THE CHURCH OF ENGLAND EDUCATION OFFICE

Valuing All God's Children

Guidance for Church of England schools on challenging homophobic, biphobic and transphobic bullying

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Foreword

by **The Most Revd and Rt Hon Justin Welby**

The Church of England is committed to an education that enables people to live life in all its fullness and fulfils the words of Jesus in John 10:10: "I came that they might have life, and have it abundantly."

In 2014, The Church of England Education Office published *Valuing all God's Children*, which offered Church of England schools guidance in challenging homophobic bullying and in how to "offer a safe and welcoming place for all God's children"[1]. In 2016, an important new document was produced: *The Church of England Vision for Education: Deeply Christian, Serving the Common Good*. The vision offers four basic elements which together form an ecology of abundant life. They are educating for: wisdom, knowledge and skills; hope and aspiration; community and living well together; and dignity and respect.

This updated version of *Valuing all God's Children* seeks to offer further guidance and support, and places it within this vision. All bullying, including homophobic, biphobic and transphobic bullying causes profound damage, leading to higher levels of mental health disorders, self-harm, depression and suicide.

Central to Christian theology is the truth that every single one of us is made in the image of God. Every one of us is loved unconditionally by God. We must avoid, at all costs, diminishing the dignity of any individual to a stereotype or a problem. Church of England schools offer a community where everyone is a person known and loved by God, supported to know their intrinsic value.

This guidance helps schools to offer the Christian message of love, joy and the celebration of our humanity without exception or exclusion.

Significant progress has been made in this work since the guidance was first launched. Our task now is to recommit to our shared goal of valuing all God's children. I commend this updated guidance as an ongoing and evolving contribution to that work.

++ Justin Cantab.
The Most Revd and Rt Hon Justin Welby
Archbishop of Canterbury

Introduction

Why does this guidance need updating?

Valuing All God's Children was written in May 2014 and since then the context of education and the socio-political world in which we educate pupils to live and work has changed. The Church of England Education Office has rearticulated its vision for education[2] and it has also published new guidance on character education.[3] The Ofsted requirements for safeguarding pupils from bullying and educating them to live in modern Britain have also changed.

Lesbian, gay and bisexual pupils are less likely to experience homophobic and biphobic bullying at school than they were when *Valuing All God's Children* was first published, but homophobic, biphobic and transphobic (HBT)[4] bullying and language is still prevalent in schools. There is still work to be done and updated guidance is required to help Church schools,[5] Diocesan Boards of Education (DBEs) and multi-academy trusts (MATs) tackle HBT bullying in schools. Church schools must do all they can to ensure that all children, particularly those who may identify as, or are perceived to be, gay, lesbian, bisexual or transgender are kept safe and can flourish.

Executive Summary

Why is this guidance offered?

In February 2017 following a debate in Synod the Archbishop of Canterbury stated:

> *There are no problems here, there are simply people. People are made in the image of God. All of us, without exception, are loved and called in Christ. ….The way forward needs to be about love, joy and celebration of our humanity; of our creation in the image of God, of our belonging to Christ – all of us, without exception, without exclusion.*[6]

At an earlier Synod meeting he had called for the Church both to 'demonstrate a profound commitment to stamp out homophobic stereotyping and bullying' and to take action.[7]

This guidance represents the action and commitment that the Church of England is taking to eradicate any homophobic, biphobic and transphobic stereotyping and bullying that takes place in our schools.

Why do Church of England schools need special guidance beyond that offered to all schools?

> *The God of all creation is concerned with everything related to education.*[8]

> *The vision is deeply Christian, with the promise of Jesus of 'life in all its fullness.'* [9]

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

Homophobic, biphobic and transphobic bullying, alongside all forms of bullying, is a factor that can inhibit a pupil's ability to feel safe as well as their foundation for learning. Church of England schools must therefore implement measures to combat it.

Within the Anglican Communion there is a wide spectrum of understanding about human sexuality and gender, and within a school community many different views may be held too. It is acknowledged that this is a sensitive topic. However, this does not negate the absolute necessity to combat bullying of any type, including HBT bullying and to create an inclusive school environment that enables all children and young people to flourish.

The aim of this guidance is to prevent pupils in Church of England schools and academies from having their self-worth diminished or their ability to achieve impeded by being bullied because of their perceived or actual sexual orientation or gender identity. It is important to note that not only lesbian, gay, bisexual and trans pupils experience homophobic, biphobic and transphobic bullying; this kind of bullying and language can affect all pupils as well as school staff whether they are, or are perceived to be, lesbian, gay, bisexual or trans. This guidance challenges schools, DBEs and Diocesan or Church school-led MATs to ensure that they work towards a consistently welcoming culture for all pupils under the gospel mandate to 'love your neighbour as yourself.'[10] We have not offered lesson plans or materials for physical, social, health and economic education (PSHE) or relationships and sex education (RSE), but the appendices do provide practical examples and templates for schools to use as they instigate anti-bullying policies and strategies.

Recommendations for schools

1. An inclusive school vision

Schools should ensure that their Christian ethos statement offers an inclusive vision for education. This includes affording pupils a sense of their own dignity and a vision of the innate dignity of all humankind. Inclusivity and hospitality should be hallmarks of Church of England schools: every child should be revered and respected as a member of a community where all are known and loved by God.

2. Clear policies

Schools should ensure that they have clear anti-bullying policies on preventing and tackling homophobic, biphobic and transphobic behaviour and language and that these policies are known and understood by all members of the school community. School leaders should present a clear message that HBT bullying will not be tolerated and that there can be no justification for this negative behaviour based on the Christian faith or the Bible. Schools should ensure that pupils understand how to report incidents. Pupils should be confident that if they report bullying it will be taken seriously.

3. Recording incidents of HBT bullying

Every incident of HBT bullying should be taken seriously and should be recorded. Systems for monitoring and analysing incidents of bullying should include homophobic, biphobic and transphobic bullying as separate categories.

4. Monitoring anti-bullying strategies

Governors should take responsibility for monitoring and evaluating the effectiveness of anti-bullying strategies (including curriculum, policies and school vision and ethos) and ensure that regular reports about bullying and wellbeing are part of the cycle of governors' meetings. On all governing bodies there will be a nominated lead governor on safety and behaviour which will include homophobic, biphobic and transphobic bullying.

5. Staff training

All teaching and non-teaching school staff (including teaching assistants, chaplains, church school workers and midday supervisors) should be trained to recognise and understand how to challenge all types of bullying including homophobic, biphobic and transphobic language and behaviour. Training to enable certain members of staff to offer appropriate pastoral support should be in place. All staff should understand recommended paths of referral to more specialised support.

6. Supporting pupils

Schools should ensure that appropriate pastoral support and information are available to all pupils, including LGBT young people, and that all pupils know how to access this support.

7. Collective Worship

In collective worship the importance of inclusivity and dignity and respect for all should be explored, as well as other themes and values that play a part in challenging all forms of prejudicial bullying, including HBT bullying and language.

8. Recognising and protecting against HBT bullying

Opportunities should be offered for pupils to explore why some people seek to bully and how bullying can take the form of HBT bullying. Strategies about how to protect yourself and others from bullying should be taught, including online safety and cyberbullying awareness.

9. Curriculum

Opportunities to discuss issues to do with self-esteem, gender identity, and anti-bullying including HBT bullying should be included in physical, social, health and economic education or citizenship programmes. The curriculum should offer opportunities for pupils to learn to value themselves and their bodies. Relationships and sex education should take LGBT people into account. Sexual orientation should be included within RSE in the secondary phase. The Church of England's teaching on human sexuality and a range of Christian views should be taught, as well as a range of perspectives from other faiths and world views.

10. SIAMS

Schools should make sure that they understand the expectations outlined for Church schools in the SIAMS Evaluation Schedule. Schools must ensure that their vision creates an environment where all pupils feel welcome and can flourish. Anti-bullying procedures and outcomes (including HBT bullying) will continue to be inspected as a performance indicator of an effective Church school.

Recommendations for Diocesan Boards of Education

11. Advising schools

Diocesan Boards of Education should offer advice to all Church schools and academies in the Diocese about implementing the recommendations of this report and appropriate strategies for inclusion and the prevention of bullying, including HBT bullying.

Recommendations for the Church of England Education Office

12. National Survey

The Church of England Education Office should carry out an annual survey to determine the impact of this resource and the accompanying training. This information should then be used to inform the work of the National Society Council and determine whether any additional resource is required to support dioceses and schools in this work.

1. Background: why this is an important issue

Why do homophobic, biphobic and transphobic bullying need to be addressed as specific categories of bullying in Church of England schools?

Bullying of any kind can have devastating effects on the personal wellbeing, identity-formation and self-esteem of any child or young person. This can have an impact on socialisation and academic achievements. The statistics for the consequences of HBT bullying on children and young people make for particularly lamentable reading.

> ***Homophobic, biphobic or transphobic bullying*** *can be defined as behaviour or language which makes a person feel unwelcome or marginalised because of their sexual orientation or gender identity, whether actual or perceived, or because of their association with people who are, or are perceived to be, lesbian, gay, bisexual or transgender (e.g. children of same-sex couples).*[11]

There have been tragic instances in recent times of young people committing suicide because of bullying, including HBT bullying (often involving cyberbullying conveying messages of abuse and exclusion).[12] Teenager Ayden Olson was found dead at his home in Colchester in March 2013 and his suicide note gave the dual reasons of homophobic and racist bullying.[13] In July 2008, Michael Causer from Liverpool was kicked to death by a young man shouting homophobic abuse.[14] The same fate nearly befell an off-duty policeman who was walking with his boyfriend when he was surrounded by a group of 15- and 16-year-old teenagers, many of whom were still in school.[15] A homophobic hate crime survey in 2013 reported that 50 per cent of perpetrators of homophobic hate crime are under the age of 25.[16] This indicates that pupils are leaving education with attitudes that lead to illegal behaviour.

Whatever the severity of the bullying, it can have a significant impact on young people. It may result in truancy or cause pupils to leave school early before getting the qualifications they want and of which they are capable. Pupils may become non-communicative, isolated or particularly badly behaved. If they are treated poorly in schools and colleges this can, in turn, lead to loss of confidence and self-worth, self-harming, and alcohol or drug misuse. Gay, lesbian, bisexual and transgender people who are bullied are at a higher risk of suicide, self-harm and depression. 84 per cent of trans young people and 61 per cent of lesbian, gay and bi young people have self-harmed.[17] 45 per cent of trans young people and 22 per cent of lesbian, gay and bi young people who aren't trans have attempted to take their own life.[18]

The 2017 Stonewall *School Report* (which surveyed 3,713 LGBT young people aged 11-19 on their experiences in secondary schools and colleges across Britain) found that the number of lesbian, gay and bi pupils bullied because of their sexual orientation has fallen by almost a third since the first Stonewall School Report in 2007. However, the report also makes it clear that HBT bullying does still happen in schools:

- 45 per cent of lesbian, gay, bi and trans pupils are bullied at school for being LGBT.
- 40 per cent of pupils who have been bullied for being LGBT have skipped school because of this bullying and half of bullied LGBT pupils feel that homophobic, biphobic and transphobic bullying has had a negative effect on their plans for future education.
- 52 per cent of LGBT pupils hear homophobic language 'frequently' or 'often' at school, 36 per cent hear biphobic language and 46 per cent hear transphobic language.
- Nearly one in ten trans pupils (9 per cent) are subjected to death threats at school.[19]

The 2017 Stonewall *School Report* also highlights how HBT language and bullying often goes unchallenged:

- Fewer than a third of bullied LGBT pupils (29 per cent) say that teachers intervened when they were present during the bullying.
- Seven in ten LGBT pupils (68 per cent) report that teachers or school staff only 'sometimes' or 'never' challenge homophobic, biphobic or transphobic language when they hear it.
- Seven in ten LGBT pupils (68 per cent) report that their schools say homophobic and biphobic bullying is wrong, but just four in ten (41 per cent) report that their schools say transphobic bullying is wrong.[20]

Schools can be among the most homophobic, biphobic and transphobic social spaces. Studies in a range of countries show that young people are more likely to experience homophobic bullying at school than in the home or community.[21] Furthermore, the 2017 Stonewall *School Report* reports that LGBT pupils attending 'faith schools' are less likely to report that their school says homophobic, biphobic and transphobic bullying is wrong.[22] Church of England schools were a significant proportion of those included in this 'faith schools' category which indicates that Church of England schools must recommit to our shared goal of valuing all God's children and tackle HBT bullying. We need to ask questions within our Church schools to ensure that we are not turning a blind-eye to homophobia, biphobia and transphobia.

What form can homophobic, biphobic and transphobic bullying take in schools?

Homophobic, biphobic and transphobic **language** is a common form of bullying. Inappropriate and discriminatory language and abuse can start in primary schools where pupils may call each other 'gay' or 'lesbian' without really understanding what it means.[23] Such language is often a reaction to seeing behaviour that is counter to the stereotypical view of gender, for example, in reaction to boys who don't like football or girls who are good at sport or have short hair. In order to make sure that pupils do not progress to secondary schools thinking discriminatory language and behaviour is acceptable all forms of HBT bullying must be challenged at primary school. Pupils at primary or secondary school may also use biphobic language such as referring to a bisexual person as 'greedy' or transphobic language, for example referring to someone as a 'tranny', 'it' or 'he-she'. HBT language, such as these examples, can often be considered as casual and it is therefore often dismissed as 'harmless banter'.[24] Schools must make it clear that every use of HBT language is wrong and they should take a consistent approach in challenging and addressing all such incidents.

As well as direct HBT language, pupils may also experience indirect HBT language. For example, language that is not directed towards a particular person or group but that is used to make remarks to pass a negative judgement, such as 'your bag is so gay'. It is important for all staff to challenge pupils, explaining the consequences of using words such as 'gay' in a derogatory way.[25]

Bullying can also be **emotional or indirect**: ignoring someone, leaving them out of activities, purposefully not communicating with them or spreading rumours.

Cyberbullying is another prevalent form of bullying. It occurs online, predominantly through social networks, instant messaging, picture/video messaging and email.[26] Cyberbullying can involve the posting or sending of abusive messages directly to victims, as well as the sharing of messages, videos or images to spread rumours and comments among a peer group. All of this can have an extremely wounding effect on an individual.

Physical abuse can include hitting, punching and kicking as well as vandalism, theft of property and being threatened with a weapon.[27] Homophobic, biphobic and transphobic physical abuse can also include sexual abuse, such as inappropriate touching or young people feeling pressurised to have sex to prove or defend their sexuality.[28] Peer pressure can heighten the tendency for people to participate in acts of bullying. Physical abuse might indicate that staff need to take steps to safeguard the pupil.

There is a need for wisdom and sensitivity to avoid escalating situations disproportionately but it is important to challenge every instance of homophobic, biphobic and transphobic bullying and language. Only when every HBT incident is challenged will progress be made towards an environment in which every pupil feels safe and valued. It is good practice for staff to develop an agreed 'school script' for how to address issues of bullying and the misuse of language to infer derogatory status to LGBT people. In order to ensure consistency in approach all school staff will need to be made aware of the school's anti-bullying policy, the equality policy and the school's strategy for challenging and dealing with HBT bullying and language.

Who experiences HBT bullying?

HBT bullying can affect anyone, regardless of whether or not they are gay, bisexual or trans. It can affect:

- children or young people who are lesbian, gay, bisexual or trans.
- children or young people who are thought to be lesbian, gay, bisexual or trans.
- children or young people who do not fit a perceived gender stereotype or seem different.
- children or young people who have parents, carers, friends or family who are lesbian, gay, bisexual or trans.
- teachers and other school staff who are, or are thought to be, lesbian, gay, bisexual or trans.[29]

Who does the bullying and why?

There is no one type of pupil who carries out HBT bullying. Pupils may carry out HBT bullying because:

- they think that gay, lesbian, bisexual and trans people should be bullied because they are 'wrong'.
- they do not realise that it is bullying.
- they may have low self-esteem, poor communication skills or have been bullied themselves.
- they might be confused and frightened by their own sexual orientation or gender identity.[30]
- They may have seen it modelled by other people, including at home, on TV or in films.

The sense of isolation felt by the bullied pupil can be compounded by the fact that other pupils often become bystanders in cases of HBT bullying.[31] This may be because they are afraid the bully will think they might also be lesbian, gay or trans and will start to bully them.[32]

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

2. The Church of England Vision for Education

Valuing All God's Children was first published in 2014. Since then the Church of England has rearticulated its vision for education in the 2016 document: *Church of England Vision for Education: Deeply Christian, Serving the Common Good.*

> *The vision is deeply Christian, with the promise by Jesus of "life in all its fullness" at its heart.*[33]
>
> *This is worked out theologically and educationally through four basic elements which permeate our vision for education: Wisdom, Hope, Community and Dignity.*[34]

How can *Valuing All God's Children* be seen through the lens of the *Church of England Vision for Education*?

Life in all its fullness
John 10:10

Wisdom
Growing in relational wisdom, love and compassion – as Jesus grew in wisdom. (Luke 2:40)

Pupils are taught how to protect themselves and others from bullying. To enjoy their own uniqueness and the uniqueness of others.

Pupils understand how bullying effects people and the legal context of people's rights in this country. They learn how to navigate difference wisely and compassionately. They can discern when to stand up for justice.

Hope
Hope in God's future for the world. Offering forgiveness, overcoming suffering and the possibility of redemption and new life. (Isaiah 44:22)

Pupils have the hope of being free to be themselves and can fulfil their potential without fear of being bullied.

Pupils who bully can be given opportunities to learn and be forgiven. All can go on confidently to serve and make a better, more caring and peaceful world.

Dignity
All are made in the image of God, and loved by God. Through the example of Jesus, all are called to live embodied, fulfilled human lives. (Genesis 1:27)

Pupils are helped to work out how to live fulfilled, embodied lives: how to be happy with the skin they are in. They are also encouraged to celebrate the wonderful variety of different ways of being human.

The marginalised and minorities need special and careful protection and nurturing as Jesus demonstrated through the attention he gave to the disadvantaged, excluded, despised and feared. This includes those susceptible to HBT bullying.

Community
Love your neighbour as yourself. Jesus embodied the centrality of relationships – through which we learn who we are and our responsibility for others. (Hebrews 10:24)

Pupils are allowed to falter, to get things wrong and try again as they work out how to be in relationship with themselves and others. They see modelled a community of compassion that makes this possible.

Within a loving and hospitable community pupils can explore their identity without fear of harm, judgement or being ostracized.

Church of England schools must ensure that their pupils are secure and able to make excellent progress whatever their background. They are invited into a school that aims to provide an education which leads to an abundant life. Every person in the school community is a child of God. At the heart of Christian distinctiveness in schools is an upholding of the worth of each person: all are *Imago Dei* – made in the image of God – and are loved unconditionally by God. The hallmark of authentic, life-giving relationships is recognition of the sacredness of the other so that all are welcomed wholeheartedly and with reverence. Each person in all their unique difference should be able to thrive, irrespective of physical appearance, gender, race, religion, ethnicity, socio-economic background, academic ability, disability, sexual orientation or gender identity.

Church of England schools seek the flourishing of all children and aim to offer a life enhancing encounter with the person of Jesus Christ and the Christian faith. The Church of England's teaching about marriage has not changed. Whilst same-sex marriage has been legal in England since 2014, same-sex weddings cannot be performed by Church of England clergy or in Church of England churches. There is a breadth of views held about same sex marriage, sexual orientation and gender identity by Christians and people of all beliefs. This needs to be acknowledged in the secondary PSHE/RE curriculum and pupils should be equipped to handle discussion well in this area. When handling controversial issues in a classroom or even a parent or governors' consultation, Professor Trevor Cooling's metaphor of a Bedouin 'tent of meeting' may be a helpful model for Church schools. This strategy asks teachers or facilitators to host a space where different views can be aired and honoured: 'a place of hospitality, welcome and respectful engagement, sacred and mutual, but not neutral to its own Christian values, whilst being genuinely open to the free expression of engagement'.[35]

Archbishop Justin Welby further articulates this idea when defining the idea of reconciliation:

> *And I want to explain what I mean by reconciliation, because in popular use what it usually means is everyone agrees with everyone, or everyone pretends they agree with everyone. And both of those are rubbish. Reconciliation means finding ways for people to disagree well. It means finding ways for people who disagree well to go forward together without reducing their beliefs to a lowest common denominator or pretending that their difference does not exist. It's honest, loving, faithful, committed disagreement.*[36]

In any Church of England school classroom it is likely that not all will agree on issues to do with human sexuality, marriage and gender identity. However there needs to be a faithful and loving commitment to remain in relationship with the other and honour the dignity of their humanity without 'back turning', dismissing the other person, or claiming superiority. 'No caring parent wants their child to be bullied or to bully for any reason.'[37] Church schools are places where boundaries should be strong, where any harmful words or actions are known to be unacceptable, and where there are clear strategies for recognising bullying and dealing with it in a framework of forgiveness.

3. Educating children to live in modern Britain

For many children and young people living in the UK today, LGBT rights are a non-issue, just a matter of fact, a given. Among their media streams, young people's favoured celebrities and public figures are likely to include people who are lesbian, gay, bisexual and trans.

Within school communities there will be members of staff who are co-habiting, in same-sex relationships, bisexual, trans or exploring their gender identity. Same-sex parents and trans parents may be among the parent body and in most secondary schools a minority of pupils will come out as gay or lesbian during their years in the school. An increasing number of children and young people are being referred to gender identity services and consequently an increasing number of primary and secondary schools are reporting incidences of children wishing to identify as other than the gender of their birth.[38] This is the lived reality of educational contexts in modern England. Schools need to support pupils who are members of a minority group or who are perceived to be different; these pupils are vulnerable to being bullied and to being made to feel like outsiders and unwelcome. We need to ensure that no child or young person can leave a Church of England school without a sense of their own belovedness and without being offered honour as a person of divine indwelling.

Since the first edition of this guidance the Government has placed a duty on schools to prevent extremism and to teach British Values (this came into effect in February 2015).[39] Schools must now ensure that they promote British Values which include challenging extremist views, understanding the importance of identifying and challenging discrimination and the acceptance of individual liberty and mutual respect. In July 2016, following a rise in hate crime after the Brexit vote, the Government issued *Action Against Hate*. This plan for tackling hate crime includes the need to challenge homophobic, biphobic and transphobic bullying in schools.[40]

If any school is not educating pupils to understand the rights of all people to live freely within their sexual orientation or gender identity without discrimination they would be failing in their duty to prepare their pupils to live in modern Britain.

4. Legal framework with reference to equality law for schools

All Church of England schools and academies are subject to English law. The Ofsted inspection framework provides a means of monitoring their compliance with it in respect of addressing homophobic, biphobic and transphobic bullying.

The Equality Act 2010 [41]

The Equality Act 2010 protects people from discrimination (both direct and indirect) and harassment in various fields on the ground of certain 'protected characteristics'. The eight protected characteristics under the Act are:

- age
- disability
- gender reassignment (gender identity)
- pregnancy and maternity
- race
- religion and belief
- sex
- sexual orientation

The categories of people covered by the schools provisions are:

- Prospective pupils (in relation to admissions arrangements).
- Pupils at the school (including those absent or temporarily excluded).
- Former pupils (in respect of conduct closely associated with their former relationship with the school).

A key provision of the Act is the public sector Equality Duty (PSED), which places a general duty on public authorities (including schools) to be proactive in addressing inequalities. The Duty requires schools to have due regard to the need to:

- eliminate discrimination, harassment, victimisation and any conduct that is prohibited under the Act.
- advance equality or opportunity between those who share a protected characteristic and those who do not.
- foster good relations between people who share a protected characteristic and those who do not.

Part 6 of the Equality Act, which applies to all maintained schools and academies, makes it unlawful for the responsible body of a school to discriminate against, harass or victimise a pupil or potential pupil in various respects, including:

- in relation to admissions.
- in the way it provides education for pupils.
- in the way it affords pupils access to any benefit, facility or service.
- by excluding a pupil.
- by subjecting a pupil to any other detriment.

If someone thinks they have been discriminated against, they may bring proceedings in a court or Employment Tribunal.

Failure to observe the public sector Equality Duty could result in enforcement action by the Equality and Human Rights Commission. It could also put schools and other establishments at risk of challenge on grounds of discriminatory practice, not to mention failing to prevent the negative effects of prejudice and discrimination on children.

The effect of the PSED is to require schools to have regard to the matters it addresses in both their policy making and in their decision making in individual cases, consciously considering the need to comply with the Duty not only when a policy is developed but also when it is implemented.

The implications of the PSED in relation to the elimination of harassment and the fostering of good relations make it clear that schools and other establishments must address bullying and prejudice related incidents based on a protected characteristic, such as racism or homophobic bullying. The expectation in law is not only for schools and establishments to respond when an incident occurs but also to take steps to try and prevent those incidents from occurring or escalating. Schools and establishments can only do this if they have a sense of what is happening in their environment, effective procedures which staff understand and support, and a leadership that creates a culture of trust and respect.

Equality information and objectives

Secondary legislation imposes specific duties that support the general Duty. Schools must provide information about compliance with the general duty – this information must be published annually.[42] What is published will vary according to school size but it could include basic data supported by a narrative of the number and type of incidents reported and resolved. *Care must be taken not to publish any details that could identify specific individuals*.

Schools must also set any objectives required to further the aims of the general Duty and this must be reviewed every four years.[43] These objectives could relate to bullying and prejudice related incidents, as necessary and appropriate. A school can include relevant objectives in the school's development plan.

Gender identity/reassignment

Schools are more familiar with sexuality as a protected characteristic, but gender reassignment is also a protected characteristic under the Equality Act.

> *A person has the protected characteristic of gender reassignment if the person is proposing to undergo, is undergoing or has undergone a process (or part of a process) for the purpose of reassigning the person's sex by changing physiological or other attributes of sex.*[44]

To be protected under the act, pupils must be transitioning, proposing to transition to live in the opposite gender or have undergone transition. They do not have to be undergoing a medical procedure to change their sex, in fact medical procedures have nothing to do with the protection under this act.[45]

Schools must not discriminate (either directly or indirectly) against a pupil because of their trans status. In the context of a school, indirect discrimination could include an inflexible uniform policy that creates a particular difficulty for trans pupils.[46] The protected characteristic of gender reassignment only works one way – not being transgender is not a protected characteristic.[47] Consequently schools can make adjustments to meet the needs of a trans pupil without being accused of discriminating against non-trans pupils.[48]

Guidance from the Department for Education makes it clear that a pupil transitioning in a single sex school does not threaten the school's single sex status. For example, if a girls' school has a pupil who is undergoing gender reassignment and that pupils stays at the school when they have transitioned, the school would not lose its single-sex status.[49]

The PSED also applies in relation to gender reassignment. Thus in practice all maintained schools and academies will need to tackle all forms of transphobic bullying and take proactive steps to promote respect and understanding of trans people and the issues that affect them. Schools should also set specific and measurable age-appropriate equality objectives, for example to reduce levels of transphobic language and bullying.

The Education and Inspections Act 2006

There are a number of statutory obligations on schools with regard to behaviour that establish clear responsibilities for responding to bullying. In particular, Section 89 of the Education and Inspections Act 2006:

- Provides that every school must have measures to encourage good behaviour and respect for others and to prevent all forms of bullying among pupils.
- Gives headteachers the ability to ensure that pupils behave when they are not on school premises or under the lawful control of school staff.[50]

The measures – implemented to encourage good behaviour – should be part of the school's behaviour policy and this must be communicated to the whole school community: pupils, staff and parents.[51]

Safeguarding Children and Young People – Children Act 1989

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.'[52] Where this is the case, staff should report their concerns to their local authority's children social care team. Even where safeguarding is not considered an issue, schools and other establishments may need to draw on a range of external services to support a child who is experiencing bullying, or to tackle any underlying issue which has contributed to a child bullying another.[53]

Criminal law

Bullying is not a criminal offence in the UK but some types of harassing or threatening behaviour or communications could be a criminal offence (for example, under the Protection from Harassment Act 1997, the Malicious Communications Act 1988, the Communications Act 2003 or the Public Order Act 1986). If staff feel that an offence may have been committed they should seek assistance from the police.

For example, under section 1 of the Malicious Communications Act 1988, it is an offence for a person to send an electronic communication to another person with the intent to cause distress or anxiety or to send an electronic communication which conveys a message which is indecent or grossly offensive, a threat, or information which is false and known or believed to be false by the sender.[54]

Bullying outside school premises

The Education and Inspections Act 2006 outlines that school staff members have the power to discipline pupils for conduct that occurs at a time when the pupil is not on the school premises and is not under the lawful control or charge of a member of the school's staff. Staff may only discipline pupils if it would be reasonable for the school to regulate pupils' behaviour in those circumstances.[55] This can relate to bullying (or prejudice related) incidents occurring anywhere off the school premises, such as on school or public transport, in the local area, town or village centre.

The implementation of any disciplinary sanctions can only take place on the school premises or elsewhere at a time when the pupil is under the lawful control or charge of school staff, for example on a school trip.[56]

Any bullying outside school which is then reported to school staff should be investigated and appropriate action should be taken. The headteacher might need to inform the police if the misbehaviour could be criminal or a serious threat to a member of the public.[57]

5. Ofsted

The *Ofsted school inspection handbook* makes it clear that schools must address homophobic, biphobic and transphobic bullying. The inspection framework also directs inspectors to look at how the school supports the needs of distinct groups of pupils, such as lesbian, gay, bisexual and trans pupils, and those with lesbian, gay, bisexual and trans parents/carers. In its section about 'Leadership and Management' the inspection handbook states that judgements will be made based on:

- *How well leaders and governors promote all forms of equality and foster greater understanding of and respect for people of all faiths (and those of no faith), races, genders, ages, disability and sexual orientations (and other groups with protected characteristics[58]), through their words, actions and influence within the school and more widely in the community.*[59]

Outstanding grade descriptors specify these expectations:

- *Leaders promote equality of opportunity and diversity exceptionally well, for pupils and staff, so that the ethos and culture of the whole school prevents any form of direct or indirect discriminatory behaviour. Leaders, staff and pupils do not tolerate prejudiced behaviour.*

- *Safeguarding is effective. Leaders and managers have created a culture of vigilance where pupils' welfare is actively promoted. Pupils are listened to and feel safe. Staff are trained to identify when a pupil may be at risk of neglect, abuse or exploitation and they report their concerns.*[60] *Leaders and staff work effectively with external partners to support pupils who are at risk or who are the subject of a multi-agency plan.*[61]

6. Statutory Inspection of Anglican and Methodist Schools (SIAMS)

Within the revised inspection evaluation schedule for SIAMS, anti-bullying strategies and an inclusive school environment are performance indicators of a Church school that is deeply Christian and serving the common good.[62] The vision for all Church of England schools is to bring 'life in all its fullness'. A school that fails to be inclusive and vigilant about challenging all types of bullying cannot be seen to be ensuring the flourishing of all its pupils.

The SIAMS inspection therefore takes into account how well the school has created an environment where all pupils can flourish and are treated with dignity and respect. In particular the evaluation schedule asks:

- *How well does the school's Christian vision and associated values uphold the dignity and value of all God's children and so help ensure the protection of all members of the school community?*
- *How well do leaders ensure that the whole curriculum provides opportunities for all pupils to understand, respect and celebrate difference and diversity?*

The SIAMS grade descriptors specify the following expectations for a **good** Church school:

- *In a flourishing Church school there is a demonstrable culture where all members of the school community, whatever their background, disability, ethnicity, gender, identity, nationality, religion, or sexual orientation are treated with dignity and respect as people created in the image of God.*
- *Leaders are successful in ensuring that all curriculum areas encourage a respect for difference, diversity and ways of living. Pupils say that they feel safe to express their views without being made fun of in a culture of mutual respect.*
- *Pupils show respect for difference and staff will challenge any prejudicial behaviour and language, for example that which is racist, homophobic, biphobic, transphobic, or sexist. There are effective procedures in place to ensure that pupils are protected from all types of bullying and that any incidents that do occur are dealt with effectively and are appropriately recorded. These policies are up to date and regularly reviewed and evaluated.*[63]

As well as meeting the above expectations, in an **excellent** Church school, leaders will ensure that:

- *Reflecting the school's Christian vision, policies are successful in preventing rather than just reacting to incidents of prejudicial behaviour.*
- *Pupils will take a lead in challenging prejudicial behaviour and language.*[64]

Inspectors will be advised to look at the school's anti-bullying policy and any inclusivity or equality policy as well as to explore whether the whole school community understands how their Christian vision creates an environment where all are valued and respected. It is noted that each school will have their own system and may interpret bullying differently to a neighbouring school/academy and that advice and guidance will vary from region to region. Any judgement made will evaluate the effectiveness of the school's system to protect all pupils and ensure that they are able to flourish without fear or hindrance.

7. Guidance for Church of England schools

Responding to HBT bullying

When incidents of HBT bullying take place, schools need to consider three actions:

- **challenging** unacceptable behaviour, including setting standards of acceptable behaviour and a culture of trust and respect.
- **supporting** the child/young person who has been bullied (and sometimes the child/young person who has displayed bullying behaviour and any non-intervening bystanders).
- **reporting** what has happened and monitoring those reports.[65]

This cyclical approach of challenging, supporting and reporting seeks not only to tackle each individual HBT bullying incident but also to prevent future incidents by responding appropriately.

Many incidents of HBT bullying and language go unchallenged in schools. School leaders must make it clear that incidents of HBT language and bullying are always unacceptable and leaders should ensure that all staff members understand it is their shared responsibility to challenge HBT bullying.

Most schools already have anti-bullying structures in place and may be using the recommended resources from their local authority or another agency. Further resources which include guidance on implementing effective anti-bullying strategies can be found at the end of this document.

Schools should ensure that pupils know how to report incidents of HBT bullying and that all reports are taken seriously and appropriately logged. The log should be monitored and analysed so that any patterns are identified and any necessary further measures are put in place to prevent HBT bullying. Systems for monitoring and analysing incidents of bullying should include homophobic, biphobic and transphobic bullying as separate categories. Templates for report forms and incidents logs can be found in the appendices.

Preventing HBT bullying

Creating an inclusive school environment

There are steps schools can take to help prevent HBT bullying from occurring in the first place. Creating an inclusive school environment that demonstrates equality and respect is an important measure in preventing and challenging HBT bullying. The school's Christian vision will play a central part in creating an inclusive environment where all pupils are valued and able to flourish. Speaking clearly about LGBT equality is also important in creating an inclusive environment where all, including LGBT pupils, feel recognised, respected and welcome.

Human sexuality and gender identity are currently significant areas where Christians are divided in their opinions and understanding. Members of the school community might hold very different opinions and there may be tension on this subject in some school communities, but this does not mean that issues and questions of sexuality, gender and gender identity should be passed over. Rather, schools should ensure they provide an inclusive curriculum that addresses sexuality, gender, gender identity and LGBT issues in age appropriate ways. Sensitively addressing LGBT issues will help to create a culture of respect towards LGBT pupils and will actively contribute to the prevention of HBT bullying. No matter what the views of school community members, pupils must be protected and bullying must be challenged.

Supporting LGBT pupils

An important aspect of creating an inclusive school environment is the support offered to LGBT pupils. Many LGBT pupils do not feel supported at school and many report that they do not have an adult at school with whom to talk about being LGBT.[66] This can impact on the mental health and wellbeing of pupils and it is therefore important that school staff members receive appropriate training to support young people. For many, coming out as lesbian, gay, bisexual, trans or non-binary is a joyful liberation into full selfhood. However for others it can become a lens through which other issues of personal non-acceptance are magnified. Supporting pupils struggling to feel at home within themselves requires careful discernment and loving wisdom.

If pupils come out or have questions and confusion around their sexuality or gender identity they should be offered appropriate care and support. Schools should make sure that pupils know who they can talk to about issues related to their gender identity and sexual orientation. Staff members who offer this pastoral support must be trained to be able to care for and respond to pupils in a suitable way and all staff should understand recommended paths of referral to more specialised support from trained colleagues.

Trans young people may require specific support in order to feel comfortable at school, for example, schools may need to make changes to toilet facilities or a trans young person might require support to change their name or the pronoun by which they are referred to by staff and classmates.

Schools might need to consider the following:

- Does the LGBT young person have the right support around them? Are they experiencing any problems with peers?
- What support do peers need?
- How are parents/carers and any siblings feeling?
- Would the LGBT young person like to access a youth group or contact any organisations that could be helpful?
- Does more work need to be done in school to promote positive awareness around LGBT issues?
- Are there changes to the physical environment which need to be made for a trans pupil e.g. toilets or changing facilities?

Guidance and advice for schools to help them support LGBT pupils can be found in the further resources section.

See Appendix B for a flowchart outlining the actions a school should take to tackle HBT bullying.

8. Particular issues for Church of England primary schools

Bullyiing is a significant issue for children in primary schools. Research has indicated that there is a decline in bullying with age, with more children in primary school experiencing bullying than in secondary school.[67]

How a Church school addresses bullying should sit within the framework of its Christian vision, values and beliefs about the how each child reveals the divine nature of God's creation. Church schools need to be safe havens where play and exploration are encouraged. Former Archbishop Rowan Williams argued that modern society has not protected the 'latency of childhood'.[68] Childhood should be a time where it is accepted that development is still in progress. Williams comments that in our modern world 'children are pressed into adult or pseudo-adult roles as fast as possible'.[69] This need to protect childhood from early sexualisation and consumerism has been taken up by the Mothers' Union in their *Bye Buy Childhood* campaign.[70] It is also a theme in the Bishop of Gloucester's *Liedentity* campaign which seeks to protect young people from the damaging influence of social media and promote the message that who you are is more than how you look.[71]

It is not appropriate that a primary school's strategy for combatting HBT bullying should focus on any aspect of differing sexual practices (i.e. what people do with their bodies sexually, although human reproduction may be an element of the science curriculum). An exploration of differing sexual activity would serve to counter a primary school's responsibility to safeguard the latency of childhood.

One of the four strands of the *Church of England Vision for Education* is dignity and respect. Part of this vision is to create a culture where children can grow to be content, living well in their own skin, and happy for others for the skin they're in. This happens best in a culture of love that accepts, forgives and keeps faith with children and young people as they explore questions of identity and selfhood.

In creating a school environment that promotes dignity for all and a call to live fulfilled lives as uniquely gifted individuals, pupils will be equipped to accept difference of all varieties and be supported to accept their own gender identity or sexual orientation and that of others. In order to do this it will be essential to provide curriculum opportunities where difference is explored, same-sex relationships, same-sex parenting and transgender issues may be mentioned as a fact in some people's lives. For children of same-sex or transgender parents or with close LGBT relatives this will be a signal of recognition that will encourage self-esteem and belonging.

In the early years context and throughout primary school, play should be a hallmark of creative exploration. Pupils need to be able to play with the many cloaks of identity (sometimes quite literally with the dressing up box). Children should be at liberty to explore the possibilities of who they might be without judgement or derision. For example, a child may choose the tutu, princess's tiara and heels and/or the firefighter's helmet, tool belt and superhero cloak without expectation or comment. Childhood has a sacred space for creative self-imagining.

> *Childhood needs to be a period where we can make mistakes, try things out, explore projects and identities, without having to be bound by the consequences.*[72]

Children should be afforded freedom from the expectation of permanence. They are in a 'trying on' stage of life, and not yet adult and so no labels need to be fixed. This should inform the language teachers use when they comment, praise or give instructions. It may be best to avoid labels and assumptions which deem children's behaviour irregular, abnormal or problematic just because it does not conform to gender stereotypes or today's play preferences.

The focus for primary schools is best located within its inclusive ethos and the equality and inclusion policy is an important tool. However, to ensure the safety of pupils and to reinforce the authenticity of a schools' ethos of 'being a hospitable place where life can be lived without fear and where community can be found'[73] it is important to promote a strong anti-bullying stance that shows that HBT remarks and behaviour are unacceptable. Church of England primary schools should have a strong and clear anti-bullying policy that will seek to combat all forms of negative discrimination.

The use of homophobic, biphobic and transphobic language is still widespread in most English schools[74] and 40 per cent of primary school teachers reported homophobic bullying, name-calling or harassment in their school.[75] Therefore specific work to counter such bullying and counter the use of language such as 'you're so gay' or 'your pencil case/trainers are gay' is necessary and will need to be specific to age and cohort.

9. Particular issues for Church of England secondary schools

As adolescence arrives questions of identity and body consciousness can be causes of confusion; puberty hormones and the search for confidence can be warring factions in young people's lives. We live in an age when self-commodification through social media is rife and there is an endemic crisis in young people's wellbeing and a huge rise in reported mental health issues, particularly among girls.[76] The search for security and happiness can be even more difficult when you feel your 'difference' places you outside of your peer group. The national landscape regarding sexual orientation is changing at a rapid pace. In a recent YouGov poll 49 per cent of 18-24 year olds reported that they regarded themselves as 'other than 100 per cent heterosexual'.[77] Pupils in secondary schools are at a stage when they may feel a need to distance themselves from parental influence and individuate, where friends are of key importance and the desire to fit in and belong is great. Pupils with a strong family faith background can find navigating perceived home expectations and peer expectations particularly tricky. More than ever, pupils at this time in their lives need to be in a safe environment where exploring their identity can be done in safety without fear of ridicule and in a climate of truth, love and acceptance.

Adolescence is a transitionary stage of life, a time when young people seek to work out who they will be as a soon-to-be-adult. It is a time of heightened personal identity development and young people often live out different identities in different spheres of their life, for example, they may be somebody different to their families than to their friends or in extra-curricular activities. A variety of people can influence a young person's identity, so the quality of a young person's relationships and their social environment are important factors and, consequently, bullying or social isolation can have a profound impact on a young person's mental health and wellbeing.[78] Again, it is a time when the school culture needs to offer a compassionate acceptance that again allows young people to 'try on identities for size', and explore who they are and how best to be themselves, to grow into self-congruence, whilst acknowledging that they may struggle and be confused along the way. Young adults need to be offered the freedom that was afforded to the child in nursery of the metaphorical dressing up box of trying on identities without assumption or judgement.

It is important that pupils explore the prejudice and the harmful language of labelling and stereotype that can surround issues of sexual orientation and gender identity. This exploration is most likely to occur in physical, social, health and economic education (PSHE).

It is also important that pupils can explore issues of sexual orientation, gender identity and other factors that make healthy self-embodiment challenging. Specifically it is important that pupils understand the issues for those who feel they are trans/transgender and may be in the process of transition, understanding the impact that bullying has on them. It is important to teach pupils to understand the appropriate use of gender labels and names for trans people and to explore why deliberately calling someone the gender other than that which they choose to identify as is a form of bullying.

HBT bullying and the inappropriate and derogatory use of the term 'lesbian' or 'gay' remain issues at the secondary level. Clear policies, strong messages, anti-bullying work and the consistent challenging of HBT bullying and language are vital tools in ensuring Church of England secondary schools are places of welcome where all can achieve their best in an emotionally safe environment and can grow to have 'life in all its fullness' (John 10:10).

In most secondary schools some individuals will have crises surrounding their sexuality or gender identity. It is important that school counsellors, learning mentors and chaplains are appropriately trained to be able to support pupils. In some contexts pupils may have many layers and causes of vulnerability and supporting them will require skilfully applied wisdom. Without appropriate training well-meaning staff could inflict greater unintentional damage. Some pupils may 'come out' during their time at secondary school and again appropriate care and unequivocal support is needed both for them and for any siblings within the school. See the further resources section for materials offering guidance on how to support young people coming out as LGBT.

When a student gains appropriate support at a vulnerable time their academic achievements are more likely to be safeguarded and their flourishing enabled. For pupils with a strong faith this may be an even greater time of anxiety and confusion as they grapple with the fear that their family or faith community may struggle to accept them. Ensuring that those providing confidential pastoral support have specific training is a priority for secondary schools. In Church of

England secondary schools which have appropriately skilled and trained chaplains or chaplaincy teams their pastoral support could be most effective in this context.

Pupils at secondary school are vulnerable to adopting sexually risky lifestyles, so good relationships and sex education is paramount. This applies to same-sex and both-sex attracted pupils as well as heterosexual young people. If pupils are not offered effective relationship and sex education that allows them to have their questions answered and is informative they may find their information elsewhere (e.g. from pornography or inappropriate websites and forums).

10. Guidance for Diocesan Boards of Education

If HBT bullying is going to be eliminated from Church of England schools, then those who have responsibility for evaluating and ensuring the effectiveness of Church schools must take an active role in encouraging their schools to implement measures to tackle it. With the many responsibilities and agendas school leaders have to hold and navigate, tackling HBT bullying is not always prioritised. Diocesan Boards of Education (DBEs), Diocesan MATs (DMATs) and Church school-led MATs therefore need to remind schools of this issue to make sure their schools have strategies in place to prevent and respond to incidents of HBT bullying.

As part of their role DBEs are asked to 'effectively analyse the performance of all diocesan schools, identify schools that need support and enable the brokering of support to ensure school effectiveness.'[79] DBEs should offer advice to all Church schools and academies in the diocese about implementing the recommendations of this report. They should advise schools on appropriate strategies for inclusion and equality and the prevention of bullying, including HBT bullying.

11. Recommendations

Recommendations for schools

1. An inclusive school vision

Schools should ensure that their Christian ethos statement offers an inclusive vision for education. This includes affording pupils a sense of their own dignity and a vision of the innate dignity of all humankind. Inclusivity and hospitality should be hallmarks of Church of England schools: every child should be revered and respected as a member of a community where all are known and loved by God.

2. Clear policies

Schools should ensure that they have clear anti-bullying policies on preventing and tackling HBT behaviour and language and that these policies are known and understood by all members of the school community. School leaders should present a clear message that HBT bullying will not be tolerated and that there can be no justification for this negative behaviour based on the Christian faith or the Bible. Schools should ensure that pupils understand how to report incidents. Pupils should be confident that if they report bullying it will be taken seriously.

3. Recording incidents of HBT bullying

Every incident of HBT bullying should be taken seriously and should be recorded. Systems for monitoring and analysing incidents of bullying should include homophobic, biphobic and transphobic bullying as separate categories.

4. Monitoring anti-bullying strategies

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

5. Staff training

All teaching and non-teaching school staff (including teaching assistants, chaplains, church school workers and midday supervisors) should be trained to recognise and understand how to challenge all types of bullying including homophobic, biphobic and transphobic language and behaviour. Training to enable certain members of staff to offer appropriate pastoral support should be in place. All staff should understand recommended paths of referral to more specialised support.

6. Supporting pupils

Schools should ensure that appropriate pastoral support and information are available to all pupils, including LGBT young people, and that all pupils know how to access this support.

7. Collective Worship

In collective worship the importance of inclusivity and dignity and respect for all should be explored, as well as other themes and values that play a part in challenging all forms of prejudicial bullying, including HBT bullying and language.

8. Recognising and protecting against HBT bullying

Opportunities should be offered for pupils to explore why some people seek to bully and how bullying can take the form of HBT bullying. Strategies about how to protect yourself and others from bullying should be taught, including online safety and cyberbullying awareness.

9. Curriculum

Opportunities to discuss issues to do with self-esteem, gender identity, and anti-bullying including HBT bullying should be included in physical, social, health and economic education or citizenship programmes. The curriculum should offer opportunities for pupils to learn to value themselves and their bodies. Relationships and sex education should take LGBT people into account. Sexual orientation should be included within RSE in the secondary phase. The Church of England's teaching on human sexuality and a range of Christian views should be taught, as well as a range of perspectives from other faiths and world views.

10. SIAMS

Schools should make sure that they understand the expectations outlined for Church schools in the SIAMS Evaluation Schedule. Schools must ensure that their vision creates an environment where all pupils feel welcome and can flourish. Anti-bullying procedures and outcomes (including HBT bullying) will continue to be inspected as a performance indicator of an effective Church school.

Recommendations for Diocesan Boards of Education

11. Advising schools

Diocesan Boards of Education should offer advice to all Church schools and academies in the Diocese about implementing the recommendations of this report and appropriate strategies for inclusion and the prevention of bullying, including HBT bullying.

Recommendations for the Church of England Education Office

12. National Survey

The Church of England Education Office should carry out an annual survey to determine the impact of this resource and the accompanying training. This information should then be used to inform the work of the National Society Council and determine whether any additional resource is required to support dioceses and schools in this work.

Appendix A: Glossary of terms

It is important to recognise and understand the difference between a person's sex, sexual orientation and gender identity. Lesbian, gay, bisexual and trans (or LGBT) people are often talked about as one group, but there are important differences.

There are a wide variety of terms that people can use to describe their sexual orientation and gender identity, and the terms people use may change over time.

Gender Identity

A person's internal sense of their own gender, whether male, female, non-binary or something else.

Sex

Either of the two main categories (male and female) assigned to a person on the basis of primary sex characteristics (genitalia) and reproductive functions. Sometimes used interchangeably with 'gender' to mean 'male' or 'female'.

Sexual Orientation

A person's emotional, romantic and or sexual attraction to another person.

Terms that some people may use to describe their identity

Sexual orientation

Bisexual

Refers to a person who has an emotional and/or sexual orientation towards people of more than one gender.

Gay

Refers to a man who has an emotional, romantic and/or sexual attraction towards men. Also a generic term for lesbian and gay sexuality- some women define themselves as gay rather than lesbian.

Lesbian

Refers to a woman who an emotional, romantic and/or sexual attraction towards women.

Homosexual

This might be considered a more medical term used to describe someone who has an emotional, romantic and/or sexual orientation towards someone of the same gender. The term 'gay' is now more generally used.

Gender identity

Cisgender

Refers to a person whose gender identity is the same as the sex they were assigned at birth. Non-trans is also used by some people.

Non-binary

An umbrella term for a person who does not identify as male or female.

Trans

An umbrella term to describe people whose gender is not the same as, or does not sit comfortably with, the sex they were assigned at birth. Trans people may describe themselves using one or more of a wide variety of terms, including (but not limited to) transgender, cross dresser, non-binary, gender queer.

Transgender man

A term used to describe someone who is assigned female at birth but identifies as a man. This may be shortened to trans man, or FTM, an abbreviation for female-to-male.

Transgender woman

A term used to describe someone who is assigned male at birth but identifies as a woman. This may be shortened to trans woman, or MTF, an abbreviation for male-to-female.

Transsexual

Used in the past as a more medical term (similarly to homosexual) to refer to someone who transitioned to live in the 'opposite' gender to the one assigned at birth. This term is still used by some although many people prefer the term trans or transgender.

Other terms

LGBT

An acronym for lesbian, gay, bisexual and trans.

Queer

In the past a derogatory term for LGBT individuals. The term has now been reclaimed by LGBT young people in particular who don't identify with traditional categories around gender identity and sexual orientation, but is still viewed to be derogatory by some. 'Gender queer' (alongside non-binary) refers to someone who does not identify within the gender binary of 'male' or 'female'.

Questioning

The process of exploring your own sexual orientation and/or gender identity.

Coming out

When a person first tells someone/others about their identity as lesbian, gay, bisexual or trans.

Gender dysphoria

Used to describe when a person experiences discomfort or distress because there is a mismatch between their sex assigned at birth and their gender identity. This is also the clinical diagnosis for someone who doesn't feel comfortable with the gender they were assigned at birth.

Gender reassignment

Another way of describing a person's transition. To undergo this usually means to undergo some sort of medical intervention, but it can also mean changing names, pronouns, dressing differently and living in your self-identified gender. It is a characteristic that is protected in the Equality Act 2010.

Gender Recognition Certificate

This enables trans people to be legally recognised as their self-identified gender and to be issued with a new birth certificate. Not all trans people will apply for a GRC and you have to be over 18 to apply. You do not need a GRC to change your gender at work or to legally change your gender on other documents such as your passport.

Gender Variant

Someone who does not conform to the gender roles and behaviours assigned to them at birth. This is usually used in relation to children or young people.

Outed

When a lesbian, gay, bisexual or trans person's sexual orientation or gender identity is disclosed to someone else without their consent.

Pronoun

Words we use to refer to people's gender in conversation – for example, 'he' or 'she'. Some people may prefer others to refer to them in gender neutral language and use pronouns such as they/their.

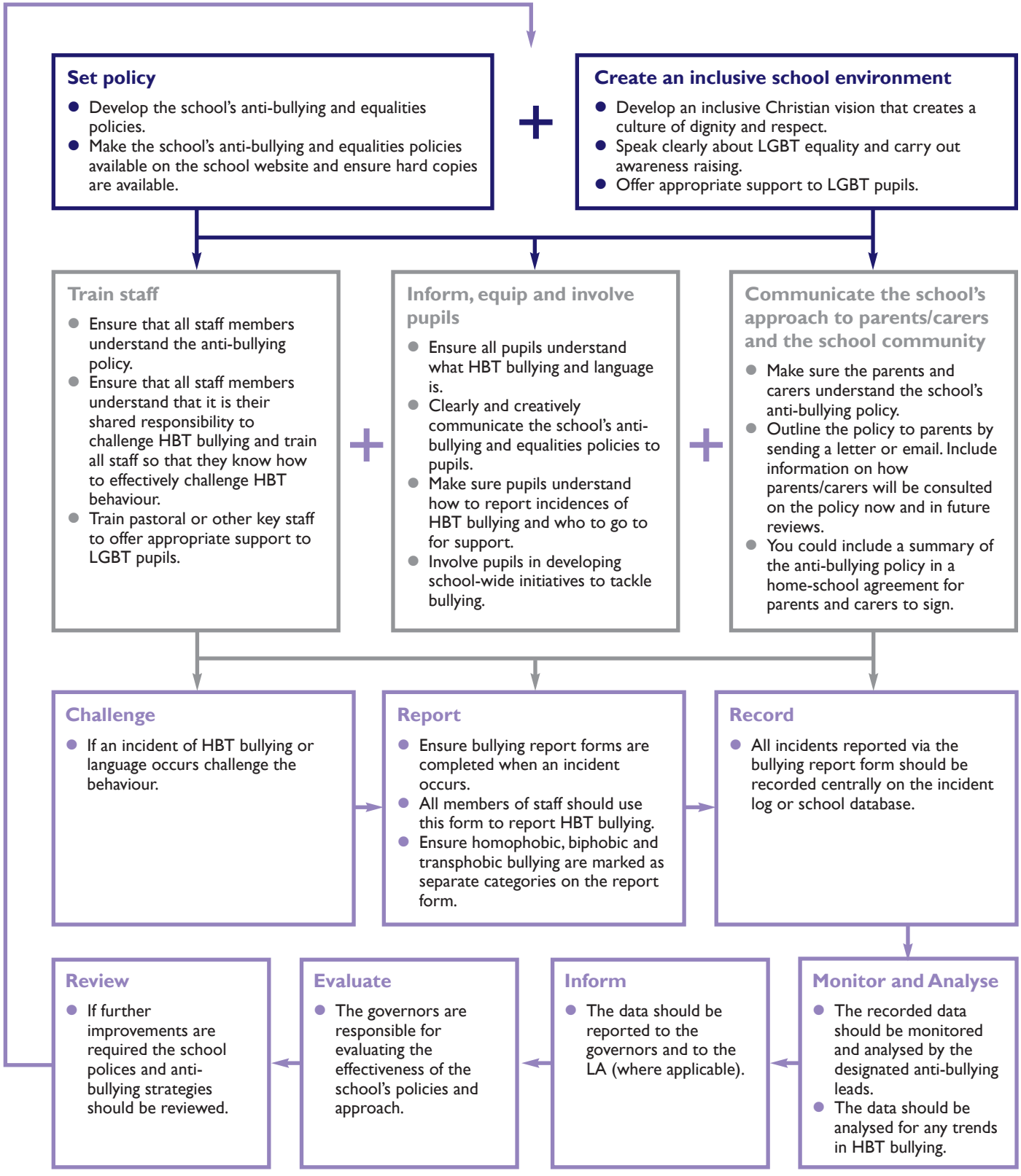
Transitioning

The steps a trans person may take to live in the gender they identify as. Each person's will involve different things. For some this involves medical intervention, such as hormone therapy and surgeries, but not all trans people want or are able to have this. It also might involve things like telling friends and family, dressing differently and changing official documents.

Intersex

A term used to describe a person who may have the biological attributes of both sexes or whose biological attributes do not fit with societal assumptions about what constitutes male or female. Can identify as male, female, or non-binary.

Appendix B: Flowchart of actions



Appendix C: Equality policy template

Whilst schools are not required to have an equality policy it can still be a useful tool to set out the school's approach to equality and inclusion. This template outlines key areas to include in your policy and it particularly highlights things to include that will help tackle HBT bullying.

Schools are required under the public sector Equality Duty (PSED) to draw up and publish equality objectives every four years and annually publish information demonstrating how they are meeting the aims of the PSED.

Any equality and inclusion policy and the requirements under the PSED should be available on the school website and hard copies should also be available.

[Insert school vision and values here.]

School statement on equality

Every person in our school community has been made in the image of God and is loved unconditionally by God. Everyone is equal and we treat each other with dignity and respect. Our school is a place where everyone should be able to flourish in a loving and hospitable community. Each person in all their unique difference should be able to thrive, irrespective of physical appearance, gender, race, religion, ethnicity, socio-economic background, academic ability, disability, sexual orientation or gender identity.

We are committed to promoting the understanding of the principles and practices of equality – treating all members of our school community as individuals, according to their needs, with an awareness of our diverse society and appreciating the value of difference. We actively seek to challenge discrimination and we promote an anti-bullying stance which makes clear the unacceptability of racist, disablist and homophobic, biphobic and transphobic bullying and langauge.

1. Legal framework

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

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

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

2. Guiding principles

Our approach to equality is based on the following key principles:

[Insert the key principles here – these should be guided by the school's vision.]

3. Development of the policy

[Outline how this policy was developed – who was consulted and what resources and information you took account of.]

4. Links to other polices and documentation

We ensure that the principles listed above apply to all of our policies and practice including those that are concerned with:

- Pupils' progress, attainment and achievement
- Pupils' personal development and wellbeing
- Teaching styles and strategies
- SMSC and PSHE
- Admissions and attendance

- Staff recruitment, retention and professional development
- Care, guidance and support
- Special educational needs
- Behaviour, discipline and exclusions
- Bullying and addressing prejudice related bullying
- Working in partnership with parents, carers and guardians
- Working with the wider community

We also ensure that information about our responsibilities under the Equality Act are included in our school development plan, self-evaluation review, the school prospectus, school web site and newsletters.

5. Our actions

To eliminate discrimination, harassment and victimisation

We meet our legal duty and live out our guiding principles listed above by:

- [This should include opposing prejudice and prejudice related bullying, taking account of equality with regards to the way the school provides facilities and services, taking account of equality with regards to attendance policies, actively promoting equality and diversity and creating an environment of dignity and respect.]

To advance equality of opportunity between different groups

We meet our legal duty and live out our guiding principles listed above by:

- [This should include being alert to the potential impact of any negative, prejudicial language or behaviour on particular pupils and groups of pupils.]

To foster good relations

We meet our legal duty and live out our guiding principles listed above by:

- [This should include how you prepare pupils to live well together, respect diversity and equality, challenge discrimination and prejudice and listen to and treat others with dignity and respect.]

Other ways we address equality issues

- [List any other ways in which the school addresses equality issues, e.g. maintaining records of training relating to equalities and inclusion, any programme for reviewing school policies in relation to equalities.]

6. Disseminating the policy

We ensure that this policy is known to all staff and governors, parents and carers and, as appropriate, to all pupils. This policy, our equality objectives and data are all available on our school website.

7. Roles and responsibilities

[Outline here the roles and responsibilities of each member of the school community to uphold the principles and actions of this policy:

- The governing body
- The headteacher and senior leadership team
- Teaching and support staff
- Pupils
- Parents and carers
- Visitors.]

8. Staff development and training

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

[Insert any further information about staff training.]

9. Breaches of the policy

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

10. Monitoring and evaluation

[Outline here how the school evaluates the equality objectives and equality data and how this policy is reviewed- equality objectives must be reviewed every four years and data must be published annually.]

Date of Last review:

Headteacher signed: _____

Date: _____

Chair of governors signed: _____

Date: _____

Appendix D: Anti-bullying policy template

This anti-bullying policy template can be changed and adapted to reflect your school's strategies, processes and phase of education. The policy should reflect your school vision and values.

The policy should be available on the school website and hard copies should also be available.

[Insert school vision and values here. The school vision should enable the flourishing of all pupils, give pupils a sense of their own dignity and ensure that the school is an inclusive and hospitable environment.]

School statement on bullying

We believe that all people are made in the image of God and are unconditionally loved by God. Everyone is equal and we treat each other with dignity and respect. Our school is a place where everyone should be able to flourish in a loving and hospitable community.

Aims and purpose of the policy

- To ensure a secure and happy environment free from threat, harassment, discrimination or any type of bullying behaviour.
- To create an environment where all are treated with dignity and respect and where all members of the school community understand that bullying is not acceptable.
- To ensure a consistent approach to preventing, challenging and responding to incidents of bullying that occur.
- To inform pupils and parents of the school's expectations and to foster a productive partnership which helps to maintain a bullying-free environment.
- To outline our commitment to continuously improving our approach to tackling bullying by regularly monitoring and reviewing the impact of our preventative measures.

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

1. Definition of bullying

Bullying is hurtful, unkind or threatening behaviour which is deliberate and repeated. Bullying can be carried out by an individual or a group of people towards another individual or group, where the bully or bullies hold more power than those being bullied. If bullying is allowed it harms the perpetrator, the target and the whole school community and its secure and happy environment.

The nature of bullying can be:

- Physical (e.g. hitting, kicking, pushing or inappropriate/unwanted physical contact)
- Verbal (e.g. name calling, ridicule, comments)
- Cyber (e.g. messaging, social media, email)
- Emotional/indirect/segregation (e.g. excluding someone, spreading rumours)
- Visual/written (e.g. graffiti, gestures, wearing racist insignia)
- Damage to personal property
- Threat with a weapon
- Theft or extortion
- Persistent Bullying

Bullying can be based on any of the following things:

- Race (racist bullying)
- Sexual orientation (homophobic or biphobic)

- Special educational needs (SEN) or disability
- Culture or class
- Gender identity (transphobic)
- Gender (sexist bullying)
- Appearance or health conditions
- Religion or belief
- Related to home or other personal circumstances
- Related to another vulnerable group of people [You may wish to give examples of specific groups in your school community.]

2. Reporting bullying

[Details on who pupils should tell if they are being bullied- e.g. teachers, other adult staff, peers.]

[Details on how pupils should report incidents of bullying- e.g. tell, anonymous reporting box, text, email, phone, website form.]

Reporting – roles and responsibilities

- Staff [Make it clear that all staff have a duty to challenge bullying (including HBT bullying and language) report bullying, be vigilant to signs of bullying and play an active role in the school's efforts to prevent bullying.]

  [List the staff members who are anti-bullying leads.]

- Senior staff [The Senior Leadership team and the headteacher have overall responsibility for ensuring that the anti-bullying policy is followed by all members of staff and that the school upholds its duty to promote the safety and wellbeing of all young people.]

  [Add contact details of Senior Leader responsible for anti-bullying.]

- Parents/carers [Parents and carers also have a responsibility to look out for signs of bullying (e.g. distress, feigning illness, lack of concentration). Parents and carers should support their child to report the bullying.]

  [Add contact details for how parents/carers should report bullying to the school.]

- Pupils [Make it clear that pupils should not take part in any kind of bullying and should watch out for signs of bullying among their peers. Pupils should never be bystanders to incidents of bullying- they should offer support to the victim and encourage them to report it.]

3. Responding to bullying

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

1. Staff will record the bullying on an incident reporting form and also record the incident centrally on [the incident log, SIMS or other school databases.].
2. Designated school staff will monitor incident reporting forms and information recorded on [incident log, SIMS or other school databases] analysing the results.
3. Designated school staff will produce termly reports summarising the information which the headteacher will report to the governing body.
4. Support will be offered to the target of the bullying from the [pastoral team, class teacher, peer mentor, buddy system] or through the use of [restorative justice or other programmes.].
5. Staff will proactively respond to the bully who may require support from the [pastoral team, class teacher, peer mentor, buddy system] or through the use of [restorative justice or other programmes.].
6. Staff will assess whether parents and carers need to be involved.
7. Staff will assess whether any other authorities (such as police of local authority) need to be involved, particularly when actions take place outside of school.

4. Bullying outside of school

Bullying is unacceptable and will not be tolerated, whether it takes place inside or outside of school. Bullying can take place on the way to and from school, before ort after school hours, at the weekends or during school holidays, or in the wider community. The nature of cyber bullying in particular means that it can impact on pupils wellbeing beyond the school day. Staff, parents and carers, and pupils must be vigilant to bullying outside if school and report and respond according to their responsibilities outlined in this policy.

5. Derogatory language

Derogatory or offensive language is not acceptable and will not be tolerated. This type of language can take any of the forms of bullying listed in our definition of bullying. It will be challenged by staff and recorded and monitored on [the incident log, SIMS or other school databases] and follow up actions and sanctions, if appropriate, will be taken for pupils and staff found using any such language. Staff are also encouraged to record the casual use of derogatory language using informal mechanisms such as a classroom log.

6. Prejudice based incidents

A prejudice based incident is a one-off incident of unkind or hurtful behaviour that is motivated by a prejudice or negative attitudes, beliefs or views towards a protected characteristic or minority group. It can be targeted towards an individual or group of people and have a significant impact on those targeted. All prejudice based incidents are taken seriously and recorded and monitors in school, with the headteacher regularly reporting incidents to the governing body. This not only ensures that all incidents are dealt with accordingly, but also helps to prevent bullying as it enables targeted anti-bullying interventions.

7. School strategies to prevent and tackle bullying

We use a range of measures to prevent and tackle bullying including:

- Our school vision is at the heart of everything we do and ensures that all members of the school community are revered and respected as members of a community where all are known and loved by God.
- We use a pupil-friendly anti-bullying policy to ensure that all pupils understand the policy and know how to report bullying. [Add where it is available.]
- The PSHE programme of study includes opportunities for pupils to understand about different types of bullying and what they can do to respond and prevent bullying. It also includes opportunities for pupils to learn to value themselves, value others and appreciate and respect difference.
- Collective worship explores the importance of inclusivity, dignity and respect as well as other themes that play a part in challenging bullying.
- Through a variety of planned activities and time across the curriculum pupils are given the opportunity to gain self-confidence and develop strategies to speak up for themselves and express their own thoughts and opinions.
- [Tutor time/circle time] provides regular opportunities to discuss issues that may arise in class and for teachers to target specific interventions.
- Stereotypes are challenged by staff and pupils across the school.
- Peer-mentoring, pupil-led programmes [insert details here] offer support to all pupils.
- Restorative justice systems [or insert details of other programmes here] provide support to targets of bullying and those who show bullying behaviour.
- Pupils are continually involved in developing school-wide anti-bullying initiatives through consultation with groups [insert details here – e.g. through the school council, Equality team, anti-bullying survey.].
- Working with parents and carers, and in partnership with community organisations to tackle bullying where appropriate.

8. Training

The headteacher is responsible for ensuring that all school staff (including teaching assistants, chaplains, church school workers and midday supervisors) receive regular training on all aspects of the anti-bullying policy.

9. Monitoring the policy

The [headteacher/anti-bullying lead] is responsible for monitoring the policy on a day-to-day basis. The [headteacher/anti-bullying lead] is responsible for monitoring and analysing the recorded data on bullying. Any trends should be noted and reported.

10. Evaluating and reviewing

The headteacher is responsible for reporting to the governing body (and the local authority where applicable) on how the policy is being enforced and upheld, via the termly report. The governors are in turn responsible for evaluating the effectiveness of the policy via the termly report and by in-school monitoring such as learning walks and focus groups with pupils. If further improvements are required the school policies and anti-bullying strategies should be reviewed. The policy is reviewed every 12 months, in consultation with the whole school community including staff, pupils, parents, carers and governors.

Date of Last review:

Headteacher signed: _____

Date: _____

Chair of governors signed: _____

Date: _____

Appendix E: Related policies

It is important to make sure that all school policies are consistent with the approach taken in your anti-bullying and equality policies.

Policy	Things to think about
Absence policy	Transgender pupils may need time off for medical appointments/to receive support from external sources. Schools may need to make reasonable adjustments to accommodate such absence requests.
Behaviour policy	Be clear that systems, such as sanctions and rewards, apply to HBT bullying and language.
Online safety policy	Make it clear that HBT language and online bullying, both on school computers and outside of school, will not be tolerated and that the same sanctions apply to online HBT bullying as in the classroom.
PSHE policy	PSHE can include discussion of issues around diversity, self-esteem, gender identity, and anti-bullying including HBT bullying.
Relationships and sex education policy	Make it clear that relationships and sex education is designed to prepare all pupils for the future, regardless of sexual orientation or gender identity. RSE must promote gender equality and LGBT equality and it must challenge discrimination. RSE must take the needs and experiences of LGBT people into account and it should seek to develop understanding that there are a variety of relationships and family patterns in the modern world.
Staff code of conduct policy	Incorporate the expectation that staff will act as role models and display school values and behaviour. Reinforce the role of staff in promoting the wellbeing and safety of all pupils including LGBT pupils.
Safeguarding and confidentiality policies	Make it clear that pupil coming out as lesbian, gay, bisexual or trans does not constitute a safeguarding risk and the information should be treated as confidential. Explicitly state that disclosing someone's sexual orientation or gender identity, whether they are staff or pupils, without their consent is a breach of confidentiality. This includes disclosures to a pupil's parents or carers.
Whistleblowing policy	Make it clear that, if they see or experience it, staff should raise concerns or highlight bad practice relating to gender identity and sexual orientation. For example, in relation to how HBT bullying is dealt with or LGBT pupils/staff are treated/supported. Include sexual orientation and gender identity on the list of concerns that staff may raise so that they feel confident to do so. (Remember that a young person's sexual orientation/gender identity must not be disclosed without their permission.) Be clear that all incidents of whistleblowing will be taken seriously and that staff confidentiality will be respected.

Appendix F: Bullying and prejudice related incidents report form template

Every bullying or prejudice related incident should be recorded on a form such as this or directly on the school database. The categories on the form should match the categories for selection on the central log/database.

This form is for staff to complete but schools can also provide report forms for pupils to complete and hand to staff or put in a problem or bullying box.

Section 1: Staff details

Date completing form: _____

Name of staff: _____

Email address of staff: _____

After completion this form needs to be handed to: [Insert staff responsible for anti-bullying.]

Section 2: Details of incident

If you are unsure of the category (for example whether it is homophobic or biphobic bullying) then you can tick all that you think may apply and simply explain the details.

☐ **Bullying**

☐ **Prejudice related incident**

Nature of incident: Tick all that apply

- ☐ Physical (e.g. hitting, kicking, pushing or inappropriate/unwanted physical contact)
- ☐ Verbal (e.g. name calling, ridicule, comments)
- ☐ Cyber (e.g. messaging, social media, email)
- ☐ Emotional/indirect/segregation (e.g. excluding someone, spreading rumours)
- ☐ Visual/written (e.g. graffiti, gestures, wearing racist insignia)
- ☐ Damage to personal property
- ☐ Threat with a weapon
- ☐ Theft or extortion
- ☐ Persistent Bullying

Form of bullying or incident: Tick all that apply

- ☐ Race – racist bullying
- ☐ Sexual orientation – homophobic
- ☐ Sexual orientation – biphobic
- ☐ Special educational needs (SEN) or Disability
- ☐ Culture or class
- ☐ Gender identity – transphobic
- ☐ Gender – sexist bullying
- ☐ Appearance or health conditions
- ☐ Religion or Belief related
- ☐ Related to home or other personal circumstances
- ☐ Other or non-specific

Details of those involved: record all involved, whether adults, pupils, visitors from the school community and from external organisations.				
	Name:	**Age/year group:**	**Form/tutor group:**	**Other relevant information (e.g. gender, SEN, disability, religion):**
Target of bullying/incident				
Person responsible for bullying/incident				

Details of incident					
Date		**Place**		**Time**	
Witnesses					
Repeat incident or serious incident					
Any relevant supporting information e.g. witness accounts/ screen grabs					
Action taken					
Details of others involved or notified					
Actions for follow-up					
Date for reviewing					

Appendix G: Incident log and report to governors

All incidents reported via a form (like the above) should be recorded centrally. The data collected should be regularly monitored and analysed by the designated staff responsible for anti-bullying. They should analyse any trends in HBT bullying.

This data should also be reported to the governors and to the local authority (where applicable). The governors are responsible for evaluating the effectiveness of the school's policies and approach. The data on incidents of bullying that has been collected and analysed will help to identify any further steps that need to be taken to prevent and respond to bullying.

The incident log should reflect the categories of the reporting form.

Incident Log	
Date reported	
Nature of incident	
Form of incident	
Date of incident	
Place	
Time	
Aggressor profile	
Target profile	
Repeat incident/ serious incident	
Action taken and feedback from target	

Analysis of data

[An analysis of the data (including any trends/patterns and any background information that might relate to trends) should be included here.]

Actions to be taken

[Any actions to be taken in light of the analysis of the data should be outlined here.]

Further resources

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

Anti-bullying resources and guidance

- **Department for Education** guidance on preventing and tackling bullying. www.education.gov.uk/aboutdfe/advice/f0076899/preventing-and-tackling-bullying
- **Department for Children, Schools and Families** *Safe to Learn* guidance on tackling homophobic bullying and on sexist, sexual and transphobic bullying. This guidance was replaced with advice from the Department for Education in 2011 (above) but practitioners may still find these resources useful. www.anti-bullyingalliance.org.uk/tools-information/all-about-bullying/bullying-and-law/dcsf-safe-learn-guides
- **Devon Children's Trust Partnership and Devon County Council** produced a helpful guide to prevent and respond to prejudice related bullying. www.devon.gov.uk/j4s-bullyingprejudiceinfo.pdf
- **UNESCO** guidance on school violence and bullying, including homophobic and transphobic violence. www.en.unesco.org/themes/school-violence-and-bullying
- **Stonewall** have many education resources for primary and secondary schools to help tackle HBT bullying and support LGBT pupils. www.stonewall.org.uk/our-work/education-resources
- **Save the Children** guidance on developing anti-homophobic bullying practice in schools. www.savethechildren.org.uk/sites/default/files/docs/Leave_it_Out_whole(1)_1.pdf
- **Inclusion for All** is a website set up by a Southwark Primary Deputy Head Shaun Dellenty and offers excellent resources for all key stages to help to combat homophobic bullying in schools. www.shaundellenty.com
- **Educate and Celebrate** is an Ofsted and DFE recognised best practice programme that provides staff, pupils, parents and governors with strategies to implement an LGBT+ Inclusive curriculum to successfully eradicate homophobia, biphobia and transphobia. www.educateandcelebrate.org
- **Diversity Role Models** deliver workshops in primary and secondary schools to tackle HBT bullying. They also offer staff and governor training. www.diversityrolemodels.org
- **Kidscape** provides children, families, carers and professionals with advice, training and practical tools to prevent bullying and protect young lives. www.kidscape.org.uk
- **The Anti-Bullying Alliance** supports learning and shares best practice. They also provide programmes and raise awareness through Anti-Bullying Week. www.anti-bullyingalliance.org.uk www.anti-bullyingalliance.org.uk/anti-bullying-week

Online safety

- **Childnet International** has developed resources on e-safety for young people of all ages, parents/carers and teachers. www.childnet.com
- **Digizen** provides resources and information on responsible digital citizenship including guidance on cyberbullying and social networking. www.digizen.org
- **Kidsmart** hosts fun games and activities for children as well as internet safety advice for teachers and parents/carers. www.kidsmart.org.uk
- **Thinkuknow** provides information and advice for children, parents/carers, teachers and other education professionals. www.thinkuknow.co.uk
- Most social networking sites have their own safety and reporting centres. **Child Exploitation and Online Protection (CEOP)** tackles child abuse on the internet. This website allows parents/carers and young people to make reports of abuse online. www.ceop.police.uk

For LGBT young people

- **R U Coming Out** is a website where LGBT people share their coming out stories. www.RUcomingout.com

- **PACE** is an LGBT+ mental health charity offering a range of face-to-face and online services. The website hosts publications and factsheets on subjects including mental wellbeing, health and LGBT rights, religion and LGBT issues. They offer face-to-face, online/email, and telephone counselling for young people. www.pacehealth.org.uk
- **Brook** provides free and confidential sexual health and wellbeing services for young people nationwide. Their website includes information pages on gender identity and sexual orientation, contraception, health and wellbeing and staying safe online, and a text and web chat service. www.brook.org.uk/your-life
- **Switchboard** is an LGBT+ helpline Information, support and referral service for LGBT people including online messaging and phone service. www.switchboard.lgbt/help
- **Albert Kennedy Trust** is an organisation supporting LGBT 16-25 year olds who are made homeless or are living in a hostile environment. www.akt.org.uk
- **ChildLine** is a private and confidential service for children and young people up to the age of 19. Young people can contact ChildLine via email, message boards or phone and access advice and information online. www.childline.org.uk

For trans young people

- **Gendered Intelligence** is an organisation that works to increase the quality of trans people's lives and to raise awareness of trans people's needs. They provide guidance for trans young people as well as offering information and support to parents and hosting an online group for parents/carers of young trans people. www.genderedintelligence.co.uk
- **Mermaids** offers support to trans children and young people up to 19 years old and their families, friends and schools. Parents/carers can access support, information and friendship groups online. www.mermaidsuk.org.uk
- **Beyond the Binary** is a submission-based website which aims to give non-binary people the opportunity to share their experiences. www.beyondthebinary.co.uk
- **MyGenderation** is an on-going documentary project exploring gender variance set up to record the different experiences and perspectives of trans people. www.mygenderation.com

For Parents/Carers and Families

- **Families and friends of lesbian, gay and bisexual people (FFLAG)** provides support for parents and their lesbian, gay and bisexual children. The website offers resources, stories from parents of LGB young people and information on local parent groups. www.fflag.org.uk

Supporting LGBT pupils

- **Stonewall** have many resources to guide teachers and leaders as they support LGBT pupils. www.stonewall.org.uk/our-work/education-resources
- **Schools Transgender Guidance** is a resource produced by Intercom, Devon and Cornwall Police and Cornwall Council. It contains a lot of practical advice for schools to enable them to support trans pupils. www.intercomtrust.org.uk/item/55-schools-transgender-guidance-july-2015
- **Trans Equality in Schools and Colleges** is a resource from NASUWT and offers advice and guidance to teachers and leaders to support both pupils and staff. www.nasuwt.org.uk/advice/equalities/lgbti-teachers.html

Trans health

- **NHS transgender health** offering information and guidance for parents/carers who think their child may be trans or whose child has just come out as trans. www.nhs.uk/Livewell/Transhealth/Pages/Transhealthhome
- **The Tavistock and Portman Gender Identity Development Service (GIDS)** sees trans or gender questioning children and young people (up to the age of 18) and their families. A downloadable leaflet for parents about services and treatment offered is available on their website. The clinic accepts referrals from across the UK, usually through CAMHS. www.gids.nhs.uk
- **Gendered Intelligence** has collated a comprehensive list of treatment guides and information and trans health documents on their website at www.genderedintelligence.co.uk/transcommunity/resources.

Resources for primary schools

Many story books that portray diverse family settings are now available. These books can help raise self-esteem and combat bullying as they enable children from diverse families see their own lives depicted and enable all children to see different types of families. Here are a few examples of books that primary schools might find useful:

- *The Family Book* by Tod Parr (Little Brown Book Group, 2010).
- *Mummy never told me* by Babette Cole (Red Fox, 2004).
- *And Tango makes three* by Justin Richardson and Peter Parnell (Simon & Schuster Children's Publishing, 2005).
- *King and King* by Linda De Haan and Sterjn Nijland (Ten Speed Press, 2002).

Notes

Foreword

1 Church of England Archbishops' Council Education Division and The National Society, *Valuing All God's Children* (Archbishop's Council Education Division, May 2014), p. 1.

Introduction

2 The Church of England Education Office, *Church of England Vision for Education: Deeply Christian, Serving the Common Good* (Autumn 2016).
3 The Church of England Education Office, *The Fruit of the Spirit: A Church of England Discussion Paper on Character Education* (October 2015) and The Church of England Foundation for Educational Leadership, *Leadership of Character Education: Developing Virtues and Celebrating Human Flourishing in Schools* (September 2017).
4 The acronym "HBT" will be used throughout this document as shorthand for homophobic, biphobic and transphobic bullying.
5 Stonewall, *School Report: The Experiences of lesbian, gay, bi and trans young people in Britain's schools in 2017* (Stonewall, 2017), p. 8.

Executive Summary

6 Statement from the Archbishop of Canterbury (15/02/17), Archbishop of Canterbury's website www.archbishopofcanterbury.org/articles.php/5841/statement-from-the-archbishop-of-canterbury-following-tod [accessed 17/02/17].
7 Statement from the Archbishop of Canterbury (05/07/13), Archbishop of Canterbury's website www.archbishopofcanterbury.org/articles.php/5098/there-is-a-revolution-archbishop-justins-address-tosynod [accessed 11/10/17].
8 Church of England Vision for Education (2016), p.2.
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1. Background: why this is an important issue

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12 Each Action, Reach Cybersurvey 2011, *Cyberhomophobia: the experiences of young people* (Each Action, February 2012).
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17 Stonewall, *School Report: The Experiences of lesbian, gay, bi and trans young people in Britain's schools in 2017* (Stonewall, 2017), p. 7.
18 Stonewall, *School Report* (2017), p. 7.
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21 United Nations Educational, Scientific and Cultural Organization (UNESCO), *Education Sector Responses to Homophobic Bullying* (UNESCO, 2012), p16.
22 Stonewall, *School Report* (2017), p. 20.
23 Department for Children, Schools and Families (DCSF), *Homophobic Bullying – Safe to Learn: Embedding anti-bullying work in schools* DCSF Publications, 2007), p. 17.
24 DCSF, *Homophobic Bullying – Safe to Learn* (2007), p. 17.
25 DCSF, *Homophobic Bullying – Safe to Learn* (2007), p. 18.
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28 DCSF, *Homophobic Bullying – Safe to Learn* (2007), p. 18.
29 DCSF, *Homophobic Bullying – Safe to Learn* (2007), p. 19.
30 DCSF, *Homophobic Bullying – Safe to Learn* (2007), p. 19.
31 Stonewall, *School Report* (2017), p. 16 reported that LGBT pupils say only 43% of other pupils who are present intervene.
32 DCSF, *Homophobic Bullying – Safe to Learn* (2007), p. 20.

2. The Church of England Vision for Education

33 Church of England Vision for Education (2016), p. 2.
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35 Cooling, Trevor, *Doing God in Education* (Theos, 2010), p.66.
36 'Reconciliation in action' speech by Justin Welby, Archbishop of Canterbury (07/11/14), Archbishop of Canterbury's website www.archbishopofcanterbury.org/articles.php/5439/reconciliation-in-action-archbishop-of-canterbury-on-church-schools [accessed 11/10/17].
37 Revd. David Nixon, Dean of Studies at South West Ministry Training College (SWMTC), in conversation following his experiences of *The no outsiders* project in schools across the UK.

3. Educating children to live in modern Britain

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4. Legal framework with reference to equality law for schools

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[49] Department for Education, *The Equality Act 2010 and schools*, p. 12.
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(n/a)

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Notes

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