

## DL19: School evaluation form for head teachers preventing and responding to homophobic bullying

Objective	Example of progress	Your school's activity
<p><b>Providing leadership.</b> Head teachers recognise the unique role that they have to provide clear leadership to the school community in preventing homophobic bullying.</p>	<ul style="list-style-type: none"> <li>• Announcement to parents/ carers, pupils, staff and governors that the head teacher will take the lead in preventing homophobic bullying.</li> <li>• Staff feel empowered and able to respond to incidents.</li> </ul>	
<p><b>Acknowledging homophobic bullying.</b> Head teachers acknowledge that homophobic bullying exists and recognise that specific strategies need to be introduced to prevent it.</p>	<ul style="list-style-type: none"> <li>• Inclusion of homophobic bullying in the written statement of general principles.</li> <li>• Discussion with governors and strategy approved.</li> </ul>	
<p><b>Understanding the legal imperatives for preventing and responding to homophobic bullying.</b> Head teachers understand their legal obligations to keep children and young people safe.</p>	<ul style="list-style-type: none"> <li>• Familiar with the law and how this applies to keeping pupils safe.</li> <li>• Communicated these responsibilities to the senior leadership team and anti-bullying lead.</li> </ul>	
<p><b>Identified who experiences homophobic bullying and in what contexts.</b> Head teachers understand homophobic bullying and what it looks like and who is affected.</p>	<ul style="list-style-type: none"> <li>• Head teachers know how to spot incidents of homophobic bullying.</li> <li>• Head teachers and staff recognise that anyone can experience homophobic bullying.</li> </ul>	

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<p><b>Collected data</b> Head teachers recognise that gathering data about homophobic bullying is essential if it is to be prevented. Barriers might exist to reporting, so head teachers think of a variety of ways of collecting data.</p>	<ul style="list-style-type: none"> <li>• Checked to see whether existing reporting structures can be expanded to include homophobic bullying.</li> <li>• Asked staff and parents/ carers about their thoughts and experiences.</li> <li>• Asked pupil councils and peer mentors.</li> <li>• Developed confidential reporting structures.</li> <li>• Conducted “soft” anonymous surveys.</li> </ul>	
<p><b>Raising awareness</b> Heads recognise that homophobic bullying won't be prevented if people don't know what it is, or what counts as homophobic bullying. They recognise that parents might also be resistant if they don't fully understand what is being done.</p>	<ul style="list-style-type: none"> <li>• Consultation with parents/ carers and regular up-dates about work and progress.</li> <li>• Consultation with staff, including increased awareness about their rights and responsibilities.</li> <li>• Information sharing and training with senior leaders and governors.</li> </ul>	
<p><b>Developing policies</b> Heads recognise that developing policies to include homophobic bullying is essential.</p>	<ul style="list-style-type: none"> <li>• Updated existing anti-bullying policies to include homophobic bullying.</li> <li>• Conducted an audit of other policies and identified where homophobic bullying might be relevant and amended accordingly.</li> </ul>	

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<p><b>Evaluated curriculum opportunities</b> Head teachers recognise that the curriculum creates many opportunities to discuss homophobic bullying, and prevent it, in an age-appropriate way.</p>	<ul style="list-style-type: none"> <li>• Met with subject heads and identified opportunities for discussion about homophobic bullying.</li> <li>• Identified opportunities in tutorial time and group discussion.</li> </ul>	
<p><b>Working with parents</b> Head teachers recognise that parents need to help prevent all forms of bullying, including homophobic bullying.</p>	<ul style="list-style-type: none"> <li>• All staff know how to defend actions to prevent homophobic bullying to parents.</li> <li>• All parents/carers (including those who are gay) feel able to be involved in school life.</li> </ul>	
<p><b>Working with staff</b> Head teachers understand that staff who experience bullying are unlikely to be happy in school.</p>	<ul style="list-style-type: none"> <li>• All staff should feel protected from homophobic bullying and be supported by the senior leadership team if any incidents arise.</li> <li>• All staff should feel confident, motivated and empowered to respond to homophobic bullying and have the tools to do so.</li> </ul>	
<p><b>Training</b> Head teachers understand that new and existing staff need training to effectively prevent and respond to homophobic bullying.</p>	<ul style="list-style-type: none"> <li>• Head teachers have identified a training strategy for all staff.</li> <li>• Head teachers have discussed training provision with the local authority and other local schools.</li> </ul>	

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<p><b>Multi-agency working.</b> Head teachers recognise that homophobic bullying can put young people at risk and therefore working with other agencies is important to keep pupils safe.</p>	<ul style="list-style-type: none"> <li>Schools have contacted their local authority to see what they are doing about homophobic bullying.</li> <li>Schools have identified other partners who may be able to help with training and intervention in cases of homophobic bullying.</li> </ul>	
<p><b>Celebrating progress</b> Head teachers recognise that a school community is motivated when they feel they are making progress.</p>	<ul style="list-style-type: none"> <li>Alert other agencies and schools about the work being done.</li> <li>Invite speakers who can celebrate the work being done.</li> <li>Write to parents and governors about progress.</li> </ul>	
<p><b>Supporting lesbian, gay and bisexual pupils in secondary schools.</b> Head teachers recognise that sensitive responses to gay pupils will help them feel safe, more able to be themselves, and more confident about reporting incidents of homophobic bullying.</p>	<ul style="list-style-type: none"> <li>Teachers and staff know how to provide support to pupils who are lesbian, gay or bisexual.</li> <li>Teachers and staff know when to respect confidentiality and to spot incidents where pupils are at risk, and when they are safe.</li> </ul>	
<p><b>Developing intervention strategies.</b> Head teachers understand that incidents of homophobic bullying must be dealt with within a hierarchy of sanctions.</p>	<ul style="list-style-type: none"> <li>The sanctions have been audited and amended to incorporate homophobic bullying.</li> <li>All staff understand the sensitivities around homophobic bullying.</li> </ul>	

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<p><b>Managing complaints and compliments.</b> Head teachers understand that parents/carers and pupils may want to complain about incidents and this is a valuable tool for improving understanding.</p>	<ul style="list-style-type: none"><li>• Parents and carers know how to complain and how their complaint will be dealt with.</li><li>• Pupils know how to raise complaints and understand that they will be supported if they raise concerns.</li></ul>	