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Respecting others: Sexist, sexual and transphobic bullying

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Guidance

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Respecting others: Sexist, sexual and transphobic bullying

Audience	Schools, local authorities, parents/carers, families, learners and school governors; social workers, health professionals and voluntary organisations involved with schoolchildren.
Overview	This guidance provides information for all involved in tackling bullying in schools. Local authorities and schools should find it useful in developing anti-bullying policies and strategies, and responding to incidents of bullying. This document forms part of a series of guidance materials covering bullying around race, religion and culture; bullying around special educational needs and disabilities; homophobic bullying; and cyberbullying.
Action required	For use in developing anti-bullying policies and strategies.
Further information	Enquiries about this guidance should be directed to: Pupil Engagement Team Welsh Government Cathays Park Cardiff CF10 3NQ Tel: 029 2080 1445 Fax: 029 2080 1051 e-mail: PETshare@wales.gsi.gov.uk
Additional copies	This document is only available on the Welsh Government website at www.wales.gov.uk/educationandskills
Related documents	<i>Respecting Others: Anti-Bullying Guidance</i> National Assembly for Wales Circular 23/2003 (2003) <i>National Behaviour and Attendance Review (NBAR) Report</i> (2008) <i>Inclusion and Pupil Support</i> National Assembly for Wales Circular 47/2006 (2006) <i>School-based Counselling Services in Wales</i> (2008) <i>School Effectiveness Framework</i> (2008)

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Introduction

Many schools now have robust procedures in place to deal with bullying. However, the prevalence of sexist, sexual and transphobic bullying may be underestimated. This guidance has been developed to help school staff recognise, report and respond to these forms of bullying.

This document focuses on sexist, sexual and transphobic bullying. It is part of the Welsh Government's series of anti-bullying guidance materials for schools and local authorities. Other guidance in the series includes:

- anti-bullying overview
- bullying around race, religion and culture
- bullying around special educational needs and disabilities
- cyberbullying
- homophobic bullying.

This guidance is aimed at all maintained primary and secondary schools in Wales, including maintained special schools and pupil referral units. Increasingly schools are expected to work in partnership with a range of other agencies, organisations and bodies, who may also find this guidance useful.

Terminology

For ease of reading, the term 'children' is used to mean 'children and young people' throughout the text. The definition of a 'parent' or 'carer' for the purpose of this guidance is broadly drawn and includes any person who has parental responsibility (which includes the local authority where they have a care order in respect of the child) and any person (for example, a foster carer) with whom the child lives and/or the child's birth parent(s).

Information on bullying in general can be found in the following documents.

- *Respecting Others: Anti-Bullying Guidance* National Assembly for Wales Circular No: 23/2003 which includes schools policies, definitions and strategies
www.wales.gov.uk/respectingothers

- *Evaluation of Anti-Bullying Policies in Schools in Wales* commissioned by the Welsh Assembly Government in 2006
www.wales.gov.uk/topics/educationandskills/schoolshome/wellbeing/antibullying/publications/evaluationbullyingschools/?lang=en
- *Tackling Bullying in Schools: A survey of effective practice* published in 2006 by Estyn
www.estyn.gov.uk

Section 1: Understanding sexist, sexual and transphobic bullying

Schools know how to prevent and respond to bullying, and will already have strategies in place. Preventing and responding to sexist, sexual and transphobic bullying should be part of these existing strategies.

This guidance helps with the specifics of dealing with sexist, sexual and transphobic bullying.

Schools are places where children and young people learn, develop and grow, but they are not isolated from the stereotypes and prejudices that exist in the wider world. A key element of the development children and young people undergo at school will relate to their gender and gender identity. Schools have an important part to play in addressing attitudes relating to gender, supporting learners to develop positive relationships with others, and enabling children and young people to understand and explore their identity without fear of harm, humiliation or intimidation.

Sexist, sexual and transphobic bullying is fundamentally an issue of equality and rights. Although girls are most frequently harmed by sexist and sexual bullying, both sexual and transphobic bullying may affect boys and girls. Schools should consider all learners as potentially at risk of bullying, particularly where they are perceived by others not to conform to dominant or stereotypical gender roles.

Harmful bullying behaviours displayed by learners in schools, such as teasing and name-calling, or groping, can be motivated by sexist or transphobic attitudes. In extreme cases, these attitudes can also motivate criminal acts that can be categorised as sexual harassment or hate crime. Incidents of very different levels of seriousness will of course require very different responses from schools, with cases of the most serious nature requiring police involvement.

This guidance is not designed to cover all sexist, sexual or transgender issues – it is focused on preventing and responding to bullying. However, it does touch on the wider issues that will be relevant to staff in schools responsible for preventing and responding to these forms of bullying.

There are a range of strongly held views about the issues covered in this guidance. However, sexist, sexual and transphobic bullying and views in all their manifestation are not acceptable and should not be tolerated. Bullying is a safeguarding and rights issue. Protecting all children and young people from harm is a responsibility we all share.

Defining sexist, sexual and transphobic bullying

Sexist, sexual or transphobic bullying is when a learner (or group), usually repeatedly, harms another learner or intentionally makes them unhappy because of their sex, or because they may not be perceived to conform to typical gender norms. The root cause of these forms of bullying is gender inequality.

Sexist, sexual or transphobic bullying are not the same as homophobic bullying. Homophobic bullying is a specific form of bullying and occurs when bullying is motivated by prejudice against lesbian, gay or bisexual (LGB) people, or against those perceived to be LGB. However, very often, sexist attitudes manifest themselves in homophobic bullying, and any young person who is perceived as not expressing stereotypically masculine or feminine behaviour expected of their sex, might experience homophobic bullying.

Behaviours displayed as part of sexist, sexual and transphobic bullying are in many cases similar to those behaviours displayed in other forms of bullying, but may also be specifically characterised by inappropriate sexual behaviour. This can, in extreme cases, constitute sexual abuse in line with the definitions contained in *Safeguarding Children: Working Together under the Children Act 2004* (Welsh Assembly Government, 2007). Schools must always consider in cases of sexist, sexual and transphobic bullying where links need to be made with their safeguarding procedures or processes. The document can be accessed at

www.wales.gov.uk/pubs/circulars/2007/nafwc1207en.pdf?lang=en

Girls are more commonly at risk from sexist and sexual bullying. However, boys also report being victims of sexist and sexual bullying. Boys or girls may be victims of transphobic bullying, particularly where they are not seen to conform to the gender roles that are dominant in the school environment or society more widely.

Sexist bullying

- This is bullying based on sexist attitudes that when expressed demean, intimidate or harm another person because of their sex or gender.
- These attitudes are commonly based around the assumption that women are subordinate to men, or are inferior.

- Sexist bullying may sometimes be characterised by inappropriate sexual behaviours.

Sexual bullying

- This is bullying behaviour that has a specific sexual dimension or a sexual dynamic and it may be physical, verbal or non-verbal/psychological.
- Behaviours may involve suggestive sexual comments or innuendo including offensive comments about sexual reputation, or using sexual language that is designed to subordinate, humiliate or intimidate.
- It is also commonly underpinned by sexist attitudes or gender stereotypes. Sexual bullying can be seen as sexual harassment in schools. Both sexual and transphobic bullying may affect boys and girls.

Transphobic bullying

- Transphobic bullying stems from a hatred or fear of people who are transgender. Transgender is a term that describes people whose sense of gender or gender identity is seen as being different to typical gender norms.
- Transgender people commonly feel that their biological body is not aligned with their inner sense of gender identity. This leads some people to live in the gender role in which they feel more comfortable and which relates to their own sense of gender identity, rather than to their biological body.
- Where children and young people are perceived not to be conforming to the dominant gender roles that may be widely expected of them, schools should be alert for signs of bullying.
- Transphobic bullying is commonly underpinned by sexist attitudes. Boys and girls may be equally affected. An individual may also experience transphobic bullying as a result of perceptions that their parent, relative or carer is transgender.
- Although incidences of direct transphobic bullying are relatively rarely identified in schools, and often take the form of homophobic bullying, where these cases do occur learners experiencing transphobic bullying may feel a sense of extreme isolation, and schools will want to seek advice on where and how to access specialist support.

Characteristics of sexist, sexual and transphobic bullying behaviour

All staff in schools need to be made aware of the broad spectrum of behaviours that may characterise sexist, sexual and transphobic bullying. Schools should consider how best to make staff aware of these behaviours. Recent surveys indicate coercive sexual behaviours may be a feature of a significant number of girls' experiences of sexual bullying. Furthermore, some forms of demeaning or sexist language may go unchallenged in schools because it is perceived as being acceptable in wider society or because staff lack the confidence or skills to challenge it.

Sexist, sexual and transphobic bullying behaviour may be generally characterised by:

- an imbalance of power or desire to dominate or subordinate – typically, but not exclusively, exercised by boys over girls
- direct or indirect threats of violence which may lead to actual violence
- forcing a learner to behave in a way he or she would not freely choose, including coercive sexual behaviour
- seeking to limit personal choices and opportunities – interests, friendships, courses of study.

Examples of sexist, sexual and transphobic bullying behaviours may include:

- physical
 - using or threatening physical or sexual violence or strength to coerce
 - taking or destroying the property of a learner
 - forcing the removal of clothing
 - forcing someone to do something sexual that they don't want to do
 - inappropriate touching which makes a learner uncomfortable
 - gestures towards others that have a sexual meaning
- verbal
 - ridiculing another learner, perhaps for their behaviour, clothing or appearance

- putting someone down or seeking to intimidate them using humiliating or offensive sexist, sexual or transphobic language – the reversal of pronouns, for example, is common in transphobic bullying: ‘he/she’
 - spreading rumours of a sexual nature, using sexually abusive terms or sexualised name calling
 - commenting on body shape or ‘attractiveness’
 - questioning sexual orientation or gender identity
 - forcing a learner into isolation
 - unwanted comments that reinforce common stereotypes
 - restricting access to opportunities
- non-verbal/psychological, including cyberbullying
 - the display or circulation of pornographic images or exposure to images of a sexual nature
 - badges displaying innuendo or offensive language
 - exclusion from groups or activities
 - graffiti.

Safeguarding children

Because of the potential for this form of bullying to be characterised by inappropriate sexual behaviour, and because of the seriousness of sexual violence (including sexual violence against girls), schools must always consider in cases of sexist, sexual and transphobic bullying whether child protection or safeguarding processes need to be followed. Responses within the safeguarding context may need to be directed towards both victims and perpetrators – engaging in these behaviours may be an indication, for example, that a child or young person is experiencing abuse at home. For more detailed guidance, please refer to Section 2 of this document.

Learners with special educational needs (SEN) and/or disabilities

Learners with SEN or disabilities can be particularly vulnerable to sexual bullying – for example a learner with SEN or learning disabilities may not have:

- a full understanding of the significance of specific sexual behaviours including direct sexual touching and the use of explicit images
- the language to describe and understand emotions or sexual feelings
- an understanding of what is acceptable or not acceptable behaviour

- easy access to ask for help or to be heard
- a wide group of friends able to provide support.

A learner using sexual bullying behaviour may focus on a learner with SEN or disabilities precisely because of these vulnerabilities. There is also a risk that learners with SEN or disabilities may be more easily manipulated by other learners, who encourage them to behave in an inappropriate sexual manner towards a third party. It is important that all school staff are clear about greater possibility of sexual bullying in relation to learners with SEN and disabilities.

The prevalence and effect of sexist, sexual and transphobic bullying

Prevalence

There is no existing national (Wales or England) data set that allows us to analyse the wider prevalence of these forms of bullying, nor to extrapolate evidence. A 2006 NSPCC and *Sugar* magazine readers' survey¹ of 674 teenage girls' experiences in general (not specifically in a school context) revealed the following.

- 45 per cent of teenage girls surveyed had experienced groping against their wishes.
- 56 per cent of unwanted sexual experiences occurred for the first time when girls were under 14.

A 2006 poll for ICM² showed that violence and sexual violence may also be a disturbingly common experience for young women. The poll found the following.

- 40 per cent of young people know girls who have been coerced or pressured into sex by their boyfriends.
- 42 per cent of young people know girls whose boyfriends have hit them.
- 77 per cent of young people feel they do not have enough information and support to deal with physical or sexual violence.
- 27 per cent thought it was acceptable for a boy to 'expect to have sex with a girl' if the girl had been 'very flirtatious'.

¹ www.nspcc.org.uk

² ICM was commissioned to undertake an online poll of 524 16 to 18-year-olds in the United Kingdom for End Violence Against Women
www.amnesty.org.uk/uploads/documents/doc_17400.pdf

Effect

As with all bullying, a learner experiencing sexist, sexual or transphobic bullying may be:

- less likely to succeed in learning
- more likely not to attend school or leave school premises, rather than attend certain lessons
- less likely to participate in extra-curricular activities for fear of being bullied
- more likely to lose confidence, which will affect their personal development and well-being
- more likely to lose trust in others, causing them to experience increased isolation and loneliness
- more likely to display overtly sexual behaviours beyond the norm for their age
- more likely to display changes in sleep patterns, appetite or health, reported by parents/carers or other learners
- more likely to display changes in attitude to school
- more likely to display signs of substance misuse
- more likely to display a rise in absences, including unauthorised absences, and a rise in persistent absence
- more likely to cause harm to themselves or, in anger and fear, to others
- more likely to limit their aspirations as a result.

There is evidence to show that girls who have experienced sexual bullying self-exclude or seek transfers to other schools (Duncan, 2004; Osler, 2004).

Similarly, transgender learners report absenteeism from school or non-completion of their studies due to transphobic bullying (Whittle, Turner and Al-Alami, 2007). These learners learn to hide who they are, become anxious, withdrawn and unsociable (Whittle et al., 2007), with some experiencing physical harm including self-harming (Gendered Intelligence, 2007).

If not stopped, a learner who is bullying may:

- create a group culture where causing harm by bullying is seen as acceptable and which then tacitly accepts collusion with bullying as the norm
- understand that the school either condones the behaviour and the attitudes which underlie the behaviour or is powerless to prevent it occurring
- be more likely to cause harm to others in adulthood
- engage in anti-social and potentially criminal behaviour later in life.

The level of sexist, sexual and transphobic bullying in Wales

A Survey into the Prevalence and Incidence of School Bullying in Wales (Welsh Assembly Government, 2010) indicated the following.

Learners in Years 6, 7, and 10 were asked whether they had been bullied by other learners with 'mean names, comments, or gestures that had a sexual meaning'. The proportions reporting this were:

- 19 per cent of learners in Year 6
- 15 per cent of learners in Year 7
- 10 per cent of learners in Year 10.

This indicates that a relatively high proportion of learners, particularly in Years 6 and 7, experience this type of bullying, when compared to some other types of bullying.

The main and summary reports are available from www.wales.gov.uk/topics/educationandskills/publications/researchandevaluation/research/surveyschoolbullying/?lang=en

Section 2: The law relating to sexist, sexual and transphobic bullying

Strong legislation exists (for Wales, for the whole of the UK and internationally) which aims to protect the rights of children and young people to a life free from abuse and harm, including bullying. Existing legislation with relevance for bullying in general includes:

- Equality Act 2010
- Education and Inspections Act 2006
- Children Act 2004
- Education Act 2002
- The Government of Wales Act 1998
- Human Rights Act 1998
- United Nations Convention on the Rights of the Child (UNCRC).

See also *Respecting Others: Anti-Bullying Guidance* National Assembly for Wales Circular No: 23/2003 available at www.wales.gov.uk/respectingothers

This section focuses specifically on legislation relating to sexist, sexual and transphobic bullying.

Schools have a legal duty to ensure that sexist, sexual and transphobic bullying is dealt with in schools. Under the Education and Inspections Act 2006, headteachers, with the advice and guidance of governors and the assistance of school staff, must identify and implement measures to promote good behaviour, respect for others, and self-discipline among pupils, and to prevent all forms of bullying. This includes the prevention of sexist, sexual and transphobic bullying.

There are specific legal duties and powers of relevance to schools in relation to tackling discrimination. These are important to consider in relation to anti-bullying policy where the bullying is motivated by prejudice, as is the case with sexist, sexual and transphobic bullying. The duties and powers relevant to sexist, sexual and transphobic bullying include the following.

Equality Act 2010

The Equality Act 2010 introduced a new general public sector equality duty. In the exercise of its functions, a public authority listed in Schedule 19 to the Act must have due regard to the need to:

- eliminate discrimination, harassment, victimisation and any other conduct that is prohibited under the Act
- advance equality of opportunity between persons who share a relevant protected characteristic and persons who do not share it
- foster good relations between persons who share a relevant protected characteristic and persons who do not share it.

Meeting the requirements of these duties may involve treating some persons more favourably than others. That is not to be taken as permitting conduct that would otherwise be prohibited by or under the Act.

The Act will harmonise and, in some cases, extend existing discrimination law covering the 'protected characteristics' of age, disability, gender reassignment, marriage and civil partnership, pregnancy and maternity, race, religion or belief, sex and sexual orientation. It also makes provision for the Welsh Ministers to be able to make regulations that impose specific public sector equality duties on 'relevant Welsh public authorities'. The purpose of these new specific equality duties is to enable the better performance of the general duty by the public sector in Wales.

Relevant Welsh public authorities include the governing body of an educational establishment maintained by a Welsh local authority, the governing body of an institution in Wales within the further education sector, and the governing body of an institution in Wales within the higher education sector.

Further information on the specific duties for Wales is available to download from the Welsh Government website at www.wales.gov.uk/equality

The Equality and Human Rights Commission has published new guidance on the Equality Act 2010. Further information and guidance can be downloaded from their website at www.equalityhumanrights.com

Powers of schools to exclude for sexist, sexual or transphobic bullying

Guidance from the Welsh Government indicates that there are some instances where schools may consider exclusion in cases of serious bullying.

- A decision to exclude a learner permanently should be taken only:
 - in response to serious breaches of the school's behaviour policy
 - if allowing the learner to remain in school would seriously harm the education or welfare of the learner or others in the school.
- A decision to exclude a child is a serious one and will usually be the final step in a process for dealing with disciplinary offences following a wide range of strategies. However, there may be exceptional circumstances where it is appropriate to permanently exclude a child for a first or 'one-off' offence. These might include:
 - serious, actual or threatened violence against another learner or a member of staff
 - sexual abuse or assault.

For more detail see *Exclusion from Schools and Pupil Referral Units* (National Assembly for Wales Circular No: 001/2004, revised March 2006, reprinted February 2008) available on the Welsh Government's website at

www.wales.gov.uk/topics/educationandskills/schoolshome/pupilsupport/exclusion/?lang=en

Safeguarding and police involvement

Safeguarding and promoting the welfare of children

Safeguarding Children: Working Together Under the Children Act 2004 (Welsh Assembly Government, 2007) sets out how individuals and organisations should work together to safeguard and promote the welfare of children. This document stresses the harm which can be done by bullying, the effect on development and, in extreme cases, that bullying can link to self-harm.

All schools have a statutory duty to exercise their functions with a view to safeguarding and promoting the welfare of their learners by:

- creating and maintaining a safe learning environment for children and young people

- identifying where there are child welfare concerns and taking action to address them, where appropriate, in partnership with other agencies.

Schools also contribute through the curriculum by developing children's understanding, awareness, and resilience.

Under the Children Act a bullying incident should be addressed as a child protection concern when there is 'reasonable cause to suspect that a child – is suffering, or is likely to suffer, significant harm'. Where this is the case, the school staff should report their concerns to local authority children's social care. All staff should have an up-to-date understanding of safeguarding children issues and be able to implement the school's safeguarding children policy and procedures appropriately. For more information go to www.wales.gov.uk/pubs/circulars/2007/nafwc1207en.pdf?lang=en

Involving the police

Sexist, sexual and transphobic bullying behaviour may involve criminal offences, such as assault, theft, criminal damage, harassment, misuse of communication, hate crime or sexual offences. Where bullying is particularly serious or persistent, it may be necessary – in order to protect the person experiencing the bullying or appropriately respond to an incident – to involve the police in dealing with offences that have been committed. The school senior management would need to follow the procedures they have put in place for involving the police in cases of this nature.

Section 3: Preventing sexist, sexual and transphobic bullying

There are two main elements to anti-bullying work:

- preventative work – which is ongoing and sustained, providing a consistent ethos and framework for a school's actions (this is looked at in this section)
- responsive work – which comes into effect when bullying occurs, and is most effective within a consistent whole-school approach to preventative work (this is looked at in the next section).

A whole-school approach to preventing bullying – St Teilo's Church in Wales School, Cardiff

St Teilo's School is totally committed to stopping all forms of bullying. Any reported cases of bullying are dealt with quickly and sympathetically. Of primary importance is making the victim feel that their concerns are important, they are being listened to, and that action will follow. Learners are encouraged to report any bullying.

There are two main avenues that are used in response to bullying. Firstly, the school has a very strong pastoral system based on heads of year and teams of form tutors. In many cases, the pastoral staff can see the learners involved, and resolve issues through a process of mediation and discussion. It is acknowledged that many bullies have significant needs of their own, and part of the process will often involve finding strategies to help the bully deal with their own problems; thus a 'no blame' policy is operated.

Secondly, there are nearly 100 learners from Years 9 to 11 who are trained as 'learner listeners'. These learners are interviewed, and if accepted undertake a day's comprehensive training in school where they role play situations and become aware of where it is necessary to seek help from staff. Following the training they are allocated to act as support for groups of younger learners. They will often hear about issues that a child might hesitate to talk to an adult about, and can provide support where it is most needed. The learner listeners are carefully guided and supported themselves to ensure that serious cases are handed on where appropriate.

A whole-school approach to preventing bullying – Hafod y Wern Primary School, Wrexham

Hafod y Wern has introduced a special box to allow children to apologise to classmates with anonymous notes. The 'sorry box' is just one of the activities learners at the school are taking part in to mark Anti-Bullying Week. The contents of the box will then be displayed on the school's dedicated anti-bullying wall. In recognition of the community theme of Anti-Bullying Week, Hafod y Wern primary learners were visited by a local police officer who advised them on what to do if they were intimidated outside of the school gates.

The youngsters have performed plays, created colourful posters, written poems and composed raps, each containing the message that bullying is harmful and will not be tolerated. A 'buddy system' also operates, where chosen learners in special caps and badges support children who are in need of a friend or someone to share their problems with.

The importance of a whole-school approach to preventing sexist, sexual and transphobic bullying

Respecting Others: Anti-Bullying Guidance National Assembly for Wales Circular No: 23/2003 sets out general advice on developing a whole-school policy on bullying. This section focuses on preventing sexist, sexual and transphobic bullying.

There are a range of key factors that need to be considered as part of a whole-school approach. These include:

- creating an inclusive culture and environment
- working in partnership to prevent sexist, sexual and transphobic bullying
- staff training
- using curriculum opportunities.

Each of these will be looked at in the subsections that follow.

Creating an inclusive culture and environment

It is vital that schools demonstrate their commitment to tackling sexist, sexual and transphobic bullying by working to ensure that their position is clearly articulated and well understood by the whole-school community, usually through a clear, written statement. Measures such as classroom displays and printed information for parents/carers can be used to ensure all key groups engage with this statement. The statement should be owned by the leadership of the school (including governors) and visibly enacted through relevant policies, processes and practices. Learners should participate in the development, design, display and monitoring of the information to ensure full ownership of, and engagement with, the statement.

The organisation Womankind has developed the following code of practice in consultation with groups of young people, which highlights some of the issues schools may wish to consider when developing a school commitment statement.

The Womankind organisation refers to sexual bullying in their code of practice as:

'Any bullying behaviour, whether physical or non-physical, that is based on a person's sexuality or gender. It is when sexuality or gender is used as a weapon by boys or by girls. It can be carried out to a person's face, behind their back or by use of technology.'

For example:

- using sexual words to put someone down (like calling someone 'slut')
- making threats or jokes about serious and frightening subjects like rape
- gossiping and spreading rumours about someone's sexuality and sex life – including graffiti
- touching someone in a way that makes them feel uncomfortable
- touching parts of someone's body that they don't want to be touched
- forcing someone to act in a sexual way.

Womankind believes that young people and schools should recognise and challenge sexual bullying in the following ways:

- having a whole-school anti-bullying policy agreed by learners and staff that expects everyone to respect themselves and others, and that identifies and addresses sexual bullying
- being clear about how incidents of sexual bullying should be reported, how they will be dealt with and what support will be available for the person on the receiving end
- talking about sexual bullying in the home-school contract, stating that it is not acceptable and explaining how it will be dealt with
- discussing sexual bullying, how often it occurs and how it can be addressed at school council meetings, form time or other appropriate opportunities
- making it clear to bullies why sexual bullying is wrong and the harm it can do
- creating a place in school where young people can talk to teachers who will tackle the problem and treat it as the serious matter that it is
- provide confidential forms for young people to log incidences
- dealing with sexual bullying through work in lessons (especially personal and social education (PSE)), assemblies and form time – including looking at the way men, women and sexuality are presented in the press, on television and in computer games.

Working in partnership to prevent sexist, sexual and transphobic bullying

Bullying is not an issue faced by individual schools; it is an issue of importance and relevance to the whole local community, which can take place in a variety of settings, and one which the community needs to work together in partnership to effectively tackle.

Engaging the local community

Schools will be aware of the range of views and attitudes regarding issues of gender, gender roles and gender identity. Schools may be supporting learners who come from backgrounds where there exist divergent and conflicting views. Some individuals or communities may question or reject the principles of gender equality and the

rights of transgender people. The school is required by law, however, to uphold the principles of equality, and discussing bullying can be a good starting point for engaging with these potentially sensitive issues.

Schools will need to make use of a full range of strategies when working to engage with parents/carers, families and communities, including:

- clearly communicating the stance of the school against sexist, sexual and transphobic bullying through published materials including the school prospectus, newsletters, website, displays, and at school events – this should also include clear information about how children can seek support if they feel they are being bullied, and how parents/carers can seek support if they feel their child is being bullied
- offering specific support for parents and carers who need help, either because their child is being bullied or in managing their child's behaviour – there is a range of support available in school and through partner agencies but parents and carers need to feel this support is accessible to them
- employing some of the formal strategies for parental engagement including the use of parenting contracts and home–school agreements – many parents/carers will react positively to such offers of help and particularly value group support.

Engaging children and young people

It is vital that all policies and practices about preventing and dealing with sexist, sexual and transphobic bullying have been thoroughly discussed, and are kept under review, by learners, as well as parents/carers and staff.

Children and young people tackling bullying in Torfaen

Children and young people in Torfaen have been actively helping to tackle bullying in a variety of ways. It all started in 2006 when the youth forum shared their experiences of bullying at a full council seminar and gave recommendations for what they thought needed to be done to reduce bullying. A full-time anti-bullying coordinator was appointed the following year and members of the forum worked closely with the coordinator ever since via an anti-bullying interest group.

Members of the youth forum have contributed to the authority's anti-bullying strategy and designed a series of anti-bullying leaflets and an anti-bullying website for young people. Four members of the youth forum also gave presentations at high profile events and two others have regularly contributed to multi-agency anti-bullying meetings. It is no surprise then that these young people received Princess Diana Anti-Bullying Awards in recognition of their hard work and dedication.

Many Torfaen learners have also been campaigning against bullying via school councils and youth outreach work. For example, learners attending one secondary school created a song and digital story about their experiences of bullying to help promote an anti-bullying message. This was distributed to all schools in the borough as part of an interactive resource pack. These learners also received the IMPETUS Shared Values Award for working together to promote human rights.

Parenting orders

Some schools find that the use of parenting orders is helpful in protecting the welfare and interests of both the victim of the bullying and the alleged perpetrator, in the small minority of cases where voluntary arrangements are not successful. A parenting order is a civil court order which consists of two elements.

- A requirement on the parent/carer to attend counselling or guidance sessions (e.g. parenting education or parenting support classes) where they will receive help and support to enable them to improve their child's behaviour or attendance. This is the core of the parenting order and lasts for three months.

- A requirement on the parent/carer to comply with such requirements as are determined necessary by the court for improving their child's behaviour or attendance at school. This element can last up to 12 months.

Parenting orders are appropriate where parenting is considered a factor in the child's behaviour and parents/carers are unwilling to engage voluntarily with the local authority or school. More information can be found at

www.wales.gov.uk/topics/educationandskills/schoolshome/pupilsupport/inclusionpupilsupportguidance/section3/?lang=en

Addressing bullying taking place outside of school settings

It is important to remember that bullying can occur in many settings, not just in schools, for example, at play, leisure and youth activities, around schools and on journeys, as well as through social networking sites and/or text messaging. As such it is important to consider the role of the local authority and a range of other organisations and services operating within the local community when thinking about how bullying can best be tackled.

Local Safeguarding Children Boards (LSCBs) are the key mechanism for agreeing how relevant organisations in each area will co-operate to safeguard and promote the welfare of children, and for ensuring the effectiveness of what they do. Each LSCB's membership will include organisations that may have involvement in bullying issues, such as the police, the health service, educational institutions, legal services, transportation services and sports and leisure providers.

Local authorities play a key role in preventing bullying. They ensure that the local anti-bullying policy is brought to the attention of relevant organisations within the local community, and are responsible for ensuring and monitoring the effectiveness of the strategies being implemented.

As bullying can occur anywhere in our community, where possible local authorities should insist that relevant organisations, such as transport companies and care providers, have an adequate anti-bullying policy when commissioning a service from them. This helps to ensure that the staff in these organisations are fully equipped to respond to and tackle bullying.

Staff training

As part of the professional development programme for governors, the senior leadership team and all staff, schools should include provision to contribute to the work of the school in preventing and responding to sexist, sexual and transphobic bullying. Support and development opportunities need to be provided to all school staff, including non-teaching staff.

Any professional development plan to address sexist, sexual and transphobic bullying should include high aspirations, and should be seen within the context of wider whole-school action to address bullying.

Suitable aspirations for professional development in the area include the following.

- All staff (whatever their role in the school, including temporary staff, training placements, adults accompanying trips, etc.) and governors should have knowledge of school policy and practice to prevent harm to learners, including from sexist, sexual and transphobic bullying. All must be clear that sexist, sexual or transphobic bullying is unacceptable and should be challenged, and know how to respond to any incidents.
- All relevant staff should have confidence and skills to enable classroom debate to challenge the prejudice or stereotypes underlying sexist, sexual and transphobic bullying, and build knowledge and support the development of skills in learners.
- All staff should be clear on the school policy in relation to confidentiality and safeguarding. Staff should feel supported in making professional judgements and in seeking advice in school and, through the school multi-agency processes, from external agencies.
- Staff with specialist or leadership roles (for example, in the learner support structure, or as the anti-bullying lead) must be clear on principles and practices to prevent sexist, sexual or transphobic bullying, and be supported in engaging in professional development work.
- Staff in partner agencies must be clear about how they can work within the school values against sexist, sexual and transphobic bullying to achieve school goals.

These aspirations could be met by including coverage of the following themes at the appropriate level for the phase and type of school:

- building understanding of the underlying issues of prejudice and stereotyping which may be drivers for sexist, sexual or transphobic bullying
- recognising the signs which may indicate the bullying of learners, particularly for the most sensitive issues of gender identity and body image
- responding with sensitivity to the person harmed, given the specific nature of the incident – this includes taking appropriate steps to safeguard learners and engage other agencies as necessary
- challenging the learner causing the bullying using the school policy on sanctions and other approaches, in a way which prevents recurrence
- encouraging confidence in reporting by learners – those directly affected and bystanders
- understanding the role of the curriculum and teaching and learning in preventing sexist, sexual and transphobic bullying
- understanding how data and other information can help analyse policy and develop practice.

Prompts for identifying staff development needs

This series of prompts can be used in discussion with staff to identify specific professional development needs for the school.

- How confident am I about leading discussions on sexist, sexual or transphobic bullying? Do I need to do more research or preparation?
- How comfortable am I discussing sexist, sexual or transphobic bullying? Should I talk through some of the issues with a colleague or friend so that I am better prepared?
- If some learners express offensive or provocative views, am I confident that I know how to respond? Do I need to rehearse or role play my responses?

- Will all learners in the group feel comfortable with discussing sexist, sexual or transphobic issues?
- What steps can I take to ensure that the discussions and activities will feel safe for all concerned?
- Are some learners likely to resist or strongly identify with particular messages? What reactions do I anticipate and how should I handle them?
- What preparatory work will I need to do with the class, e.g. agreeing the boundaries, learning aims, definitions or key terms?
- What ground rules could I suggest, e.g. about coping with angry feelings, respecting differences or learning from conflicting viewpoints?

Using curriculum opportunities

The school curriculum has an important role to play in reducing the likelihood of sexist, sexual and transphobic bullying occurring through addressing some of the underlying attitudes and values that underpin it.

The Education Act (2002) requires that all maintained schools provide a balanced and broadly based curriculum that:

- promotes the spiritual, moral, cultural, mental and physical development of learners at school and within society
- prepares learners at the school for the opportunities, responsibilities and experiences of adult life.

The school curriculum for Wales should promote equality, enable learners to challenge discrimination and stereotyping and introduce them to the concept that any kind of bullying is morally wrong. There are clear curriculum opportunities for primary and secondary schools to reinforce these values and cover issues that may be specifically related to bullying, gender and/or equality.

Schools have considerable flexibility to plan and deliver a curriculum that meets the needs of their learners and community. All children and young people should have the right information, which is appropriate to their age, so as to give them the knowledge they need to make informed, positive choices and stay safe and healthy.

Personal and social education (PSE) offers a range of opportunities to explore issues related to bullying, including sexist, sexual and transphobic bullying. For example, the non-statutory *Personal and social education framework for 7 to 19 year olds in Wales* provides opportunities for schools to teach about the features of safe and potentially abusive relationships.

The core of the Welsh Baccalaureate Qualification, which is widely provided across 14–19 learning in Wales, includes a compulsory PSE component, which also provides opportunities for addressing bullying.

Curriculum-based activities are successfully used in many settings to improve social relationships. A strategy dealing with sexist, sexual and transphobic bullying will need to align with existing anti-discrimination work, curriculum delivery within PSE, and the work undertaken on social and emotional competence (see Section 1 of the overview document for more information).

In using the curriculum to prevent sexist, sexual and transphobic bullying, schools might ask the following questions.

- Do curriculum leaders understand that anti-bullying, including sexist, sexual and transphobic bullying, should be incorporated into their curriculum? The school curriculum provides a range of opportunities to talk about gender roles, equality and identity in an age-appropriate way.
- Have you reviewed the curriculum to identify opportunities to undertake anti-bullying work? Bullying does not just have to be tackled in the context of responding to incidents. Teaching and learning about self-respect and respect for others is key to preventing all forms of bullying.
- Do school curriculum planning documents make explicit reference to sexist, sexual and transphobic bullying? In so doing, staff will be given greater confidence to look for ways to discuss such issues with learners.
- Have you identified specific ways to include sexist, sexual and transphobic bullying in PSE and across the curriculum? Broad, balanced PSE should include discussions about bullying in all its forms. PSE provides explicit opportunities for learners to discuss relationships, to develop conflict-resolution skills and to recognise and challenge prejudice, discrimination and gender stereotyping.

- Have you identified other opportunities to consider sexist, sexual and transphobic bullying, such as tutorial time and assembly presentations? Tutorials can provide opportunities for learners to raise issues and enter into discussions. Teaching and learning needs to be age-appropriate, but learners should feel able to raise issues for discussion themselves, in a variety of contexts.
- Have you considered specific activities that could be undertaken if a learner is experiencing sexist, sexual and transphobic bullying? Schools should be able to respond quickly to support individual learners in an appropriate, helpful, and sensitive way.

All schools and learning providers in Wales have a responsibility to meet the diverse needs of all learners. Diversity encompasses age, social class, regional differences, gender, sexual orientation, religious and non-religious beliefs and values.

Unity and diversity (Welsh Assembly Government, 2009) provides guidance on opportunities to promote race equality, and ethnic, cultural, linguistic and religious diversity in the school curriculum in Wales. This guidance document can be accessed at www.wales.gov.uk/topics/educationandskills/schoolshome/curriculuminwales/guidanceresources/unitydiversity/?lang=en

Annual ‘themed’ events

These events may fit within a school calendar of assemblies or inspire curriculum activities to promote understanding of sexist, sexual and transphobic bullying. The precise dates and theme focus will vary each year.

- **International Women’s Day** (March)
www.internationalwomensday.com
- **Save the Children Week** (April)
www.savethechildren.org.uk
- **International Day Against Homophobia and Transphobia** (May)
www.idaho.org.uk
- **International Peace Day** (September)
www.peaceday.org
- **UN Day** (October)
www.un.org/events/unday
- **Anti-Bullying Week** (November)
www.antibullyingweek.co.uk

- International Day for the Eradication of Violence Against Women (November)
www.saynotoviolence.org
- 16 Days of Activism against Gender Violence (November–December)
<http://16dayscwgl.rutgers.edu/>
- International Human Rights Day (December)
www.un.org/events/humanrights/2008
- White Ribbon Campaign – each year, the White Ribbon campaign encourages men and boys to wear a ribbon for one or two weeks, to symbolise their commitment to non-violence towards women.
www.whiteribboncampaign.co.uk

Section 4: Responding to sexist, sexual and transphobic bullying

Preventative work should aim to minimise the occurrence of bullying. However, even where effective preventative work is undertaken some incidents will still occur. This is where responsive work should come into effect, but it is most effective within a consistent whole-school approach to preventative work, as looked at in the last section.

Monitoring and recording incidents of sexist, sexual and transphobic bullying

Most schools have mechanisms for recording incidents of 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. It is best practice that schools record all incidents of bullying, as well as specific types of bullying, including sexist, sexual and transphobic bullying. Schools that use monitoring processes are able to modify their bullying policies to respond to specific trends and issues.

Incorporating incidents of sexist, sexual and transphobic bullying into these existing systems is an invaluable means of raising awareness about the issue among all staff.

In common with other forms of bullying, however, not all incidents of sexist, sexual and transphobic bullying will be reported to teachers and staff. Schools may therefore wish to include questions about sexist, sexual and transphobic bullying in anonymous learner surveys. Schools can also use existing informal mechanisms for reporting bullying, such as report boxes.

Good recording procedures allow schools to demonstrate that responses have been made to particular bullying incidents, which is useful in the event of a complaint. It also enables schools to demonstrate that they are taking steps to tackle bullying, and that new initiatives are effective.

Evaluating progress also makes it easy to celebrate success and helps those involved keep focused and motivated. Schools should evaluate progress on a termly basis, and report back to all stakeholders. This will help show progress as well as what is left to be done.

Schools can use a self-evaluation framework to make improvements in all areas of equality by:

- implementing an ongoing cycle of monitoring and analysing data
- using data to decide what their priorities for improvement are
- taking action to make those improvements, ensuring the cycle of improvement continues.

What makes an effective school reporting system?

To deal effectively with sexist, sexual and transphobic bullying, an effective reporting system should:

- have processes in place to ensure the immediate safety of those making a report, e.g. ensuring they have a means of travelling home safely and are not at imminent risk of further harm
- be easy to use
- protect confidentiality (within information-sharing boundaries or child protection guidelines)
- be capable of being used by other learners (not experiencing bullying directly), staff and parents/carers concerned for a learner's well-being
- have a range of routes through which an incident can be reported
- be well publicised and promoted to ensure everyone knows how to use it and feels confident doing so, including parents/carers
- guarantee learner and parent/carer confidence as reports are responded to quickly, appropriately and effectively
- be supported by same-sex trained staff members available to follow up a report with a learner quickly
- be supported by trained reception and other staff, aware of how to use the system and respond sensitively and appropriately to potentially emotional parents/carers and learners seeking to report an incident
- be regularly reviewed to ensure it is operating effectively and being used widely, and the outcomes of this review should be communicated to the whole-school community to build confidence in the system
- categorise sexist, sexual and transphobic bullying in reporting systems and thus allow monitoring and evaluation reports, specific to these kinds of bullying, to be produced
- map bullying against attainment and attendance data for individuals and groups
- provide reports on sexist, sexual and transphobic bullying which can contribute towards the School Improvement Plan, School Effectiveness Framework or the Welsh Network of Healthy Schools Schemes

- have triggers in place to remind staff where referral to other agencies such as Child and Adolescent Mental Health Services (CAMHS), educational psychology specialists, domestic violence agencies or the Safer School Partnership officer
- support the sharing of information under the terms of national safeguarding guidance, including multi-agency staff working.

An example recording process staff script

R E C O R D	R	Incident is identified as sexist, sexual or transphobic bullying.
	E	Listen and offer support to the complainant in a confidential setting which respects the learner's wishes, especially over sensitive issues such as gender identity or physical sexual bullying, but is also clear to the learner about the possible need to share information with others.
	C	
	D	Record details of the incident.
R E S P O N D	R	Investigate.
	E	Interview and take statements from those involved and bystanders to understand the specific nature of the sexist, sexual or transphobic bullying and the way in which the bullying happened (including cyberbullying).
	S	Complete school incident report.
	D	Follow school procedures, including use of sanctions, engagement with parents/carers or safeguarding, as relevant.
R E S O L V E	R	Provide feedback to learner harmed about what has happened both to protect them and to prevent the sexist, sexual or transphobic bullying being repeated.
	E	Resolve next steps. For example, sanctions, mediation, restorative work, work with specialist agencies.
	S	Monitor relationships over time to ensure the problem does not recur.
	O	Provide feedback to others involved to ensure they know the problem has been dealt with fairly.
R E P O R T	R	Produce monitoring and evaluation reports for senior leadership team and governors on the effectiveness of policy and practice to prevent or respond to sexist, sexual or transphobic bullying.
	E	Complete relevant local authority monitoring returns, for example, if there is any aspect of racism within the sexist, sexual or transphobic bullying.

Choosing an appropriate response

Bullying should not be tolerated and should always be followed by an immediate and appropriate response. Schools must respond consistently and effectively to incidents of sexist, sexual and transphobic bullying. This will indicate to learners that incidents are taken seriously, thereby encouraging them to report incidents, and discouraging those behind the incidents.

Managing sensitive information

How should staff respond if a learner wants to talk to them about sensitive issues of gender identity, sexist, sexual or transphobic bullying? If there is any possibility of this being a safeguarding issue the staff member must ensure that the school safeguarding routines are followed.

This material might form part of an induction programme for staff joining the school or for temporary staff, or be part of a staff handbook.

Stage 1: Listen – It is important to the learner that a staff member they choose to talk to hears what they have to say respectfully and without making explicit judgements.

Stage 2: Reassure – The learner may be very anxious about the reactions of others, including family members, to what is happening to them. They need to be reassured that the first priority is to keep them safe.

Stage 3: Actions – If the incident is not a safeguarding issue then staff can agree actions with the learner which may include:

- helping the learner record an incident
- using school sanctions and problem-solving strategies as set down in the school behaviour policy
- seeking parental engagement in understanding, supporting and acting to prevent harm
- providing in-school or accessing external support for the learner.

Stage 4: Monitoring – Agreeing how future behaviour is monitored by:

- using routine behaviour-monitoring systems for the bully – such as behaviour report cards
- agreeing periodic personal meetings to review progress
- gathering satisfaction survey information about the support process.

Responding to bullying through restorative justice in Torfaen schools

Responding appropriately to incidents of bullying can be difficult, and sometimes traditional methods do not lead to long-term solutions and fail to take individual needs into account.

Restorative practices involve all parties coming together to resolve an incident and repair the harm caused. It encourages those who have caused the harm to acknowledge the impact of what they have done and gives them the opportunity to make reparation. It offers those who have suffered harm the opportunity to have their harm acknowledged and amends made. In terms of using restorative justice to help deal with bullying, school staff can be trained to lead restorative conferences using set questions and fair processes to allow everyone to have their say.

Torfaen's anti-bullying coordinator (hosted by the local authority) worked with the restorative justice worker in Torfaen and Monmouthshire's Youth Offending Team to offer schools training on this topic. In the first six months following training, 15 restorative conferences were undertaken to deal with bullying and 12 of these were deemed successful by the school (i.e. the bullying stopped as a result of it). When evaluated further, the school also highlighted modification and prevention of unwanted behaviour (through long-term resolutions to conflict), breakdown of gang/group behaviour and clear boundaries that support an inclusive environment.

Although there are situations where restorative practices will not work, the overall success rates at the school have been between 85 and 90 per cent.

Supporting those who are bullied

Any response to sexist, sexual or transphobic bullying must achieve two clear outcomes:

- protect the victim and stop the bullying
- prevent any recurrence of the bullying.

Schools should review their learner support system to ensure that policy and practice are aligned to deal with sexist, sexual and transphobic bullying. The individual circumstances of incidents will require significantly different responses. However, it is possible to exemplify some of the general principles of effective support common to this form of bullying.

1. Offer immediate support

The immediate response of a member of staff to a learner who reports sexist, sexual or transphobic bullying might be structured as follows.

- Find a place where you will not be interrupted, while having regard to safe working practices.
- Tell the learner you are worried about them.
- Ask them to tell you about the bullying.
- Listen in a non-judgemental way.
- Tell them nobody should have to experience that sort of bullying.
- Tell them that the school will stop the bullying.
- Encourage them to agree to the incident being formally logged through the school's system for recording bullying incidents.
- Ensure the safety of the child or young person is secure immediately after the incident, including on the way to and home from school.
- Seek further support from other school staff as needed.

2. Offer structured support following an incident

Children and young people who have experienced sexist, sexual or transphobic bullying will need immediate support following an incident, but they may well also need ongoing support to come to terms with the incident and feel safe in school. Those harmed may need support to tell their story fully and discuss how the incident has affected them, and feel reassured that ongoing support will be made available to them and action is being taken to prevent the same thing from happening again. Sources of this ongoing support may include:

- peer mentors, befrienders, restorative workers
- external agencies and partners
- a staff member who arranges to meet the learner again after a fixed period of time to review what has happened since the incident to make sure support has continued.

3. Engage multi-agency and specialist support where necessary

In some cases, both the young person harmed and the perpetrator (and associated family members) may need ongoing specialist help and support from agencies working with or around the school itself.

As outlined in Section 2 of this guidance, sexist, sexual and transphobic bullying is even more likely than other forms of bullying to bring up safeguarding implications. Schools should have a senior member of staff designated to take lead responsibility for dealing with child protection issues, providing advice and support to other staff. This will include accessing referral routes for engaging with multi-agency specialist partners for safeguarding children, when necessary. All staff must be clear about their role in arranging interventions, and the school needs to feel confident it can support staff through the process.

Even where safeguarding is not considered to be an issue, schools may need to draw on a range of external services to support the learner experiencing bullying, or engaging in bullying behaviour. In most localities there are a range of specialist services in the voluntary, private and public sectors that can offer support to schools and individuals in responding to sexist, sexual or transphobic bullying. Specialist services may be able to provide schools with services such as:

- intensive support for a learner and/or family involved in a particularly complex or difficult case
- small group work to respond to a specific problem, for example between two groups in one school year
- support and expertise in developing whole-school anti-bullying systems, policies and practice models
- training for staff to enable them to implement these policies and practice models effectively
- specialist information on online threats, such as the Child Exploitation and Online Protection (CEOP) centre (www.thinkuknow.co.uk/teachers).

This issue is of particular relevance to sexist, sexual and transphobic bullying. Learners may be reticent to speak to members of staff because they feel sensitive issues will have to be shared widely. School staff should all be aware of how to handle learner disclosures

of a personal nature. This may include the disclosure of sexual bullying, for example, including the disclosure of criminal acts such as coercion, assault or abuse, or it could relate to a learner's gender identity. Schools are advised to encourage learners to report these forms of bullying in confidence using a variety of methods. There should also be clear and simple reporting arrangements for parents/carers. Schools should work to ensure that all staff are confident in their knowledge of safeguarding referral processes.

The reality is that what is on offer in schools is a limited confidentiality, in line with *Working Together Under the Children Act 2004* (Welsh Assembly Government, 2007) and *Safeguarding Children in Education: The role of local authorities and governing bodies under the Education Act 2002* (Welsh Assembly Government, 2008). Where staff are concerned that the learner may be at risk of harm they must make contact with the safeguarding lead in order to discuss making a referral according to school procedures.

The school's confidentiality policy should provide a framework for staff when deciding whether or not they can offer confidentiality to a learner who discloses information about themselves or their situation.

Staff should also be clear on distinguishing their own needs from those of the learner. For example, if a young person discloses themselves as transgender, the member of staff may need to pursue further information or advice on the issue in general. They should do so while preserving the confidentiality of the child or young person if it is appropriate to do so.

Challenging and supporting those who bully

When responding to incidents of bullying, including sexist, sexual and transphobic bullying, schools should consider how the response they make to an incident will alter the behaviour of:

- the ringleader
- any wider group that supports or reinforces this behaviour, either directly or indirectly.

Additionally, as sexist, sexual and transphobic bullying behaviour is commonly underpinned by a range of attitudes, values and beliefs about gender roles, schools need to consider how they can address these attitudes and values following an incident, both in the individuals concerned and the wider school community. Taking a whole-school response to an incident is discussed in the next subsection.

When a child or young person is engaging in bullying behaviour, it is important to consider the motivations behind this behaviour and if it reveals any concerns for the safety and well-being of the perpetrator.

It is important to challenge bullying behaviour and impress on the person carrying it out why it is unacceptable, including using sanctions, but to effectively stop the behaviour from being repeated the child or young person may need support such as counselling, peer mediation or mentoring, or other specialist support.

Using school sanctions

Schools should always seek to apply sanctions to learners who bully in order to impress the unacceptability of their actions.

- **A strategic approach to applying sanctions and interventions** – Schools should establish how the range of sanctions available to them can be applied most appropriately to different incidences of sexist, sexual and transphobic bullying.
- **Sanctions mapping** – A mapping exercise can be used as a professional development and discussion tool with all staff and governors to develop a shared understanding and consistency of practice in applying sanctions to those who participate in bullying of a sexist, sexual or transphobic nature. Participants are given a series, preferably actual scenarios, of sexist, sexual and transphobic bullying, or wider descriptive statements, and are then asked to map them against the school sanctions framework.
- **Challenging unacceptable language or attitudes** – Staff dealing with the inappropriate use of sexist, sexual or transphobic language need to feel confident to deal with it. Language may not always be directed, but it may be used within earshot of members of staff in classrooms, corridors or playgrounds. Structured prompts for use by school staff are offered here. They provide staff with a variety of simple, scripted responses, each operating at a varying degree of removal from the situation. Allowing sexist, sexual or transphobic language to go unchallenged would appear to reinforce the acceptability of this language in school environments. Staff need to feel safe and confident to make challenges, and professional development opportunities should be sought to enable this to happen.
 - Dismissive response: 'I'm not going to listen to language like that.'

- Questioning response: ‘What makes you think that?’; ‘What do you mean by that?’; ‘Let’s talk about why people think like that.’
- Confronting response: ‘Language like that is not acceptable.’; ‘A lot of people would find that offensive.’
- Personal response: ‘I’m not happy with what you said.’; ‘I find that language really offensive.’; ‘What you’ve said really disturbs me.’
- Organisational response: ‘The school doesn’t tolerate language like that.’

(Adapted from *The Sexuality Project*, Brighton and Hove and East Sussex PSHE Advisory Team, 2000)

A whole-school response: learning from incidents of sexist, sexual and transphobic bullying

Following an incident of sexist, sexual or transphobic bullying, schools may want to make a wider, whole-school response, which will feed into their prevention strategy by reinforcing the strategy and messages through reflecting on a specific incident.

At all times, the school should focus on creating a positive, supportive ethos where the whole-school community has confidence that the school is effective in preventing and responding to sexist, sexual and transphobic bullying, and that gender equality is promoted and violence against women is not accepted.

Informing policy and practice to build short- or long-term behavioural and cultural change

The example in the box on page 39 shows how an incident can be reviewed in order to shed light on what policy, processes and practices may need to be considered and adjusted in future. The school’s process of review and development should be informed, in part, by an annual review of bullying incidents recorded – this annual report should go to governors and, ideally, the wider staff.

It may be that individual incidents have particular implications for the school environment or are of such severity that changes to a wide range of policy and practice, including potentially to child protection and safeguarding practice as well as anti-bullying or behaviour practice, may be necessary. Staff development and the curriculum should always be considered when analysing the impact of any incidents of sexist, sexual or transphobic bullying.

Post-incident review tool

1. Analyse the incident
 - The antecedents, the behaviours, the consequences
2. Analyse the assumptions driving the bullying
 - The learners directly involved
 - The other learners, including bystanders
3. Understand the dynamics
 - The time, location, known views and previous behaviours
 - Staff roles and actions
4. The impact on policy and practice
 - Behaviour and relationships policy
 - Curriculum design
 - Staff training and systems

(The Wigan Analysis Window, Professor Chris Gaine, University of Chichester)

Celebrating success

Celebrating success in tackling sexist, sexual and transphobic bullying is an important means of promoting the issue at a whole-school level and creating a positive school ethos around the issue. Celebrating success helps to assure learners, staff, governors and parents/carers that the school is taking effective steps to improve policy and practice.

There are many ways in which schools can celebrate success.

- **Learner level** – Recognition through assembly presentations of the role of learner befrienders or peer mentors in challenging sexist, sexual or transphobic bullying.
- **Curriculum** – A theme on sexist, sexual or transphobic bullying, in one or more parts of the curriculum, could be used to promote understanding, celebrate success and reinforce the anti-bullying stance.
- **Fixed events** – Using national and international celebration events in assemblies or curriculum time to reinforce the school stance against sexist, sexual or transphobic bullying.
- **Anti-bullying charter** – Using the outcomes of a review by learners and staff of the anti-bullying charter as a way to engage the whole-school community in recognising what is already being done and what needs to be done.

- **Recognition schemes** – Schools could use a range of national and local validated schemes to celebrate achievements in challenging sexist, sexual or transphobic bullying, such as the National Healthy Schools Programme (England scheme), or the national Diana Award for anti-bullying work (details given in the 'Resources and further reading' section).
- **School partnership events** – Schools in a partnership, or in a local authority area, may choose to run a joint conference of learners, for example from school councils, to discuss human rights, including a focus on sexist, sexual and transphobic bullying. This could examine school, local, national and international issues, and through local media promote the work of schools in building understanding, preventing and responding to this bullying.

Section 5: Resources and further reading

The Welsh Government does not necessarily endorse all the views expressed by these publications, websites and organisations.

Publications

Expect Respect – Women's Aid Education Toolkit

The toolkit consists of one easy to use 'core' lesson for each year group from reception to Year 13 and is based on themes that have been found to be effective in tackling domestic abuse. Although the toolkit is targeted for use by teachers in schools, it can be used by a range of other professionals.

www.womensaid.org.uk/page.asp?section=0001000100280001§ionTitle=Education+Toolkit

Guidance on Combating Transphobic Bullying in Schools

Schools are bound by a general duty to protect all their transgender learners and staff from transphobic bullying. This guidance, from the Gender Identity Research and Education Society (GIRES), contains guidance for schools on effective ways to support and protect transgender learners and staff.

www.gires.org.uk/transbullying.php

Provision of goods, facilities and services to trans people

Guidance from the Equality and Human Right Commission for public authorities, on meeting the equality duties and human rights obligations.

www.equalityhumanrights.com

Womankind – 'Challenging Violence, Changing Lives'

This is a programme for secondary schools in the UK. They have an education resource pack with PSHE and citizenship lesson plans for Key Stage 3 and the 14–19 curriculum, covering gender and bullying, gender and culture, and building respectful relationships. The pack provides resources to create a whole-school environment to stop violence against women and girls, including a specific whole-school sexual bullying section and a short DVD entitled 'Flirting or Hurting' on stopping sexual bullying in secondary schools. Womankind have also produced a recent report entitled *Challenging Violence, Changing Lives: Gender on the UK Education Agenda* on implementing education to stop violence against women in UK secondary schools.

www.womankind.org.uk

Useful websites

Anti-Bullying Alliance

The ABA brings together over 130 organisations into one network with the aim of reducing bullying and creating safer environments in which children and young people can live, grow, play and learn. The ABA produce resources and tools to help schools and local authorities develop anti-bullying strategies. The ABA national co-ordination team is based at National Children's Bureau.

Tel: 020 7843 1901

e-mail: aba@ncb.org.uk

www.anti-bullyingalliance.org.uk

Beatbullying

Beatbullying empowers young people to lead anti-bullying campaigns in their schools and local communities, and builds the capacity of local communities to sustain the work. They run peer-mentoring programmes including online help through cyber-mentoring.

www.beatbullying.org

Brook Sexual Bullying Project

The Brook Sexual Bullying Project aims to help learners/participants understand what sexual bullying is, its impact and affect a positive change within their environment.

www.sxualbullying.org.uk

CLIConline

CLIConline is the Welsh Government's national information and advice service for young people aged 11 to 25, provides information on bullying.

www.cliconline.co.uk

Gender Identity Research and Education Society (GIRES)

They provide information for trans people, their families and the professionals who care for them.

www.gires.org.uk

Meic

Meic is the Welsh Government-funded bilingual national advocacy service for children and young people in Wales.

www.meiccymru.org

Mermaids

Mermaids exists to offer family support for children and teenagers with gender-identity issues.

www.mermaidsuk.org.uk

NASUWT: Prejudice-related bullying

Guidance on prejudice-related bullying, including homophobic bullying, racist bullying, faith-based bullying, disability bullying, sexist bullying and transphobic bullying.

www.nasuwat.org.uk

Teen Boundaries UK

Teen Boundaries is a charity devoted to stopping sexual bullying and encouraging positive gender relationships. They provide workshops for schools on sexual bullying and on positive gender relationships.

www.teenboundaries.co.uk

The Gender Identity Development Service (GIDS)

Based within the Tavistock and Portman NHS Trust in London, this is a specialist service that sees children and adolescents (up to the age of 18) and their families, who are experiencing difficulties in the development of gender identity. This includes children who are unhappy about their own biological sex and wish to belong to the other one. Some may be boys who feel or believe they are girls and vice versa. The service accepts referrals from across the UK – the preferred route is through CAMHS services. More information is available at www.tavi-port.org/node/557

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