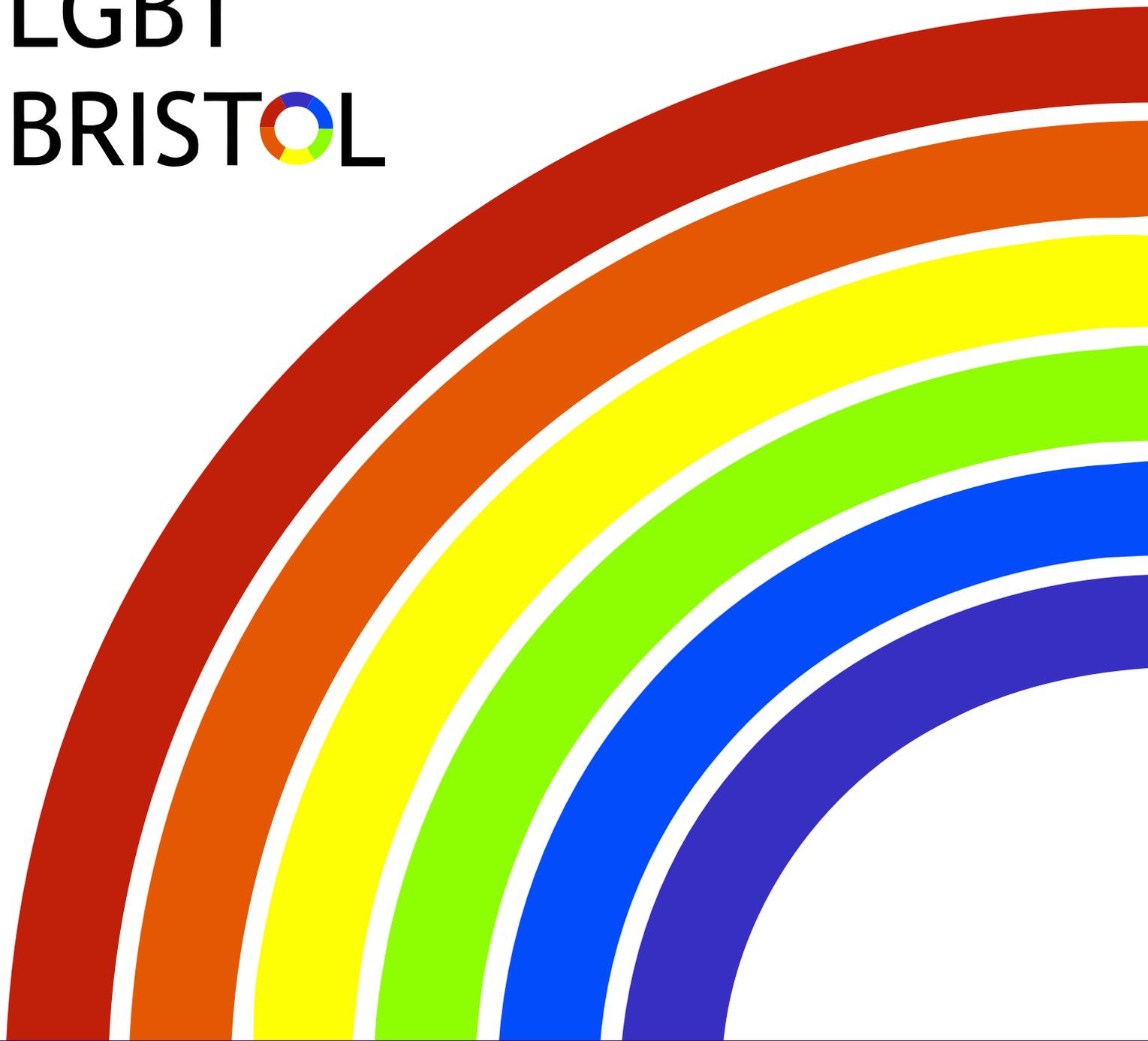# LGBT
BRISTOL

diversity
in
schools

Primary Project

Proposal

A proposal for work to support primary schools and early years learning establishments to not only effectively and confidently teach and celebrate lesbian, gay, bisexual and **transgender** (LGB and T) diversity, but also to challenge **homophobia**, **biphobia**, **transphobia**, gender stereotypes, and homophobic, biphobic and transphobic **bullying***.

It is hoped that Bristol will become a city of excellence for LGB and T family inclusion in pre-secondary education.

This will be achieved through :

- a visit to each school to talk with the headteacher, support group and/or teachers about resources, support, best practice and challenges, and to encourage diversity work and best practice;
- a pack of resources and support for each school or signposting to where to obtain them;
- support groups linked to each school for LGB and T families, teachers, staff, governors and supportive friends;
- follow-up work with each school to ensure that there is legacy to the work and that every pupil has the opportunity to understand diversity;
- a database written and hosted by LGBT Bristol that records schools' progress and which will be publicly available.

* *Our meaning of words in bold is in the glossary on page 19.*

Two out of five

primary school teachers say children experience homophobic bullying in their schools

Three quarters

of primary school teachers hear children use expressions such as *that's so gay* or *you're so gay*

Two out of five

primary school teachers hear children using homophobic language such as *poof* or *dyke*

Contents

Please note : in this document we refer to Lesbian, Gay, Bisexual and Transgender (LGB and T) families. This is used to cover the many types of family in modern society, namely :

- where one or both parents are LGB or T;
- where the child or its sibling/s is/are LGB or T are perceived to be, or are questioning their sexual orientation and/or gender identity;
- where the child is looked after by other family members or guardians (private fostering) who are LGB or T;
- where the child is adopted or fostered by an LGB or T family;
- where any other family member is LGB or T;
- where the child may have any number of people that they regard as their parents, and any number of them is LGB or T, irrespective of the relationship between the adults;
- where the child may reside in more than one home, in which any of the above applies;
- any combination of the above.

Executive Summary

LGBT Bristol launches the Diversity in Schools Project in LGBT History Month on 1 February 2013, to assist Bristol primary schools and early years education establishments to improve provision for equalities in the school and in the classroom.

This project is developed knowing that provision for LGB and T equality is the area schools have found most difficult, and is the least likely to have been addressed. It is driven by the outcomes at the core of our work : celebrating LGB and T diversity, and challenging and reducing homophobia, biphobia and transphobia. With this in mind, we chose to begin work in early years and primary education.

The legislation mandating what primary schools should be doing for LGB and T communities is wide-ranging and progressive. This has not translated consistently into schools. We know from Ofsted, the Government and charities that schools vary considerably in their knowledge of the legislation, its implementation in their policies and curriculum, and its delivery to pupils. This can cause serious damage to the wellbeing and life chances of the children and families that this legislation was designed to care for. The project is designed not only to help schools address the change necessary to comply with this legislation but also as a vehicle to ensure that all equalities strands are equally included.

We will work with headteachers, staff, governors, parents, and charities to develop resources and strategies to improve schools' curriculums, equality policies and anti-bullying campaigns, and to provide a network of school-based LGB and T support groups to provide legacy initiatives and incentive. A public database will monitor schools' progress and record their achievements.

Where possible funding and support will be sought, but unless the project's work is **mainstreamed** by Bristol City Council, it is limited to the resources of LGBT Bristol, which is core funded by the Council.

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1   Background

In 2008 Stonewall studied primary school teachers' experiences of homophobic bullying in their schools. Their report found that: *

- 44 percent of primary school teachers say children experience homophobic bullying in their schools. Most of the reasons given for this are unrelated to sexual orientation;
- one in five primary school teachers say children experience homophobic verbal abuse in their schools;
- two in five primary school teachers hear children using homophobic language such as *poof* or *dyke*;
- three quarters of primary school teachers hear children use expressions such as *that's so gay* or *you're so gay*.

The Gender Identity Research and Education Society advises that a school should expect one percent of its pupils to be gender variant. *Press For Change* found that, of these pupils :

- 40 percent had experienced verbal abuse;
- 30 percent had experienced threatening behaviour;
- 25 percent had experienced physical abuse;
- 4 percent had experienced sexual abuse;
- and 25 percent had been bullied by their teachers.

This environment does not only affect LGB and T children. Homophobic, biphobic and transphobic bullying can affect anyone, including those who :

- are openly LGB or T and/or questioning their sexual orientation;
- are perceived to be LGB or T;
- have LGB or T parents, carers, family and friends;
- are thought to be *different* in any way;
- work hard in class;
- don't conform to gender stereotypes.

* N.B. The School Report 2012 did not include primary school statistics.

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'I teach primary age children who use the terms *poof, queer*, etc. when name calling.'
Emily, primary school teacher

Schools have a duty to their pupils to include LGB and T life in the curriculum and to challenge homophobic, biphobic and transphobic bullying and language whenever it occurs. Such bullying and language use may affect anyone at any point, whatever their sexual orientation, gender, race, age, faith, ethnicity or disability.

Government and Ofsted have provided extensive programmes to help improve the environment in schools. Since the 2010 Equality Act, all public sector organisations, including maintained schools, academies, free schools, faith schools and special schools, have a duty to eliminate discrimination, advance equality of opportunity, and foster good relations between people with different protected characteristics (Appendix A). Ofsted's evaluation schedule considers a school's rates and types of bullying, how it prevents and tackles all forms of bullying, and the attitudes of its pupils on bullying and people with different protected characteristics (Appendix B).

We recognise that Bristol primary schools vary in their knowledge of LGB and T topics and the law, their inclusion of such LGB and T life in the classroom, and their success in tackling all forms of bullying. This project is focussed on bridging the gap between government policy and schools' implementation. We know that schools have limited resources to train staff, develop policies, and ensure that their efforts are sustainable and school-wide. Some external help schools get can be short-term, giving little to help them create sustainable change and legacy. This is not how our project will work.

Our research and experience has shown that LGBT Bristol members are passionate about seeing positive change in education and feel that much more should be done in Bristol schools by the Council, schools and government. We do not see this being constructively done and this project is a result of direct need by our membership. The help we provide will be designed to work with individual schools' needs to ensure that every Bristol primary school will have the confidence to teach LGB and T diversity in the curriculum, and that they challenge homophobia, biphobia and transphobia, and homophobic, biphobic and transphobic bullying wherever it occurs.

2   The Project

Diversity in Schools is organised and run by LGBT Bristol, and overseen by the project's steering group. It aims to assist and challenge local primary education providers (initially) to step up to the mark in addressing equality and inclusion, both in the curriculum and in the wider school. The focus will be on LGB and T equality, but the project will be inclusive of all equalities communities. We will work with other equality groups in Bristol to provide information and links to resources for their expertise, and we will add their recommendations to our best practice list.

A resource pack will be developed and made publicly available on the LGBT Bristol website. It will include template policies, signposting to relevant legislation, posters, support materials, a best practice list and teaching materials websites. We will help schools make long-term changes, working with staff, governors and families to ensure that our efforts are maintained and protected for the future. To achieve all its aims, the project may need extra funding to provide services and resources through trained volunteers.

It is proposed that the project consist of the following parts :

2.1   School Visit

The school will be contacted to arrange a visit with the head teacher. The meeting should also include the teacher or governor who has responsibility for overseeing equalities, diversity and inclusion in the school and its teaching in the curriculum. The meeting will include looking at what the school does now, what it would like to do to meet the Ofsted expectations, and drawing up a plan of action.

2.2   Resources

The school will see hard copies of example policies, teaching materials, and a list of what is expected for best practice. They will

be shown where to find them online and invited to photocopy them if required. The school's achievements against the best practice list will be held on the public database on the LGBT Bristol website.

2.3 Support Groups

We will help each school set up a support group for LGB and T staff, families, governors and allies. We will recommend that the school advertises the support group in its newsletter with our contact details so that initial anonymity can be offered. Once the group has been set up it can be self-administrated, with the help of other schools' support groups and LGBT Bristol when needed. In this way it is hoped that when LGB and T people, families and allies need support at the school it can be offered through the group and by networking with other groups. To aid this we will set up a Bristol-wide network of all the groups. We aim for this to be a useful resource for families who are new to the school.

2.4 Following Up

Follow-up work will be done to ensure that the school continues its work with all pupils, and is part of a long-term process. This will usually be via a phone call or email with the head, but will also be conducted through the school's support group, ensuring that the feedback will be first-hand. We will then update our database with the school's achievements against the best practice list.

2.5 Database and Information

The website will have example policies, a database of school achievements against the best practice list and links to Ofsted reports and other information on each school. Schools will consider this a useful resource to prospective parents, and it will encourage more schools to participate and see their evaluation improve.

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'I teach eight and nine year olds. I explained in general terms why the language used was upsetting for the child concerned whose mother is a lesbian.'
David, primary school teacher

3 Products and Services in more detail

Once a school has taken part in the project they will have :

- Ofsted-ready equality policies and anti-bullying procedures;
- the opportunity for a school-based support group for LGB and T families, staff, governors and allies;
- access to a Bristol-wide network of support groups;
- local best practice to share;
- an entry in our schools database certifying progress and achievement, including Ofsted reports;
- the ability to find resources to help teach and embed LGB and T inclusion in the curriculum and classroom.

3.1 Equality and Anti-bullying

Every school has a unique set of circumstances in which its equality policies and anti-bullying procedures will work. Schools will vary greatly in their sanctions and rewards frameworks, expected behaviour standards, and areas of focus. They will also have different departmental structures, and different relationships between teachers, parents and governors. Each school will be serving different communities with unique concerns due to family income, ethnicity, faith and other characteristics.

We plan to develop a set of equality policies and anti-bullying procedures which will be designed to conform to the Public Sector Equality Duty and new Ofsted criteria, being informed by government reports, guides by organisations such as Stonewall and The Gender Identity Research and Education Society, and collaboration with governors, teachers, parents and other stakeholders with relevant experience.

From these baseline standards, we will then be better placed to work with each school to help them produce bespoke policies reflecting their individual requirements. We will aim to involve as

many interested parties as possible in this process, which could include, but is not limited to: governors, teachers, support staff, department heads, curriculum coordinators, school nurses, parents, guardians and families. This will ensure that each school's policies are as effective as possible in their unique environments, and help to create a network of people committed to their successful implementation. We will urge schools to think of creative ways to make policies accessible to pupils and families so that every member of a school community knows what is expected of them – policies need to be owned by everyone at a school to be successful.

3.2 Support Groups and Sharing Practice

Schools have a duty to create an environment in which young people feel comfortable about asking for support and advice. Most primary schools have strong records in providing such pastoral care, however in many cases, teachers and support staff may feel less confident about providing advice and care for children from LGB and T families. The school may also have difficulty providing adequate support for teachers, staff and governors in LGB and T families.

The project aims to provide schools with their own support groups, including anyone with an interest in LGB and T inclusion and diversity, and anyone who needs supporting. We envisage that senior staff, same-gender parents, families of children in LGB and T families, LGB and T staff and governors, pastoral and support staff will want to be involved. They will want to share their experiences, help address concerns, and help the school succeed in its commitment to LGB and T inclusion and to combating bullying.

We believe in the Stonewall maxim that being an authentic role model helps others to perform better and enjoy their work. We believe that this applies even more to schools, where one of the aims of teachers and senior staff is being such a role model to their pupils. We know that LGB and T people and their families and friends

can bring different and valuable perspectives on school life, so long as they feel able to be authentic to their whole selves.

We aim for the groups to support LGB and T families to feel comfortable and confident in being themselves, so that pupils and staff can perform better, have their unique contributions valued and be happier both in and out of the school. To help expand the effectiveness of these groups, we will set up a Bristol-wide network of support groups, so that smaller groups can team up with neighbouring groups, and to enable all the experiences and knowledge of the groups to be shared across Bristol. We envisage that groups will be able to share good practice, resources that worked well, and specialist advice, so that every school can benefit.

3.3   Schools Database

Many families, not just LGB and T families, are aware of the effect that inclusion and anti-bullying procedures can have on their children's welfare, and wish to make sure that their children's schools will support their needs and provide a safe environment for their children to do well and be happy. Equally, schools are keen to provide prospective pupils' families with information on what they do to promote welfare and equality, to make them feel more comfortable in having their children attend the school.

The project will address this need with a public database of Bristol primary schools to evaluate their progress and achievements in the areas we will be working on, including specific information from Ofsted inspections, whether the school has an LGB and T support network, what its equality and anti-bullying policies are, and how LGB and T identities and relationships are included in the curriculum.

3.4   LGBT Inclusion Resources

Teachers and curriculum coordinators often do not have enough time to create an entire set of resources for a topic as large as LGB

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and T inclusion, or homophobic, biphobic and transphobic bullying. For this project to successfully bridge the gap between school policies and pupils' experiences, such resources need to be well designed, and provide a continuing and sustainable curriculum which becomes embedded in the school's culture in the long term.

The resources have to be flexible, to be used in different contexts, as schools deliver their PSHE and anti-bullying curriculum in different ways – through stand-alone assemblies, tutor time, PSHE lessons, and through all subjects, as embedded inclusion.

We aim to signpost resources to reflect this environment, by consulting government guidance, organisations such as Stonewall and the CSIE, teachers, governors, youth groups, Bristol City Council and ITT institutions. For some resources, we will investigate appropriate use of the excellent training and classroom packs provided by Stonewall, Diversity Role Models, the Schools Out Classroom, the CSIE and other LGB and T charities and youth groups. We will also work with the schools' support groups network to discover some of their own best resources, and promote them to other schools.

Acknowledging that many schools have tight budgets for printing resources, we will investigate a cost-effective way to print high-quality resource packs for schools that need them, which may be working with a local company to source better-value printing.

> **'We talked about how all families are different and some have two mums / dads.'**
>
> *Pele, primary school teacher*

4 Marketing Plan

There are several organisations working on LGB and T inclusion and anti-bullying campaigns in schools, including Schools Out, Stonewall, Diversity Role Models, the Centre for Studies on Inclusive Education, LGBT Youth Groups and Gendered Intelligence.

The main purpose of this project is to help Bristol primary schools bridge the gap between what government, local authorities, Ofsted and such organisations say needs to be done, and its delivery to Bristol's primary-aged children. The progress of Bristol primary schools toward LGB and T inclusion and anti-bullying campaigns can fit into three categories:

- Schools which are aware of their requirements, and have equality, inclusion and anti-bullying procedures in place. These schools may have worked with an LGB and T organisation recently. They may need little help beyond a few specific targets.

- Schools which are aware of their requirements, but are some way off having effective LGBT-specific policies in place throughout the school. These schools could be at any stage in this process, and so may need different levels of help.

- Schools which are not aware of their requirements, and so do not have LGBT-specific policies. This could be for many reasons, including, but not limited to, misconceptions about LGB and T communities, outdated procedures, a focus on other locally relevant issues, and confusion about recent government policy.

The main mode of marketing the project will be to contact schools directly through the head teacher and curriculum coordinator, pastoral head, head of PSHE, child welfare officer or a member of the senior management team. We will be clear about the benefits that the project can bring to the students and staff at school, the wider community, and for the school's Ofsted ratings. We will develop presentation materials to share with schools to help them understand this and want to become a part of the project.

5 Operational Plan

This is a long-term project, which will aim to reach all of the 110 primary establishments in Bristol in some way – to include them in the schools database, be a part of the support group network, update their inclusion policies and anti-bullying framework, or improve their curriculum. The time spent with each school will vary from a few days to several weeks, depending on their needs.

The extent to which the project can work with these schools depends on the number of volunteers that we can recruit, and the amount of funding we source. One role that the project managers will fulfil is in the recruitment and retention of volunteers. These people will ideally have some experience of education and/or LGB and T topics. We will develop a social media campaign to raise awareness and source people who would volunteer a few hours per week. To help retain volunteers, we will aim to set up an expenses system so that travel to schools is less of a financial burden; the level of reimbursement will depend on our funding.

The main initial work will be setting up a steering group of people with experience in the relevant areas, including teachers, governors, parents, council officers, and people who identify as lesbian, gay, bisexual and trans. Once we have sourced some funding and volunteers, we will begin the project with a few schools, developing best practice and ensuring our volunteers are comfortable in their work. After this stage, we will plan to hold a review meeting with volunteers, school representatives and project managers, to inform the best course of action with other schools.

We will expand the project gradually, keeping limits on the number of schools we work with so we can work effectively. As with the initial phase, periodic reviews will become routine, so that each school has the opportunity to provide feedback to help the project continue to improve.

6   Management and Organisation

The project will be managed by the Project Chair Ross Harrison, Development Worker Sarah-Louise Minter, and the Steering Group, and will be ultimately overseen by the Management Committee (MC) of LGBT Bristol. Staff will support the Steering Group, which will work as a mixture of physical group meetings and online forum. The Steering Group will need representation from LGBT Bristol membership, the MC and stakeholders, and should ideally include :

Parents and Foster Carers	Gay men
Teachers	Lesbians
Governors	Bisexual people
Headteachers	Transgender people
Trans Youth Support Worker	Non-LGBT people
CYPS Officer	BME people
BCC Equalities Officer	Disabled people
University students	Older people
School pupils	LGBT Youth
Stonewall Youth/Role Models	LGBT Youth support worker

The Management Committee meets in full at least four times per year, and meets separately for specific projects. MC meetings will give the project guidance and approve key decisions. The MC is responsible for providing the legal framework for the project, and ensuring that all operations accord with charities law. LGBT Bristol will help with relationships with Bristol City Council, external organisations and the other BCC Diversity Forums.

The day-to-day management of volunteers and relationships with schools will be managed by the Project Chair and the Development Worker, who will attend all review meetings. Sourcing and managing funding will be overseen by the Project Chair, the Development Worker and the steering group, though responsibility for funds lies with the LGBT Bristol Treasurer. As the project progresses we hope that more work will be done by volunteers.

7 Finance and Capitalisation

The project will be supported by the resources of LGBT Bristol through identifying it as a target for our funding and work. To succeed it may need further capital and unless found, will be limited to working within LGBT Bristol budgets, which are core funded by Bristol City Council. As the project develops and extra costs determined, the project managers will seek to identify funding sources such as educational or LGB and T charities, businesses, charitable donations and statutory agencies.

One avenue to be explored is whether local organisations such as We Are: Fest could contribute, either through raising donations, or through collaboration with sponsors. Another possibility is to apply for match funding from Bristol City Council. This may be achieved through the Mayor's office. We will also explore the National Lottery Awards For All and Reaching Communities England schemes, plus our own networks in the city for legal or financial expertise, experience of writing funding applications, or for contacts in organisations that could support the project.

We would like to thank the Rainbow Group at Bristol City Council for their very generous contribution towards setting up this project and the Diverse Families Art Project (2014).

> **'A family is a collection of people who love each other and take care of each other and help kids grow up.'** *9-year-old son of two lesbian mums*
>
> **'My family is all my best adults that love me and I love them. My family is big and I have 3 houses and 3 Christmases. Sometimes I have pretend brothers and sisters and that is fun.'** *6-year-old son of a single lesbian mother who fosters*

8   Risks

The main risks to this project are that we may not be able to find enough volunteers, or secure any additional funding, which would slow progress toward the goal of working with all 110 Bristol primary schools and early years education establishments. There is also the risk that the Project Chair may find a full-time paid position and be unable to commit as much time as he can as a part-time volunteer. This means that the project will take longer as the burden of the work will fall to the Development Worker.

Other risks include the ending of funding for LGBT Bristol or the Development Worker leaving. In either case there will be excellent records of work accomplished and planned so that should the Council decide to mainstream the work, they should have the knowledge resources and records to pick it up.

The amount of work that each school wants or needs may also be greater than anticipated, which could mean that the project is unable to work with every school.

‘I approached it from a *what would you do?* game – the children read different situations and had to decide and discuss what they would do. One was addressing what had been happening (one boy who acts quite [*effeminate*] had been ostracised a little and children had started making comments about his behaviour). The children discussed the situation and tried to put themselves in the person's shoes. The comments stopped immediately and have never started again.’

Mia, primary faith school teacher

9   Projected Timeline

This timeline may be subject to change. Progress will depend on funding and the number of volunteers recruited and maintained. LGBT Bristol has core funding from Bristol City Council until March 2015, after which further funding for core costs will be sought. If further funding is not sourced or the project is not mainstreamed by the Council, then continuing the project will be entirely reliant on volunteers and the support networks set up in each school.

2012 – 13	
Scoping the Project and Developing Project Plan	autumn
Setting up Steering Group	
Sourcing & producing resources	
Consulting on & producing template policies	winter
Planning for Pilot Study	
Consulting on Project Plan at LGBT Bristol 2012 AGM	
2013 – 14	
Pilot Study with small group of schools	spring
Reviewing Pilot Study, adapting project	
Set up and test schools database	
Applying for funding – will be sought at every opportunity	summer
Expand to first phase of 20 schools	
Project/finance review at LGBT Bristol 2013 AGM	autumn
2014 – 15	
Maintain number of active schools at around 20	spring
Aim to tie up work at remaining schools	
Review experience of the first 20 schools	summer
Project/finance review at LGBT Bristol 2014 AGM	
Begin second phase of 30 schools	autumn
If funding is found we will repeat the actions above until all schools are assisted, and look at widening the project to secondary schools. If funding is not found LGBT Bristol will close in June 2015 and run as a voluntary community group.	
January – June 2015	
Tie up work with all schools	
Inform all schools of changes	
Formal Review of project, next steps and legacy	
Hand over of project and database if possible	
Final project/finance review at final LGBT Bristol AGM	

10   Glossary

Biphobia means a fear of or hatred of bisexual people.

Bullying is a pattern of behaviour which involves an imbalance of social, physical or other power. It can be directed at specific and general targets. Bullying can be defined in many different ways depending on its context. Bullying can be physical, spoken or silent. Language can be used to bully – for example, saying *that's so gay* and not directing it at a particular person can hurt some people who hear it. It can also include cyberbullying – the misuse of electronic media, such as email, text messages, blogs, instant messaging and social networks, to harass. Bullying doesn't have to be an action against a person – it's also bullying when other people hide it from those in power (teachers, bosses), when other people who see it ignore it, or when the bully is helped get away with it.

Homophobia means a fear of or hatred of gay people (lesbians, gay men or gay women).

Mainstreamed within the statutory sector means taking a small independently funded project and making it part of a larger organisation's responsibility. Used here it would mean the project started by LGBT Bristol being taken up by Bristol City Council.

Transgender is a term used to describe people who may act, feel, think, or look different from the gender that they were born with. The word transgender is used to include many groups of people who share one important *trait* (a way of feeling or behaving) but may not be the same in other ways. The common trait for transgender people is that they call themselves *transgender* and feel that their given gender is not right. Sometimes the word *transgender* is also used by people who prefer it to the word *transsexual*.

Transphobia means a fear of or hatred of transgender people.

Appendix A : *The Public Sector Equality Duty*

Extracts from the EHRC's essential guide to the public sector equality :

Protected characteristics

- The new duty covers the following eight protected characteristics : **age, disability, gender reassignment, pregnancy and maternity, race, religion or belief, sex and sexual orientation.** People with those characteristics are referred to in this guide as protected groups. People who are considering, undergoing or have undergone gender reassignment are referred to in this guide as transsexual people.
- The duty also covers marriage and civil partnership, but not for all aspects of the duty. Definitions of these characteristics are set out in the glossary later in this guide.
- The previous duties covered race, disability and gender. Some aspects of the previous gender duty covered gender reassignment but the new duty now gives full coverage to this group.

The general equality duty

The general equality duty is set out in the Equality Act 2010 (the Act). In summary, those subject to the equality duty must, in the exercise of their functions, have due regard to the need to :

- **Eliminate unlawful discrimination, harassment and victimisation and other conduct prohibited by the Act.**
- **Advance equality of opportunity between people 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.**

These are sometimes referred to as the three aims or arms of the general equality duty. The Act helpfully explains that having due regard for advancing equality involves :

- **Removing or minimising disadvantages suffered by people due to their protected characteristics.**
- **Taking steps to meet the needs of people from protected groups where these are different from the needs of other people.**
- **Encouraging people from protected groups to participate in public life or in other activities where their participation is disproportionately low.**

The Act states that meeting different needs involves taking steps to take account of disabled peoples' disabilities. It describes fostering good relations as

tackling prejudice and promoting understanding between people from different groups. It states that compliance with the duty may involve treating some people more favourably than others.

Public authorities also need to have due regard to the need to eliminate unlawful discrimination against someone because of their marriage or civil partnership status. This means that the first arm of the duty applies to this characteristic but that the other arms (advancing equality and fostering good relations) do not apply.

Appendix B : *The Ofsted Evaluation Schedule*

Extracts from the Ofsted Evaluation Schedule for school inspections from January 2012, with emphasis added :

Behaviour and safety of pupils at the school

When evaluating the behaviour and safety of pupils at the school, inspectors must consider :

- pupils' attitudes to learning and conduct in lessons and around the school
- pupils' behaviour towards, and respect for, other young people and adults, including, for example, **freedom from bullying and harassment that may include cyber-bullying and prejudice-based bullying related to special educational need, sexual orientation, sex, race, religion and belief, gender reassignment or disability**
- how well teachers manage the behaviour and expectations of pupils to ensure that all pupils have an equal and fair chance to thrive and learn in an atmosphere of respect and dignity
- pupils' ability to assess and manage risk appropriately and keep themselves safe
- pupils' attendance and punctuality at school and in lessons
- how well the school ensures the systematic and consistent management of behaviour.

Outline guidance

The evidence collected here may also contribute to inspectors evaluations of the schools promotion of spiritual, moral, social and cultural development.

Judgements on behaviour and safety must not be made solely on the basis of what is seen during the inspection. Inspectors must take into account a range of

'A child in my class has same-sex parents. I talked about it during circle-time with the class.'

Jaime, primary faith school teacher

evidence to judge behaviour and safety over an extended period, and should consider :

- **types, rates and patterns of bullying and the effectiveness of the schools actions to prevent and tackle all forms of bullying and harassment, including cyber-bullying and prejudice-based bullying related to special educational need, sexual orientation, sex, race, religion and belief, gender reassignment or disability**
- **the views expressed by pupils, and different groups of pupils, on behaviour and safety, respect for and courtesy towards others, and their views on harassment, racism, homophobia and different types of bullying**
- the views of parents and carers, staff, governors and others
- the extent to which pupils are able to understand and respond to risk, for example risks associated with extremism, new technology, substance misuse, knives and gangs, **relationships (including sexual relationships)**, water, fire, roads and railways
- **the school's response to any extremist behaviour shown by pupils.**

Grade descriptors for behaviour and safety of pupils at a good school :

There are few well-founded concerns expressed by parents, carers, staff and pupils about behaviour and safety. Pupils are typically considerate, respectful and courteous to staff and each other and consistently meet the schools expectations. This makes a very positive contribution to a well ordered, safe school.

The very large majority of pupils are consistently punctual to school and to lessons. In lessons, pupils demonstrate positive attitudes towards the teacher, their learning and each other. Their good levels of engagement allow lessons to flow smoothly throughout so that disruption is unusual.

Pupils, including those with identified behavioural difficulties, respond very well to the schools strategies for managing and improving behaviour, which are applied consistently. Disruptive incidents seldom occur. There are marked improvements in behaviour over time for individuals or groups with particular needs.

Instances of bullying, including for example, cyber-bullying and prejudice-based bullying related to special educational need, sexual orientation, sex, race, religion and belief, gender reassignment or disability, are rare. Pupils have a good awareness of different forms of bullying and take active steps to prevent it from occurring. The school swiftly and successfully addresses any incidents of bullying that do occur, thus gaining the full confidence of pupils, parents and carers.

Appendix C : *Resources and Further Links*

Lesson ideas

LGBT History Month   lgbthistorymonth.org.uk
The Classroom   the-classroom.org.uk
The TES   www.tes.co.uk/taxonomySearchResults.aspx?keywords=lgbt

Resources

Schools Out   www.schools-out.org.uk/
Stonewall   www.stonewall.org.uk/at_school/education_resources/default.asp
SRTRC   www.srtrc.org/resources/homophobia
LGBT Youth   www.lgbtyouth.org.uk/yp-resources
The CSIE   www.csie.org.uk/resources

Bullying

It Gets Better   www.itgetsbetter.org
Anti-Bullying Alliance   www.anti-bullyingalliance.org.uk

Advice

The CSIE   www.csie.org.uk
The Intercom Trust   www.intercomtrust.org.uk
Childline   www.childline.org.uk/explore/Pages/Explore.aspx
THT   www.tht.org.uk/sexual-health/Resources
GIRES   www.gires.org.uk
Press For Change   www.pfc.org.uk/Research.html
Gendered Intelligence   genderedintelligence.co.uk

Citations

Press For Change   www.pfc.org.uk/pdf/EngenderedPenalties.pdf
Stonewall   www.stonewall.org.uk/documents/the_teachers_report_1.pdf
The Simple English Wikipedia   http://simple.wikipedia.org/wiki/Main_Page

Further information on the Diversity in Schools Project

lgbtbristol.org.uk/diversity-in-schools

Diversity in Schools
Primary Project Plan

LGBT
BRISTOL

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