general put down (like calling something 'gay' to mean that it is not very good)
- Using sexual words to put someone down (like calling someone 'slut')
- Making threats or jokes about serious and frightening subjects like rape
- Gossiping and spreading rumours about some ones sexuality and sex life – including graffiti
- Touching someone in a way that makes them feel uncomfortable
- Touching parts of someone's body that they don't want to be touched
- Forcing someone to act in a sexual way.

We believe that young people and schools should recognise and challenge sexual bullying in the following ways:

- Have a whole school anti-bullying policy agreed by students and staff that expects everyone to respect themselves and others, and that identifies and addresses sexual bullying;
- Being clear about how incidents of sexual bullying should be reported, how they will be dealt with and what support will be available for the person on the receiving end;
- Talking about sexual bullying in the home-school contract, stating that it is not acceptable and explaining how it will be dealt with;
- Discussing sexual bullying, how often it occurs and how it can be addressed at school council meetings, form time or other appropriate opportunities;
- Making it clear to bullies why sexual bullying is wrong and the harm it can do;
- Creating a place in schools where young people can talk to teachers who will tackle the problem and treat it as the serious matter that it is;
- Provide confidential forms for young people to log incidences;
- Dealing with sexual bullying through work in lessons (especially PSHE), assemblies and form time – including looking at the way men, women and sexuality are presented in the press, on television and in computer games.

b) Using the curriculum to address and prevent sexist, sexual and transphobic bullying

The school curriculum has a role to play in reducing the likelihood of sexist, sexual and transphobic bullying occurring in part through addressing some of the underlying attitudes and values that underpin it. We want all young people to have the right information at the right time, which is appropriate to their age, so as to give them the knowledge they need to make informed choices and stay safe and healthy.

Schools have considerable flexibility to plan and deliver a curriculum that meets the needs of their pupils and community.

The Education Act (2002) requires that all maintained schools provide a balanced and broadly based curriculum that:

- promotes the spiritual, moral, cultural, mental and physical development of learners at school and within society;
- prepares learners at the school for the opportunities, responsibilities and experiences of adult life.

The principles underpinning the design of the school curriculum set out by QCDA include whole school dimensions, one of which is Identity and Cultural Diversity. According to QCDA⁹, *'Diversity also encompasses age, social class, regional differences, gender, sexual orientation, religious and non-religious beliefs and values.'*

Every Area of Learning in the new Primary curriculum or subject in the Secondary Curriculum offers considerable opportunities for schools to reinforce these values and cover issues that may be specifically related to bullying, gender and/or equality.

There are a range of opportunities to support the development of relevant knowledge, skills and understanding in Citizenship, History, English, Mathematics and Science. The personal development programmes within the 14-19 Diplomas also provide opportunities for addressing sexist, sexual or transphobic bullying.

The curriculum should be used to address attitudes, promote knowledge and understanding and provide opportunities to develop skills that can contribute to minimising the occurrence of sexist, sexual and transphobic bullying.

Personal, Social, Health and Economic education (PSHE education) including Sex and Relationship Education (SRE)

Sex and Relationship Education (SRE) within Personal, Social, Health and Economic education (PSHE education) appears the most obvious location for specific coverage of issues relating to bullying, gender equality and diversity. The department is clear that:

*'The framework for Personal, Social and Health Education (PSHE) and Citizenship aims to teach pupils to understand and respect diversity and differences. Pupils learn to recognise the effects of bullying, stereotyping, prejudice and discrimination of any kind, and to develop the skills to challenge discrimination assertively.'*¹⁰

⁹ www.qca.org.uk/qca_21667.aspx.

¹⁰ www.teachernet.gov.uk/wholeschool/equality/curriculum/

The content of PSHE lessons is designed to be age appropriate, giving children and young people factual information about growing up, set in the context of healthy, respectful relationships. It is important to note the clear connection between learning in PSHE education and the wider school processes of personal development and the promotion of pupil well-being.

The Personal Well-being programme of study for Personal, Social, Health and Economic education (KS3 and 4) sets out the requirements of the subject under five 'key concepts':

- Personal identities
- Healthy lifestyles
- Assessing and managing risk
- Relationships
- Diversity

www.curriculum.qca.org.uk/key-stages-3-and-4/subjects/pshe/index.aspx

The existing Key Stage 1 and Key Stage 2 national framework for PSHE and citizenship has four sections:

- developing confidence and responsibility and making the most of their abilities
- preparing to play an active role as citizens
- developing a healthy, safer lifestyle
- developing good relationships and respecting the differences between people.

The framework includes themes such as making choices about the future, staying healthy and keeping safe, understanding the consequences of aggressive and antisocial behaviour.

The decision to proceed with legislation in making PSHE statutory in both primary and secondary phases, and to set the age limit for parents' right to withdraw their children from Sex and Relationship Education at 15, will provide a major vehicle for mainstreaming the prevention of violence against women and girls (VAWG) in our schools and is one of the central planks of the contribution from the DCSF

The revised primary curriculum (from 2011) will consist of six broad Areas of Learning: understanding English, communication and languages; mathematical understanding; scientific and technological understanding; historical, geographical and social understanding; understanding physical development, health and well-being; and understanding the arts.

Diversity is a cross-curricular 'theme'. Both 'understanding physical development, health and well-being' and 'historical, geographical and social understanding' present clear opportunities to approach specific issues but, as with the secondary curriculum, the full range of Areas of Learning can be put to use in supporting the school's commitment to preventing sexist, sexual and transphobic bullying.

For more information, see: www.curriculum.qca.org.uk/key-stages-1-and-2/subjects/personal_social_and_health_education/keystage1/index.aspx?return=/key-stages-1-and-2/subjects/index.aspx

ANNEX A gives a 'practice snapshot', detailing how a school might undertake a curriculum review to ensure that the whole school curriculum was being productively used to address issues relating to sexist, sexual and transphobic bullying.

Social and emotional skills development in schools –SEAL

There is now a full progression of social and emotional skills development materials available to schools through the National Strategies, and these have particular relevance to sexist, sexual and transphobic bullying.

Primary and Secondary:

The Social and Emotional Aspects of Learning (SEAL) resource (Primary and Secondary) includes modules on bullying including staff development activities. The primary resource is well embedded in schools.

The secondary resource uses specific examples of prejudice-driven bullying in the anti-bullying resource to focus learning opportunities. Each learning opportunity makes wider connections with other opportunities contained in the full set of themes to ensure that coverage of bullying can be connected with SEAL skills development across the full range.

Further information is available at:

<http://nationalstrategies.standards.dcsf.gov.uk/inclusion/behaviourattendanceandseal>

c) Working in partnership to prevent sexist, sexual and transphobic bullying: involving a range of agencies

Bullying is not an issue faced by individual schools; it is an issue of importance and relevance to the whole local community, which can take place in a variety of settings, and one which the community needs to work together in partnership to effectively tackle. This section summarises ways in which sexist, sexual and transphobic bullying can be addressed on a wider level than just the individual school.

Schools working in partnership to tackle bullying: Safer Schools Partnerships and School Partnerships to improve behaviour and tackle persistent absence:

The Apprenticeships, Skills, Children and Learning Act (2009) requires all maintained secondary schools (including community, foundation and voluntary schools and special schools providing secondary education, as well as academies, city technology colleges and city colleges for the technology of the arts in England) to be part of a local behaviour and attendance partnership. Regulations will similarly require pupil referral units [(re-named short stay schools by the ASCL Act)] to participate in these partnerships. DCSF has also been supporting schools to form Safer Schools Partnerships, which may form part of the local behaviour and attendance partnership, and involve schools working closely with the local police.

Schools working in their behaviour and attendance partnership and/or Safer Schools Partnership may wish to work together on their anti-bullying policies and practices, to develop a co-ordinated approach across the local area, and to proactively involve their Safer Schools police officer in anti-bullying prevention work. They may also wish to use the platform of the

behaviour and attendance partnership to engage with other agencies that can support cross-area anti-bullying work, such as local mediation services, parent support teams and the police.

School governors will need to be aware of activity around partnership working with other schools, and the shared priorities of the local Children and Young People's Plan, and build these priorities into their anti-bullying strategic planning.

Engaging the local community:

Schools will be aware of the range of views and attitudes regarding issues of gender, gender roles and gender identity. Schools may be supporting pupils who come from backgrounds where there exist divergent and conflicting views.

Some individuals or communities may question or reject the principles of gender equality and the rights of transgender people. The school is required by law, however, to uphold these principles, and discussing bullying can be a good starting point for engaging with these sensitive issues.

Schools will need to make use of a full range of strategies when working to engage with parents, families and communities, including:

- a) Clearly communicating the stance of the school against sexist, sexual and transphobic bullying through published materials including the school prospectus, newsletters, website, displays and at school events;

This should also include clear information about how parents can seek support if they feel their child is being bullied;

- b) Offering specific support for parents and carers who need help, either because their child is being bullied or in managing their child's behaviour. There is a range of support available in school and through partner agencies but parents and carers need to feel this support is accessible to them;
- c) Employing some of the formal strategies for parental engagement including the use of parenting contracts and home-school agreements. Many parents will react positively to such offers of help and particularly value group support.

Some schools find that the use of parenting orders is helpful in protecting the interests of the child, in the small minority of cases where voluntary arrangements are not successful.

A parenting order is a civil court order which consists of two elements:

- A requirement on the parent to attend counselling or guidance sessions (e.g. parenting education or parenting support classes) where they will receive help and support to enable them to improve their child's behaviour or attendance. This is the core of the parenting order and lasts for 3 months;
- A requirement on the parent to comply with such requirements as are determined necessary by the court for improving their child's behaviour or attendance at school. This element can last up to 12 months.

Parenting orders are appropriate where parenting considered a factor in the child's behaviour and parents are unwilling to engage voluntarily with LA or school.

More information can be found at:

<http://www.teachernet.gov.uk/wholeschool/behaviour/pcspospns/>

Addressing bullying taking place outside of school settings:

It is important to remember that bullying can occur in many settings; not just in schools (for example at play, leisure and youth activities, extended services in & around schools and on journeys, as well as through social networking sites and/or text messaging). As such it is important to consider the role of the local authority and a range of other organisations and services operating within the local community when thinking about how bullying can best be tackled.

Local Safeguarding Children Boards (LSCBs) are the key mechanism for agreeing how relevant organisations in each area will co-operate to safeguard and promote the welfare of children, and for ensuring the effectiveness of what they do. Each Board's membership will include organisations that may have involvement in bullying issues, such as the police, the health service, educational institutions, legal services, transportation services and sports and leisure providers.

Local authorities play a key role in preventing bullying. They ensure that the local anti-bullying policy is brought to the attention of relevant organisations within the local community, and they are also responsible for ensuring and monitoring the effectiveness of the strategies being implemented. Typical membership of a local authority anti-bullying steering group might include Safer Travel Teams, Connexions, Educational Psychology Services, Healthy School Advisors, E-Safety Managers and local voluntary sector organisations.

As bullying can occur anywhere in our community, where possible, local authorities should insist relevant organisations, such as transport companies and care providers, have an adequate anti-bullying policy when commissioning a service from them. This helps to ensure that the staff in these organisations are fully equipped to respond to and tackle bullying if faced with an issue.

As part of its *Safe from Bullying* suite, the Government has issued guidance on how different services within a community can work together to tackle bullying. The documents *Safe from Bullying: guidance for local authorities and other strategic leaders on reducing bullying in the community* and *Safe from Bullying on Journeys are particularly relevant to building local partnerships*, and can be accessed at:

<http://www.everychildmatters.gov.uk/resources-and-practice/IG00363/>

RESPONDING

a) Supporting the child or young person experiencing bullying

Any response to sexist, sexual or transphobic bullying must achieve two clear outcomes:

- Protect the victim and stop the bullying;
- Prevent any recurrence of the bullying.

Schools should review their pupil support system to ensure that policy and practice are aligned to deal with sexist, sexual and transphobic bullying.

The individual circumstances of incidents will require significantly different responses. However it is possible to exemplify some of the general principles of effective support common to this form of bullying.

1. Offer immediate support

The immediate response of a member of staff to a pupil who reports sexist, sexual or transphobic bullying might be structured as follows:

Find a place where you will not be interrupted

- Tell the pupil you are worried about them
- Ask them to tell you about the bullying
- Listen in a non-judgemental way
- Tell them no-one should have to experience that sort of bullying
- Tell them the school will help them stop the bullying
- Encourage them to agree to the incident being formally logged through the school's system for recording bullying incidents
- Ensure the safety of the child or young person is secure immediately after the incident, including on the way home from school
- Seek further support from other school staff as needed.

2. Offer structured support following an incident

Children and young people who have experienced sexist, sexual or transphobic bullying will need immediate support following an incident, but they may well also need ongoing support to come to terms with the incident and feel safe in school. Those harmed may need support to tell their story fully and discuss how the incident has affected them, and feel reassured that ongoing support will be made available to them and action is being taken to prevent the same thing from happening again. Sources of this ongoing support may include:

- peer mentors, befrienders, restorative workers;
- external agencies and partners;
- a staff member who arranges to meet the pupil again after a fixed period of time to review what has happened since the incident to make sure support has continued.

3. Engage multi-agency and specialist support where necessary

In some cases, both the young person harmed and the perpetrator (and associated family members) may need ongoing specialist help and support from agencies working with or around the school itself.

As outlined in chapter 2 of this guidance, sexist, sexual and transphobic bullying is even more likely than other forms of bullying to bring up safeguarding implications.

School staff need to be clear on how to access referral routes for engaging with multi agency specialist partners for safeguarding children, when necessary, and when and how to use the

Common Assessment Framework (CAF). All staff must be clear about their role in arranging interventions and the school needs to feel confident it can support staff through the process.

Even where safeguarding is not considered to be an issue, schools may need to draw on a range of external services to support the pupil experiencing bullying, or engaging in bullying behaviour. In most localities there are a range of specialist services, in the voluntary, private and public sectors, who can offer support to schools and individuals in responding to sexist, sexual or transphobic bullying. The **Further Resources** section 8 of this guidance highlights the main national sources of support and advice. Specialist services may be able to provide schools with services such as:

- Intensive support for a pupil and/or family involved in a particularly complex or difficult case
- Small group work to respond to a specific problem, for example between two groups in one school year
- Support and expertise in developing whole school anti-bullying systems, policies and practice models
- Training for staff to enable them to implement these policies and practice models effectively
- **Specialist information on online threats**, such as the Child Exploitation and Online Protection (CEOP) centre (www.thinkuknow.co.uk/teachers/)

Handling sensitive issues– confidentiality and protecting the privacy of a pupil who experiences sexist, sexual or transphobic bullying

This issue is of particular relevance to sexist, sexual and transphobic bullying. Pupils may be reticent to speak to members of staff because they feel sensitive issues will have to be shared widely. School staff should all be aware of how to handle pupil disclosures of a personal nature¹¹. This may include the disclosure of sexual bullying for example, including the disclosure of criminal acts such as coercion, assault or abuse, or it could relate to a pupil's gender identity. Schools should work to ensure that all staff are confident in their knowledge of safeguarding referral processes.

The reality is that what is on offer in schools is a limited confidentiality – where staff are concerned that the pupil may be at risk of harm they must make contact with the safeguarding lead in order to discuss making a referral according to school procedures.

The school's confidentiality policy should provide a framework for staff when deciding whether or not they can offer confidentiality to a pupil who discloses information about themselves or their situation.

Staff should also be clear on distinguishing their own needs from those of the pupil. For example, if a young person discloses themselves as transgender, the member of staff may need to pursue further information or advice on the issue in general. They should do so whilst preserving the confidentiality of the child or young person if it is appropriate to do so.

Health service staff operating a service on the school site, for example a school nurse, offer a slightly different degree of confidentiality, although the principle of a confidentiality that is

¹¹ Working Together to Safeguard Children: A guide to inter-agency working to safeguard and promote the welfare of children, HM Government, 2006

limited according to whether or not the child or young person is at risk is consistent. Health service staff are, however, bound by the same limited confidentiality within the class environment as teachers and other school staff.

Before suggesting treatment or services to a young person under the age of 16, though, health professionals are required to find out whether the young person has informed, or intends to inform, their parents to get consent.

If not, the professional may make a judgement on whether to proceed based on the young person's 'competence' to understand and process what it is that is happening to them and the likely consequences of their actions. Where possible, gaining parental consent and support is desirable.

ANNEX B provides a 'practice snapshot', giving details of information which could be included in a staff handbook, covering this issue.

b) Responding to pupils who engage in bullying behaviour

When responding to incidents of bullying, including sexist, sexual and transphobic bullying, schools should consider how the response they make to an incident will alter the behaviour of:

- The ringleader¹²; and
- Any wider group that supports or reinforces this behaviour, either directly or indirectly.

Additionally, as sexist, sexual and transphobic bullying behaviour is commonly underpinned by a range of attitudes, values and beliefs about gender roles, schools need to consider how they can address these attitudes and values following an incident, both in the individuals concerned and the wider school community. Taking a whole-school response to an incident is discussed later in this chapter.

When a child or young person is engaging in bullying behaviour, it is important to consider the motivations behind this behaviour and if it reveals any concerns for the safety and well-being of the perpetrator.

It is important to challenge bullying behaviour and impress why it is unacceptable on the person carrying it out, including using sanctions, but to effectively stop the behaviour from being repeated the child or young person may need support such as counselling, peer mediation or mentoring, or other specialist support.

Using school sanctions

Schools should always seek to apply sanctions to pupils who bully in order to impress clearly the unacceptability of their actions. 'Safe to Learn' states:

The school sanctions policy must be applied fairly, consistently, proportionately and reasonably taking account of any Special Educational needs or disabilities that the pupils may have and taking into account the needs of vulnerable pupils'.

www.teachernet.gov.uk/wholeschool/behaviour/tacklingbullying/safetolearn/

¹² Salmivalli, C. (1999) Participant role approach to school bullying: implications for interventions, *Journal of Adolescence*, vol. 22, pp. 453-9.

The table below summarises the key purposes of the use of sanctions, and the key messages that should be emphasised to ensure these purposes are achieved.

Purpose of sanctions	Specific messages to emphasise when applying sanction
Impress that the behaviour was unacceptable by holding pupils to account for their behaviour and facing up to the harm they have caused	<p>Pupils causing harm need to be clear:</p> <ol style="list-style-type: none"> That their behaviour was unacceptable; In what specific ways their behaviour was unacceptable and why; Exactly what harm has been caused; What wider harm has been caused – to others in the school and maybe wider (for example family effects)
Deter pupils from repeating the behaviour	<p>Use the appropriate sanctions available to the school including, for example:</p> <ul style="list-style-type: none"> ● Limiting free social time; ● Detentions; ● Close supervision; ● One-to-one instruction; ● Managed moves; ● Permanent or fixed-term exclusion. <p>The purpose is to signal to the pupil that a recurrence of this behaviour will be unacceptable. Where it is appropriate, schools should seek to engage parents or carers in understanding the sanction applied and its purpose.</p>
Signal to others that the behaviour is unacceptable and deter from the behaviour	Use of small group, class group, year meetings, assemblies to restate the school's commitment and its efficacy in making appropriate responses to protect pupils and/or groups.
Reassure the pupil harmed , prevent further harm, repair harm caused	The pupil harmed is immediately clear that the pupil bullying is being supervised to prevent any further harm and that steps are being taken to ensure continuing safety including liaison with friends and family.

Figure 1– Purpose of sanctions and key messages to emphasise to achieve purpose

A strategic approach to applying sanctions and interventions

Schools should establish how the range of sanctions available to them can be applied most appropriately to different incidences of sexist, sexual and transphobic bullying.

Sanctions mapping

A mapping exercise can be used as a professional development and discussion tool with all staff and governors to develop a shared understanding and consistency of practice in applying sanctions to those who participate in bullying of a sexist, sexual or transphobic nature. Participants are given a series of, preferably actual, scenarios of sexist, sexual and transphobic bullying, or wider descriptive statements, and are then asked to map them against the school sanctions framework.

Challenging unacceptable language or attitudes

Staff dealing with the inappropriate use of sexist, sexual or transphobic language need to feel confident to deal with it. Language may not always be directed, but it may be used within earshot of members of staff in classrooms, corridors or playgrounds.

Structured prompts for use by school staff are offered below. They provide staff with a variety of simple, scripted responses, each operating at a varying degree of remove from the situation. Allowing sexist, sexual or transphobic language to go unchallenged would appear to reinforce the acceptability of this language in school environments. Staff need to feel safe and confident to make challenges, and professional development opportunities should be sought to enable this to happen.

1) Dismissive response

'I'm not going to listen to language like that.'

2) Questioning response

'What makes you think that?'

'What do you mean by that?'

'Let's talk about why people think like that.'

3) Confronting response

'Language like that is not acceptable.'

'A lot of people would find that offensive.'

4) Personal response

'I'm not happy with what you said.'

'I find that language really offensive.'

'What you've said really disturbs me.'

5) Organisational response

'The school doesn't tolerate language like that.'

(Adapted from: The Sexuality Project – Brighton and Hove and East Sussex PSHE Advisory Team, 2000)

c) A whole school response: learning from incidents of sexist, sexual and transphobic bullying

Following an incident of sexist, sexual or transphobic bullying, schools may want to make a wider, whole-school response, which will feed into their prevention strategy by reinforcing the prevention strategies and messages through reflecting on a specific incident.

At all times, the school should be focused on creating a positive, supportive ethos where the whole school community has confidence that the school is effective in preventing and responding to sexist, sexual and transphobic bullying, gender equality is promoted and violence against women is not accepted.

Informing policy and practice to build short or long term behavioural and cultural change

Figure 3 below shows how an incident can be reviewed in order to shed light on what policy, processes and practices may need to be considered and adjusted in future.

The school's process of review and development should be informed, in part, by an annual review of bullying incidents recorded – this annual report should go to governors and, ideally, the wider staff.

It may be that individual incidents have particular implications for the school environment or are of such severity that changes to a wide range of policy and practice, including potentially to child protection and safeguarding practice as well as anti-bullying or behaviour practice, may be necessary.

Staff development and the curriculum should always be considered when analysing the impact of any incidence of sexist, sexual or transphobic bullying.

Practice Snapshot Post Incident Review Tool

Figure 3 The Wigan Analysis Window (Professor Chris Gaine, University of Chichester)

1 Analyse the Incident

The antecedents, the behaviours, the consequences

2 Analyse the assumptions driving the bullying

The pupils directly involved

The other pupils, including bystanders

3 Understand the dynamics

The time location, known views and previous behaviours

Staff roles and actions

4 The impact on Policy and Practice

Behaviour and relationships Policy

Curriculum Design

Staff training and systems

Celebrating success

Celebrating success in tackling sexist, sexual and transphobic bullying is an important means of promoting the issue at whole-school level and contributing to creating a positive school ethos around the issue. Celebrating success helps to assure pupils, staff, governors and parents that the school is taking effective steps to improve policy and practice.

There are many ways in which schools can celebrate success:

- **Pupil level.** Recognition through assembly presentations of the role of pupil befrienders or peer mentors in challenging sexist, sexual or transphobic bullying;
- **Curriculum.** A theme on sexist sexual or transphobic bullying in one or more parts of the curriculum, could be used to promote understanding, celebrate success and reinforce the anti bullying stance;
- **Fixed Events.** Using national and international celebration events in assemblies or curriculum time to reinforce the school stance against sexist sexual or transphobic bullying (see ANNEX C for a list of relevant themed national events);
- **Anti-Bullying Charter.** Using the outcomes of a review by pupils and staff of the Anti Bullying Charter as a way to engage the whole school community in recognising what is already being done and what needs to be done;
- **Self-Evaluation.** Using the OfSTED Self Evaluation Form to identify and report outcomes of the school anti bullying work;
- **Recognition Schemes.** Schools could use a range of national and local validated schemes to celebrate achievements in challenging sexist sexual or transphobic bullying – such as the National Healthy Schools Programme, or the national Diana Award for anti-bullying work (further details given in the Further Information section);
- **School Partnership events.** Schools in a partnership, or in a Local Authority area, may choose to run a joint conference of pupils, for example from school councils, to discuss Human Rights, including a focus on sexist sexual and transphobic bullying. This could examine school, local, national and international issues and through local media promote the work of schools in building understanding, preventing and responding to this bullying.

4. Recording and reporting incidents of sexist, sexual and transphobic bullying

KEY MESSAGES FOR SCHOOLS

- Recording and reporting incidents of sexist, sexual and transphobic bullying is a crucial part of any successful anti-bullying strategy, and **schools need to make it as easy as possible for pupils to seek assistance and report incidents.**
- Effective recording and reporting allows schools to respond effectively to individual incidents of sexist, sexual and transphobic bullying, providing support to those affected, and involving other agencies where appropriate.
- Gathering and analysing data allows schools to effectively evaluate policies, practices and systems, and develop them to improve outcomes for individual children.
- To respond effectively to incidents of sexist, sexual and transphobic bullying, incidents need to be recorded by type as displaying these features.
- Records need to be analysed and findings need to be reflected in updates to the school's anti-bullying policy.
- The Government is currently developing new legal duties around recording and reporting incidents of bullying.

In the overarching guidance document *Safe to Learn*, it states that:

*'schools should record all incidents of bullying, including by type, and report the statistics to their local authority'*¹³

Evidence from practitioners on the ground shows that successful anti-bullying strategies are underpinned by comprehensive recording and reporting systems. Recording and reporting allows schools to respond effectively to individual cases, monitor trends to develop targeted and thus more appropriate and effective anti-bullying policies, keep parents, governors and all relevant agencies fully informed about individual cases and school trends, and provide evidence for use in celebrating the anti-bullying success of the school.

It is important that incidents of bullying are recorded by type, so the school can develop a clear picture of the nature and extent of problems with specific types of bullying and thus respond appropriately and effectively.

Detailed guidance on recording and reporting incidents of bullying is provided in *Safe to Learn*, and can be accessed at: <http://www.teachernet.gov.uk/wholeschool/behaviour/tacklingbullying/safetolearn/reportingandrecording/>

¹³ *Safe to Learn: Embedding anti-bullying work in schools*, DCSF 2007, p. 33.

New regulations under the Education Act 2002

The Government intends to introduce a new statutory duty on schools to record incidents of bullying between pupils, and incidents of verbal or physical abuse against school staff.

It will also consult on whether schools should also be required by law to report all incidents of bullying to the local authority, and on whether schools should be required to record and report incidents by type where the incident is prejudice-related, i.e. racist, sexist, homophobic, transphobic and so on.

The Department is planning to go out to formal consultation on these new requirements in December 2009 and hopes to bring them into force in September 2010.

What makes an effective school reporting system?

To deal effectively with sexist, sexual and transphobic bullying, an effective reporting system should:

- Have processes in place to ensure the immediate safety of those making a report (eg. ensuring they have a means of travelling home safely and are not at imminent risk of further harm);
- Be easy to use;
- Protect confidentiality (within information sharing boundaries);
- Be capable of being used by other pupils (not experiencing bullying directly), staff and parents concerned for a pupil's wellbeing;
- Have a range of routes through which an incident can be reported;
- Be well publicised and promoted to ensure everyone knows how to use it and feels confident doing so, including parents;
- Guarantee pupil and parent confidence as reports are responded to quickly, appropriately and effectively;
- Be supported by same-sex trained staff members available to follow up a report with a pupil quickly;
- Be supported by trained reception and other staff, aware of how to use the system and respond sensitively and appropriately to potentially emotional parents and pupils seeking to report an incident;
- Be regularly reviewed to ensure it is operating effectively and being widely used, and the outcomes of this review should be communicated to the whole school community to build confidence in the system;
- Categorise sexist, sexual and transphobic bullying in reporting systems and thus allow monitoring and evaluation reports specific to these kinds of bullying to be produced;
- Map bullying against attainment and attendance data for individuals and groups;
- Provide reports on sexist, sexual and transphobic bullying which can contribute towards the School Improvement Plan, SEF or the National Healthy Schools Award;

- Have triggers in place to remind staff where referral to other agencies such as Child and Adolescent Mental Health Services (CAMHS), educational psychology specialists, domestic violence agencies, or the Safer School Partnership officer;
- Support the sharing of information under the terms of national safeguarding guidance, including multi agency staff working with the school such as the Safer School Partnership officers.

ANNEX E provides a 'practice snapshot' – a sample staff script used by schools to support the process of recording and reporting incidents of sexist, sexual or transphobic bullying.

5. Governor, leadership team and staff development

KEY MESSAGES FOR SCHOOLS

- School staff will need professional support and training to be fully equipped to deal with sexist, sexual and transphobic bullying
- School leaders should set clear aspirations for the skills they want their staff to develop and the ethos it wants its staff to engender

This section gives guidance on appropriate aspirations for staff development, how these aspirations can be met, how areas where development is needed can be identified and sources of training and development support.

As part of the professional development programme for governors, the senior leadership team and all staff, schools should include provision to contribute to the work of the school in preventing and responding to sexist, sexual and transphobic bullying. Support and development opportunities need to be provided to all school staff, including non-teaching staff. ANNEX E provides a series of prompts that can be used by schools to begin the process of reflecting on issues relating to sexist, sexual and transphobic bullying with staff, and identify areas where development may be needed.

Any professional development plan to address sexist, sexual and transphobic bullying should include high aspirations, and should be seen within the context of wider whole-school action to address bullying.

Suitable aspirations for professional development in the area include:

- 1) All staff (whatever their role in the school-including temporary staff, training placements, adults accompanying trips etc) and governors should have knowledge of school policy and practice to prevent harm to pupils including from sexist, sexual and transphobic bullying. All must be being clear that sexist, sexual or transphobic bullying is unacceptable and should be challenged, and know how to respond to any incidents;
- 2) All relevant staff should have confidence and skills to enable classroom debate to challenge the prejudice or stereotypes underlying sexist, sexual and transphobic bullying, build knowledge and support development of skills in pupils;
- 3) All staff should be clear on the school policy in relation to confidentiality and safeguarding. Staff should feel supported in making professional judgements and in seeking advice in school and, through the school multi agency processes, with external agencies using the CAF process;

- 4) Staff with specialist or leadership roles (for example in the pupil support structure, or as anti bullying lead) must be clear on principles and practices to prevent sexist, sexual or transphobic bullying and be supported in engaging in professional development work;
- 5) Staff in partner agencies must be clear about how they can work within the school values against sexist, sexual and transphobic bullying to achieve school goals and Every Child Matters targets for all young people. For example, the Safer School police officer could explicitly support the commitment of the school.

These aspirations could be met through including coverage of the following themes at the appropriate level for the phase and type of school:

- Building understanding of the underlying issues of prejudice and stereotyping which may be drivers for sexist, sexual or transphobic bullying;
- Recognising the signs which may indicate the bullying of pupils, particularly for the most sensitive issues of gender identity and body image;
- Responding with sensitivity to the person harmed given the specific nature of the incident. This includes taking appropriate steps to safeguard pupils and engage other agencies as necessary;
- Challenging the pupil causing bullying using the school policy on sanctions and other approaches, in a way which prevents recurrence;
- Encouraging confidence in reporting by pupils – those directly affected and bystanders;
- Understanding the role of the curriculum and teaching and learning in preventing sexist, sexual and transphobic bullying;
- Understanding how data and other information can help analyse policy and develop practice.

Accessing professional development opportunities

The major sources of relevant professional development opportunities for schools include:

- Local Authority programmes including governor training programmes
- Anti Bullying Alliance Regional Advisers by arrangement with a targeted authority
- National Strategies for School Improvement: Behaviour and Attendance
- National Programme for Specialist Leaders in Behaviour and Attendance

There are also a range of training opportunities provided by the professional associations, and specialist groups.

6. Further information and resources

Safe to Learn provides the overarching framework for the specific suites of guidance related to different forms of bullying:

<http://www.teachernet.gov.uk/wholeschool/behaviour/tacklingbullying/safetolearn/>

- i) Bullying involving children with Special Educational Needs and disabilities

http://www.teachernet.gov.uk/_doc/12626/7655-DCFS-Anti-Bullying.pdf

- ii) Cyberbullying

<http://www.teachernet.gov.uk/wholeschool/behaviour/tacklingbullying/cyberbullying/>

- iii) Homophobic bullying

<http://www.teachernet.gov.uk/wholeschool/behaviour/tacklingbullying/homophobicbullying/>

- iv) Racist bullying

<http://www.teachernet.gov.uk/wholeschool/behaviour/tacklingbullying/racistbullying/>

Schools are encouraged to make a public commitment to anti bullying work by signing up to 'Bullying: A charter for Action'

<http://www.teachernet.gov.uk/docbank/index.cfm?id=11912>

Safe from Bullying is a suite of guidance which deals specifically with bullying outside of school settings, within the community. Much of this guidance is aimed at children's homes and further education colleges, but the documents *Safe from Bullying on Journeys* and *Safe from Bullying in extended services in and around schools* set out how schools can prevent and respond to bullying that takes place in these settings.

<http://www.everychildmatters.gov.uk/resources-and-practice/IG00363/>

A) National Strategies

1) The Behaviour and Attendance Core Day training materials includes a review process for school behaviour policies

<http://nationalstrategies.standards.dcsf.gov.uk/node/98041>

2) The National Programme for Specialist Leaders in Behaviour and Attendance (NPSLBA) offers an opportunity for professionals at all levels of responsibility working in schools and other educational settings to develop and enhance their leadership skills in the context of behaviour and attendance.

<http://nationalstrategies.standards.dcsf.gov.uk/cpd/inclusion/npslba>

3) Specific anti bullying work resources include

i) Behaviour and Attendance toolkit unit 4: Bullying

http://nationalstrategies.standards.dcsf.gov.uk/node/96748?uc=force_uj

ii) Social and Emotional Aspects of Learning (SEAL) resources includes specific anti bullying materials

Unit 'Say no to bullying'

http://nationalstrategies.standards.dcsf.gov.uk/node/66369?uc=force_uj

B) Teachers TV

This has a download of anti bullying resources and links at:

<http://www.teachers.tv/bullying/download>

and includes a programme on bullying by girls at:

<http://www.teachers.tv/video/29937>

C) Anti-Bullying Alliance

The Alliance brings together over 60 organisations committed to stopping bullying.

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

D) Beatbullying

Beatbullying empowers young people to lead anti-bullying campaigns in their schools and local communities, and builds the capacity of local communities to sustain the work. They run peer-mentoring programmes including online help to through cybermentoring.

<http://www.beatbullying.org/>

E) Resources from National Organisations

i) The Equality and Human Rights Commission replaced the Equal Opportunities commission which published the toolkit to help schools develop their Gender Equality Scheme/

<http://www.equalityhumanrights.com/en/Pages/default.aspx>

There are a number of organizations producing materials for schools on sexist sexual or transphobic bullying. A sample is given here. This listing is included for illustrative purposes and does not imply endorsement by DCSF of any specific programme or approach.

ii) The Expect Respect Educational Toolkit consists of a lesson for each year group from reception to year 13 on tackling domestic abuse

<http://www.womensaid.org.uk/page.asp?section=0001000100280001§ionTitle=Education+Toolkit>

iii) Gender Identity Research and Education Society (GIRES) provides information for trans people, their families and the professionals who care for them.

www.gires.org.uk

iv) **Womankind** have developed 'Challenging Violence, Changing Lives', a programme for secondary schools in the UK. They have an education resource pack with PSHE and Citizenship lesson plans for key stage 3 and the 14-19 curriculum, covering gender and bullying, gender and culture, and building respectful relationships. The pack provides resources to create a whole school environment to stop violence against women and girls, including a specific whole-school sexual bullying section and a short DVD entitled 'Flirting or Hurting' on stopping sexual bullying in secondary schools. Womankind have also produced a recent report entitled 'Challenging Violence, Changing Lives: Gender on the UK Education Agenda' on implementing education to stop violence against women in UK Secondary schools.

<http://www.womankind.org.uk/uk-schools.html>

v) **Stonewall** have developed resources aimed at tackling homophobic bullying, which in their research *The School Report* and *The Teachers' Report* was found in many cases to be targeted towards young people who do not conform to gender stereotypes or are perceived to be 'different'. Stonewall's 'Education for All' website can be accessed at:

www.stonewall.org.uk/educationforall

The School Report and The Teachers' Report, and resources on homophobic bullying, can be found at:

www.stonewall.org.uk/educationresources

F) Helplines

Childline, **Parentline Plus** and **NSPCC Helpline** are examples of the types of confidential support lines available to pupils, parents or any adults.

Childline <http://www.childline.org.uk/pages/default.aspx> Tel 0800 1111

Parentline Plus <http://www.parentlineplus.org.uk/> Tel 0808 800 2222

NSPCC helpline http://www.nspcc.org.uk/helpandadvice/helpandadvicehub_wdh45208.html
Tel 0808 800 5000

Some **specialist groups** exist to offer family support for children and teenagers with **gender identity issues**, including **Mermaids**:

<http://www.mermaidsuk.org.uk/>

The Gender Identity Development Service (GIDS) based within the Tavistock and Portman NHS Trust in London is a specialist service that sees children and adolescents (up to the age of 18) and their families, who are experiencing difficulties in the development of gender identity. This includes children who are unhappy about their own biological sex and wish to belong to the other one. Some may be boys who feel or believe they are girls and vice versa. The service accepts referrals from across the UK – the preferred route is through CAMHS services. More information is available at:

<http://www.tavi-port.org/node/557>

G) Professional Associations

have published a number of relevant resources including

i) NASUWT: Prejudice-related Bullying, NASUWT, 2009

http://www.nasuwt.org.uk/InformationandAdvice/Equalities/PrejudiceRelatedBullying/NASUWT_002904

ii) NUT: A Serious Business: survey of teachers' experience of sexism and harassment in schools and colleges, Institute of Education, Nov 2006

www.teachers.org.uk/resources/word/A%20Serious%20Business.doc

iii) ATL: 'Doing gender' a survey on aspects of sex/gender identity and homophobia ' July 2007

H) Local area support

Each local authority area will have sources of support for schools to help individual pupils or to develop their policy and practice. This may include equality advisors, behaviour and attendance consultants, and local anti bullying coordinators.

Specific agencies may offer support programmes for example:

i) Child and Adolescent Mental Health Services (CAMHS) – these are locally based and can be accessed through referral by GPs or Education Psychology services etc.

Some CAMHS services have developed programmes on domestic violence, rape and gender relations to promote positive and non-violent relationships and to challenge domestic and sexual violence.

ii) Local Safeguarding Children Board (LSCB)

In each area an LSCB has responsibility for safeguarding children. Membership of LSCB is set out in the Children Act 2004, and includes local authorities, health bodies, the police and others. The objective of LSCB is to coordinate and to ensure the effectiveness of their member agencies in safeguarding and promoting the welfare of children.

iii) Domestic Violence Services

Local Domestic Violence organisations may work with schools to challenge attitudes in relation to intimate violence and to promote violence free relationships.

A comprehensive list of domestic violence services available in each area is available in the *Domestic Abuse Directory* available at www.womensaid.org.uk.

iv) Educational psychology services

In addition to casework Education Psychologists may provide consultancy support to tackle sexist sexual or transphobic bullying in schools

v) Education Welfare services

Education Welfare Officers work with schools and families to resolve attendance issues. Though enforcing school attendance is the main responsibility of the Education Welfare Service, in many instances they will also undertake other important related duties. These include advising on child protection issues

vi) Safer School Partnerships (SSP)

Many schools now have safer school partnership agreements with local police forces. These include pupil and school priorities to keep young people safe and enable local analysis to be shared. For example, the impact of domestic violence on pupils locally

vii) Youth Offending Teams (YOT)

Youth Offending Teams run prevention programmes to prevent offending or re-offending. These programmes may include work on sexual health and building relationships.

viii) Youth Services and Targeted Youth Support Services (TYS)

These run a range of programmes sometimes working with schools especially with a focus on 'at risk' young people.

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www.teachers.org.uk/resources/word/A%20Serious%20Business.doc

7. Annexes

ANNEX A– ‘Practice Snapshot’ of curriculum review to look at how issues relating to sexist, sexual and transphobic bullying are addressed in the curriculum

Practice Snapshot – A Curriculum Review

Schools could undertake a review to judge how well the curriculum is performing in providing learning opportunities that support the school’s approach to preventing sexist, sexual and transphobic bullying. The focus might be on:

- the curriculum experience of all pupils across a specific age and group or at a key point such as a transition;
- the experience for groups or individuals who may be particularly **at risk**.

Actions include:

- identifying a small action team from across the school staff to report to the senior leadership team (SLT) – a governor should be attached to this team;
- reviewing the most recent Self-Evaluation Form (SEF) and OfSTED analysis to establish a baseline from which to work;
- agreeing a hypothesis to test through analysis. For example: *‘that the KS3 curriculum, in particular the core subjects, provide knowledge and skills which challenge stereotyping and promote equality’*;
- undertaking an analysis that engages and involves all relevant staff and which is then triangulated through pupil participation and the engagement of parents or carers

Sources of information available to test the hypothesis may include:

1. undertaking satisfaction surveys – establishing career destination patterns
2. focusing on ‘at risk’ pupils to track their individual progress.
3. using attainment tracking to monitor those affected by sexist, sexual and transphobic bullying
4. using behaviour and attendance tracking systems to identify those affected by sexist, sexual and transphobic bullying as a target group for support and intervention

5. using material gathered by the school as evidence to meet the minimum criteria under Emotional Health and Well-being for Healthy School Status (National Healthy Schools Programme) to establish how the school challenges sexist, sexual and transphobic bullying. This can also be used to show how the school supports those who have been bullied.

Next steps might involve:

- preparing and publishing a review report for discussion by governors and staff;
- identifying priorities for curriculum development to inform the school improvement plan.
- re-forming at an agreed point to make a limited test assessment of the impact of the proposed changes on the curriculum experience with a focus on learning outcomes.

ANNEX B – ‘Practice Snapshot’ – Material to be included in a staff handbook on handling sensitive issues

Practice Snapshot – Managing sensitive information

How should staff respond if a pupil wants to talk to them about sensitive issues of gender identity, sexual sexist or transphobic bullying?

If there is any possibility of this being a safeguarding issue the staff member must ensure that the school safeguarding routines are followed.

This material might form part of an induction programme for staff joining the school or for temporary staff, or be part of a staff handbook.

Stage 1 Listen: It is important to the pupil that a staff member they choose to talk to hears what they have to say respectfully and without making explicit judgements

Stage 2 Reassure: The pupil may be very anxious about the reactions of others including family members, to what is happening to them. They need to be reassured that the first priority is to keep them safe.

Stage 3 Actions: If the incident is not a safeguarding issue then staff can agree actions with the pupil which may include:

Helping the pupil record an incident

Using school sanctions and problem solving strategies as set down in the school behaviour policy

Seeking parental engagement in understanding, supporting and acting to prevent harm

Providing in-school or accessing external support for the pupil

Stage 4 Monitoring: Agreeing how future behaviour is monitored

Using routine behaviour monitoring systems – such as behaviour report cards

Agreeing periodic personal meeting so to review progress.

Gathering satisfaction survey information about the support process.

ANNEX C – National themed events of relevance to sexist, sexual and transphobic bullying

Annual ‘Themed’ Events

These events may fit within a school calendar of assemblies or inspire curriculum activities to promote understanding of sexist, sexual and transphobic bullying. The precise dates and theme focus will vary each year.

- **International Women’s Day** March
www.internationalwomensday.com/
- **Save the Children Week** April
http://www.savethechildren.org.uk/en/48_5701.htm
- **International Day Against Homophobia and Transphobia** May
<http://www.idaho.org.uk/>
- **International Peace Day** September
www.peaceoneday.org/
- **UN Day** October
www.un.org/events/unday/
- **Anti-Bullying Week** November
www.antibullyingweek.co.uk/
- **International Day for the Eradication of Violence Against Women** November
www.unifem.org/campaigns/vaw/
- **16 Days of Activism against Gender Violence** November-December
<http://www.cwgl.rutgers.edu/16days/about.html>
- **International Human Rights Day** December
<http://www.un.org/events/humanrights/2008/>
- **White Ribbon Campaign** Each year, the White Ribbon campaign encourages men and boys to wear a ribbon for one or two weeks, to symbolise their commitment to non violence towards women (www.whiteribboncampaign.co.uk/)

ANNEX D – Record, report, respond, resolve– Practice snapshot of recording process staff script

R E C O R D	Incident is identified as sexist sexual or transphobic bullying
	Listen and offer support to the complainant in a confidential setting which respects the pupils' wishes especially over sensitive issues such as gender identity or physical sexual bullying but is also clear to the pupil about the possible need to share information with others.
	Record details of the incident
R E S P O N D	Investigate
	Interview and take statements from those involved and bystanders to understand the specific nature of the sexist sexual or transphobic bullying and the way in which the bullying happened (inc. cyberbullying)
	Complete school incident report
	Follow school procedures , including use of sanctions , engagement with parents or safeguarding, as relevant
R E S O L V E	Provide feedback to pupil harmed about what has happened both to protect them and to prevent the sexist sexual or transphobic bullying being repeated.
	Resolve next steps. For example: sanctions, mediation, restorative work, work with specialist agencies
	Monitor relationships over time to ensure the problem does not recur.
	Provide feedback to others involved to ensure they know the problem has been dealt with fairly.
R E P O R T	Produce monitoring and evaluation reports for Senior Leadership Team and governors on the effectiveness of policy and practice to prevent or respond to sexist sexual or transphobic bullying
	Complete relevant local authority monitoring returns, for example, if there is any aspect of racism within the sexual sexist or transphobic bullying

Reproduced from Cambridge Education @ Islington 'Prejudice Motivated Bullying & Harassment: Guidance for schools on reporting incidents', July 2008 (Cambridge Education @ Islington is contracted by the London Borough of Islington to provide education support services for its schools.

ANNEX E – Prompts for identifying staff development needs

This series of prompts can be used in discussion with staff to identify specific professional development needs for the school.

How confident am I about leading discussions on sexist sexual or transphobic bullying? Do I need to do more research or preparation?

How comfortable am I discussing sexist, sexual or transphobic bullying? Should I talk through some of the issues with a colleague or friend so that I am better prepared?

If some pupils express offensive or provocative views, am I confident that I know how to respond? Do I need to rehearse or role play my responses?

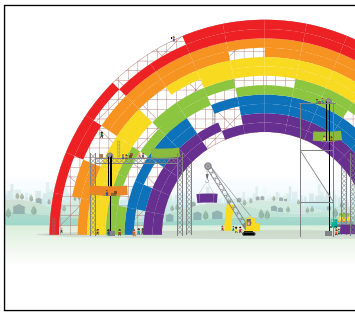
Will all pupils in the group feel comfortable with discussing sexual sexist or transphobic issues?

What steps can I take to ensure that the discussions and activities will feel safe for all concerned?

Are some pupils likely to resist or strongly identify with particular messages? What reactions do I anticipate and how should I handle them?

What preparatory work will I need to do with the class, for example agreeing the boundaries, learning aims, definitions or key terms?

What ground rules could I suggest, for example, about coping with angry feelings, respecting differences or learning from conflicting viewpoints?



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