



Inspiring All to Excellence

The Fierté Multi-Academy Trust

Homophobic, Biphobic and Transphobic Bullying Policy



Document and Version Control

Document Title	Homophobic, Biphobic and Transphobic Bullying Policy
Effective Date	Spring 2024
Policy Owner	CEO (Checked by HR Insight)
Policy Approver	Trust Board

Version	Date	Amended by	Comments
01	March 2019	CEO	
02	Spring 2020	CEO	
03	Spring 2021	CEO	Inclusion of parental involvement and SRE Policy
04	Spring 2022	CEO	Useful organisations updated. <ul style="list-style-type: none"> Relationship Behaviour Policy changed to Behaviour Policy
05	Spring 2023	CEO	<ul style="list-style-type: none"> Addition of Lesbian, gay bisexual, and transgender (LGBT) guidance (Statutory guidance 2021) Deletion of Trust Wellbeing Lead and insertion of Senior Mental Health Lead Links to guidance
06	Spring 2023	CEO	No changes

Section	Changes Made

Introduction

The Fierté Multi-Academy Trust holds respect, integrity, and humility as core values, ensuring that we place children's rights at the heart of every decision. As a consequence of our values, we aim to provide a safe, caring, and friendly environment for all our pupils, allowing them to improve their life chances and nurturing every child to maximise their potential and live their best life.

We would expect pupils to act safely and feel safe in every academy, including insight and understanding into the issues relating to all forms of interaction. Children should be able to work in an environment which is free from discrimination, harassment, and victimisation. We want all academies within our Trust to be settings where diversity is celebrated, and individuals feel valued and respected for who they are. We aim to provide an environment in which our children are secure and confident, irrespective of their age, race, gender, gender identity, disability, sexual orientation, religion or belief and socio-economic circumstances. Children should feel confident to seek support from academy should they feel they or others are unsafe. All staff are trained to recognize and challenge homophobic, biphobic and transphobic/ disrespectful use of language, every time it occurs.

We strive to ensure that parents/carers are confident that their children are safe and cared for in the academy and that incidents when they do arise, are dealt with promptly and well.

The academies are aware of their legal obligations including the Equality Act 2010 and has been written alongside our individual Academy guidance on Bullying and Prejudice Related Incidents. We are aware of our role within the local community supporting parents/carers and working with other agencies outside the academy where appropriate.

This policy aims to:

- Promote good behaviour, self-discipline and respect amongst our academy and community.
- Prevent any discriminatory behaviours from pupils/parents/staff/community.
- Ensure that pupils complete assigned work in an inclusive which is conducive to their own and others' learning.
- Ensure that pupils conduct themselves in a positive manner around the academy and community.

Commitment to equal opportunities

We are committed to equality of opportunity for all our children, irrespective of race, gender, sexual orientation, gender identity and family background, religion, disability, or any special educational needs. The effectiveness of our policy is monitored, through Strategic Reviews, Collaborative Monitoring, Equality Briefings and Audits; any issues dealt with immediately. We aim to:

- Ensure that each child has work appropriate to his/her level of ability
- Deal with problems calmly
- Be as consistent and fair as possible in the use of rules and sanctions, taking into account each individual child's needs

- Work closely with senior managers and outside agencies, implementing advice and strategies in dealing with a child with behavioural difficulties
- Remind children that they are representatives of the academy when they are on their way to and from academy and on academy trips
- Ascribe to each academy's expectations of behaviour and conduct.
- Through the Curriculum ensure that a broad range of experiences and identities are embedded to foster an ethos of inclusion of, and celebration for all aspects of diversity.

Lesbian, gay bisexual and transgender (LGBT)

In teaching Relationships Education and RSE, our academies ensure that the needs of all pupils are appropriately met, and that all pupils understand the importance of equality and respect. Academies comply with the relevant provisions of the Equality Act 2010 and The Equality Act 2010: advice for schools, under which sexual orientation and gender reassignment are amongst the protected characteristics.

Our academies ensure that all of their teaching is *sensitive and age appropriate* in approach and content. At the point at which academies consider it appropriate to teach their pupils about LGBT, they ensure that this content is fully integrated into their programmes of study for this area of the curriculum rather than delivered as a stand-alone unit or lesson. Our academies are free to determine how they do this, and all pupils are expected to have been taught LGBT content at a timely point as part of this area of the curriculum.

Children's Responsibilities are to:

- Adhere to the behaviour expectations within each academy
- Cooperate readily with all academy staff
- To let others, get on with their work and play
- To work to the best of your ability
- To respect and care for others
- To listen and respond thoughtfully when being spoken to
- To be honest and truthful at all times
- To show care and consideration for the environment
- To tell a member of staff if you see or hear about someone being treated unkindly or hear words being used in an inappropriate way
- To show respect for all aspects of diversity within society

Parental involvement:

We expect that parents will support the academy and their child by:

- Supporting the academy's Relationship Behaviour Policy and expectations of parental codes of behaviour
- Helping the children understand the rules
- Working in partnership with the academy to promote high standards of behaviour at all times
- Making children aware of appropriate behaviour in all situations
- Encouraging independence and self-discipline
- Showing an interest in all that their child does at academy
- Fostering good relationships with the academy

- Supporting the academy in the implementation of this policy

The Trust will strive to engage where appropriate to discuss the content and nature of the Relationships Education curriculum in line with the DFE (Department for Education) guidance on Parental Engagement - <https://www.gov.uk/government/publications/engaging-parents-with-relationships-education-policy>

Prejudice Related Language and Behaviour

Racist, homophobic, biphobic, transphobic and disablist language includes terms of abuse used towards people because of their race/ethnicity/nationality; because they are lesbian, gay, bisexual, or transgender, or are perceived to be, or have a parent/carer or sibling who is; because they have a learning or physical disability. Such language is generally used to refer to something or someone as inferior. This may also be used to taunt young people who are different in some way or their friends, family members or their parents/carers.

All staff across the Trust will be trained in the Autumn term (September) regarding prejudice related language and behaviour. Reported incidents will be recorded by the Executive Team.

Homophobic bullying and using homophobic language

Homophobic language is terms of abuse used towards LGBT+. It is also used to refer to something or someone as inferior. This may also be used to taunt young people who are different in some way or have gay friends, family members or their parents/carers are gay.

Dismissing it as banter is not helpful as even if these terms are not referring to a person's sexuality, they are using the terms to mean inferior, bad, broken, or wrong. We will challenge the use of homophobic language in our academy even if it appears to be being used without any homophobic intent. Any use of homophobic language or homophobic bullying will be dealt with as with any other form of bullying according to each academy's policy.

Transphobic Bullying

Transphobic bullying often occurs as a result of others' prejudice being directed at a child or young person because:

- They are transgender
- They are perceived to be transgender
- They do not fit with traditional gender norms (e.g., boys with long hair or wearing make-up, girls playing team sports)
- They have transgender friends or family members
- They are perceived as being different

We will challenge the use of any unkind behaviour or language across our Trust and teach children to celebrate our differences. Any use of transphobic language or bullying will be dealt with as with any other form of bullying. (See each academy's policy).

Strategies for preventing bullying

As part of our on-going commitment to the safety and welfare of our pupils, we at Fierté academies have developed a range of following strategies to promote positive behaviour and discourage bullying behaviour

Curriculum/Whole-Academy Strategies

- Involvement in the Healthy Academies Programme
- Anti-Bullying Week annually in November.
- PSHE/Citizenship lessons and cross curriculum specifically, integration and usualisation of themes across the curriculum
- Specific curriculum input on areas of concern such as Cyberbullying and internet safety
- Student Voice (TPLT will take ownership of approaches towards prejudicial language/behaviour)
- Academy Council
- Peer mentoring schemes and Playground Buddying
- Modelling of positive relationships e.g., staff and stakeholders
- Notes/ postcards/ celebration assemblies' home from class teacher regarding good behaviour
- Working with the local PCSOs
- A Trust Wide Mental Well-being Lead who supports pupils on a one: one basis
- LGBT History Month- engagement with and celebration of LGBT month each February
- Use of inclusive stories that are readily accessible to all children and integrated to all children within the curriculum/library
- Clear reference to the Relationships and health Education document will be undertaken by leaders - <https://www.gov.uk/government/publications/relationships-education>
<https://www.gov.uk/government/publications/relationships-education-relationships-and-sex-education-rse-and-health-education>

Reactive programmes for vulnerable groups or groups involved in bullying

- Counselling and/or mediation schemes from trained staff and outside agencies
- Small group work

Specific initiatives for identified groups

- Specifically, children whose first language is not English, SEND/disabled students, children who have been bullied or are displaying bullying behaviour. This includes: Family Liaison Staff, Nurture Groups, Wellbeing Days, and direct support from the Trust Senior Mental Health Leads.

Support for parents/carers

- Parent information distributed by parent mail, newsletters, and the academy website etc
- Information available on parents' evenings
- Information sessions about the nature of how issues will be addressed. This is important so that parents will understand that LGBT inclusion is the same as how any other relationship is discussed i.e.in terms of love, marriage, family, commitment etc. It is not about sex.

In addition to the understanding of education, parents also need to understand why it is important and why it is linked to the Equality Act of 2010.

Support for all academy staff

Annual staff training and regular development for all staff including those involved in lunchtime and before and after academy activities. The effectiveness and impact of this will be measured through the annual Audit and next steps identified.

Useful organisations

Anti-bullying Alliance (ABA) - www.anti-bullying.org

Brings together more than 65 organisations with the aim of reducing bullying and creating safer environments in which children and young people can live, grow, play, and learn.

Academy's Out - www.academies-out.org.uk

Educational Action Challenging Homophobia (EACH) – www.eachaction.org.uk

Educational Action Challenging Homophobia (EACH) is a charity and training agency helping people and organisations affected by homophobia. The website gives guidance, contact details and a free phone helpline.

Childnet International – www.childnet-int.org

Educate and Celebrate-<http://www.educateandcelebrate.org/>

Gender Identity Research & Education Society- www.gires.org.uk

Gender Intelligence -<http://genderedintelligence.co.uk/>

Pop n Olly -<http://popnolly.com/>

Rainbow Teaching -<http://rainbowteaching.co.uk/>

Educational Action Challenging Homophobia- <http://each.education/>

Mermaids -www.mermaidsuk.org.uk

UKTrans -www.uktrans.info

Stonewall – www.stonewall.org.uk Range of resources including book lists/ [Getting Started Toolkit](#)

National Documents These documents should be accessed via the DfE (Department for Education)

- Equality Act 2010
- DfE 2017 Preventing and Tackling Bullying
- DfE 2014 Equality Act in academies
- Government Equalities Office (2018) LGBT Action Plan, London: GEO.
- Ofsted (2013) Exploring the academy's actions to prevent and tackle homophobic and transphobic bullying, London: Ofsted.
- Ofsted (2018) Academy Inspection Handbook, Manchester: Ofsted.
- Stonewall (2017) A Vision for Change: Acceptance without exception from trans people. Available at: <http://www.stonewall.org.uk/sites/default/files/stw-vision-for-change-2017.pdf> -Stonewall (2017) Academy Report, London: Stonewall.
- <https://www.gov.uk/government/publications/relationships-education-relationships-and-sex->

[education-rse-and-health-education/introduction-to-requirements#lesbian-gay-bisexual-and-transgender-lgbt](https://www.gov.uk/government/publications/relationships-education-relationships-and-sex-education-rseand-health-education#lesbian-gay-bisexual-and-transgender-lgbt)

- <https://www.gov.uk/government/publications/relationships-education-relationships-and-sex-education-rseand-health-education>
- <https://www.gov.uk/government/publications/engaging-parents-with-relationships-education><https://www.gov.uk/government/publications/engaging-parents-with-relationships-education-policy>
- <https://www.gov.uk/government/publications/education-inspection-framework>

Useful organisations/resources include:

<http://the-classroom.org.uk/>

<https://www.gov.uk/guidance/plan-your-relationships-sex-and-health-curriculum>

<https://www.gov.uk/government/publications/inspecting-teaching-of-the-protected-characteristics-in-schools><https://www.gov.uk/government/publications/inspecting-teaching-of-the-protected-characteristics-in-schools/inspecting-teaching-of-the-protected-characteristics-in-schools>

<https://lgbtplushistorymonth.co.uk/> <https://www.letterboxlibrary.com/>

<https://schoolsweek.co.uk/ofsted-will-check-school-readiness-to-teach-relationships-and-sex-education-from-january/><https://schoolsweek.co.uk/ofsted-will-check-school-readiness-to-teach-relationships-and-sex-education-from-january/>

Archived

Safe to Learn- DCSF Guidelines (specifically the Homophobic Bullying Document- this used to be statutory but is now available for guidance).