B. ADVICE FOR HEADS AND SENIOR MANAGEMENT TEAM

B6: Monitoring

B6.1   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.

Heads can also use existing informal mechanisms for
reporting bullying, such as report boxes. Heads can
also ask their staff whether they have witnessed
homophobic bullying. **Studies**[35] indicate that one in
four secondary school teachers is aware of physical
homophobic bullying and four in five are aware of
verbal homophobic bullying. Schools will have
developed systems for collecting data relating to
incidents of racist bullying. These systems can be
applied to 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 if new initiatives are effective.

Evaluating progress also makes it easy to celebrate
success and helps those involved keep focused and
motivated. Heads should aim to evaluate progress on
a termly basis, and report back to governors regularly.
This will help governors think about the progress that
is being made, and what is left to be done.

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

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[35] www.stonewall.org.uk/educationforall