

A. ADVICE FOR GOVERNORS

A6: Monitoring

A6.1 Monitoring and evaluation

Refer to **DL3** and **DL4** with this section

Most schools have mechanisms for recording incidents of bullying, and in particular, racist bullying.

Monitoring incidents of bullying enables a school to identify patterns of behaviour and the extent of bullying, and then take **pro-active** steps to challenge it. The DCSF therefore recommends as best practice that schools record all incidents of bullying, including homophobic bullying. Schools that use monitoring processes are able to modify their bullying **policies** to respond to specific trends and issues.

Incorporating incidents of homophobic bullying into these existing systems is an invaluable means of raising awareness about the issue amongst all staff.

In common with racist bullying, however, not all incidents of homophobic bullying will be reported to teachers and staff. Some schools have therefore included questions about homophobic bullying on **anonymous pupil surveys**. One school found that sexual orientation (real or perceived) was the second most common motivator for bullying (the first was weight). This insight prompted the school to implement **lessons** and **group discussions** that addressed the issue of homophobic bullying.

Good recording procedures allow **heads** to demonstrate that responses have been made to particular bullying incidents, which is useful in the event of a **complaint**. It also enables heads to demonstrate that they are taking steps to tackle bullying, and to assess which initiatives are most effective.

Governors should also aim to evaluate how the school is performing in this area. Evaluating progress also makes it easy to celebrate success and helps those involved keep focused and motivated.

For more information on data collection see *Safe to Learn*.