

# Exploring the school's actions to prevent homophobic bullying

Briefing for section 5 inspection

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## Exploring the school's actions to prevent homophobic 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, 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 two mummies or two daddies).
3. With secondary pupils inspectors might explore the above, and whether:
  - there is any homophobic bullying 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.
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 the school's equalities, bullying and safeguarding policies 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.