

Exploring the school's actions to prevent and tackle homophobic and transphobic bullying

Briefing for section 5 inspection

Age group: All age groups

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Exploring the school's actions to prevent homophobic and transphobic bullying

1. Inspectors should make sure that questions are age-appropriate and asked in the right context.
2. With primary pupils inspectors might explore whether:
 - pupils ever hear anyone use the word 'gay' when describing something, or whether they have been told by teachers that using the word 'gay', to mean something is rubbish, is wrong, scary or unpleasant and why it is wrong
 - pupils ever get picked on by other children for not behaving like a 'typical girl' or a 'typical boy'
 - pupils have had any lessons about different types of families (single parent, living with grandparents, having step-parents, having two mums or two dads)
 - pupils think if there is someone born a girl who would rather be a boy, or born a boy who would like to be a girl, they would feel safe at school and be included.
3. With secondary pupils inspectors might explore the above, and whether:
 - there is any homophobic bullying, anti-gay derogatory language or name calling in school or on social media sites
 - if a gay pupil was 'out' in school, that pupil would feel safe from bullying
 - they have learned about homophobic/transphobic bullying and ways to stop it happening in school
 - they learn in school about different types of families – whether anyone is, or would be, teased about having same-sex parents.
 - there is any homophobic bullying or derogatory language about staff
 - someone - pupil or teacher - who thought of themselves as the opposite gender, feels safe and free from bullying at school
4. With senior leaders, and when looking at documentary evidence, inspectors might explore:
 - whether they are aware of any instances of homophobic or transphobic language in school, whether this is recorded and how it is acted upon
 - whether there is any homophobic language used against staff

- whether the school's bullying and safeguarding policies and equality objectives address gender identity and sexuality
 - whether training has been provided for staff in how to tackle homophobic/transphobic bullying, including language
 - whether the school has taken any action to ensure that provision meets the needs of lesbian, gay, bisexual and transgender (LGBT) pupils, for example in sex and relationships education and other aspects of PSHE, including providing age-appropriate advice and guidance
 - how the school seeks to support LGBT pupils and those from LGBT families
 - whether policies promote safety for all groups of pupils regardless of sexuality or gender identity, including the use of language
 - whether there is specific mention of gender identity and sexuality in the equality, diversity, behaviour and bullying policies
 - whether policies include reference to carers as well as parents.
5. With governors inspectors might explore:
- how the school meets its statutory duty to prevent all forms of prejudice-based bullying, including homophobia and transphobia
 - whether they are aware of any homophobic/transphobic bullying or language in school and whether incidents are followed up effectively
 - how they ensure that sexuality and gender equality are covered within the school's behaviour guidelines and policies.