

## Schools Forum 12<sup>th</sup> October 2017

### Evaluation of Homophobic Bullying Training provided by Educational Action Challenging Homophobia (EACH)

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#### Context

In April 2016 agreed to commission a bespoke training package for schools to support the development of their approach to equality with a particular focus on sexual identity.

The commissioned course provided schools with

- a copy of EACH's **Department for Education** and **PSHE Association** endorsed whole-school resource *Inspiring Equality in Education* and the *Reach Teaching Resource*
- help to provide a support plan for a gender (primary) or sexuality (primary or secondary)
- help with questioning pupils and working supportively with their family
- demonstrations of how colleagues can age-appropriately challenge "That's SO gay!" and other inappropriate language
- Opportunity to explore the terminology which describes sexual orientation or gender so staff can speak confidently about it to teaching colleagues, governors, parents, inspectors and pupils
- Explanations of the legislation governing trans or gender questioning pupils

#### Outcome

28 members of staff from 15 Primary schools and 6 Secondary schools attended the course.

The first session was held on 22/2/17, hosted by Torquay Boys Grammar School and the second session on 16/5/17. A follow up surgery session was offered, however schools selected to use the individual advice line provided by EACH.

The course was evaluated through attendee feedback.

#### **1. How would you rate the training session overall?**

- Excellent 14
- Good 6
- Satisfactory 1
- Unsatisfactory 0

#### **2. Which part of the training day did you find most useful?**

##### **Summary**

Delegates valued the opportunity to seek expert advice and have cross phase discussions.

##### **Evidence**

- Q+A sessions – good, expert advice. Consideration of 'language'.
- The exploration of terminology and synonyms
- Ideas and discussion between primary/secondary schools.
- I found the whole day very useful and informative. Not an area I've given a lot of thought to previously so has informed my thinking.
- Subject knowledge. Experience and knowledge of facilitators. Resources.

### **3. Is there a part of the training day which could be improved?**

#### **Summary**

More case studies and emphasis on legislation could have helped.

#### **Evidence**

- Maybe case studies – good practice examples from other schools who have dealt with bullying/transgender.”
- More on drilling down into discrimination legislation
- All was very useful.

### **4. What I have gained overall from today's course?**

#### **Summary**

Delegates had a broader understanding of LGBT agenda, terminology and challenges.

#### **Evidence**

- A good understanding of how to support children in this area and how to ensure our school is a safe environment for LGBT individuals
- I feel generally more focussed on how I can drive forward the provision in my school for supporting LGBT students.
- Broader understanding of the issues involved and how this impacts on school.
- A wider understanding and confidence to discuss with pupils, colleagues and parents
- Considerable knowledge on a range of LGBT issues.
- challenging situations
- Confidence in the legal aspects around LGBT issues and using the Equalities Act to support school policy and actions.
- Greater confidence to feedback at school and challenge 'outdated views'. "Rights, legal requirements, etc.

### **5. Short-term goals I shall be striving towards**

#### **Summary**

Delegates were able to consider their own practice, resources and policies in school.

#### **Evidence**

- Begin embedding LGBT-friendly language to challenge stereotypes and create an environment where incidents such as boys wearing hair clips is not laughed at
- Look at resource and see how we can use it to enhance our curriculum
- Read through the resources. Read school policy.
- Share day with colleagues. Read literature provided
- Present at next SLT meeting the key points from today's course. Open discussions with my Sixth Form Team about our priorities
- Clarify gender identity terms in school
- Exploring legislation – how to make it child friendly and understandable
- Review policy and practice.
- Audit of teachers and pupils' perceptions/knowledge etc... i.e. Where are we?
- Put together an Action Plan of needs.

### **6. Medium-term goals**

#### **Summary**

Delegates are now aware of the need to develop their practice and policies

#### **Evidence**

- Review 'culture' and opportunities to explore this area
- Staff having a consistent approach/knowledge of equality in education
- Use information to update policies on equality/SRE/anti-bullying.
- Classwork in challenging stereotypes and homophobic bullying across school

### **7. Long-term goals**

## **Summary**

Delegates now need time to embed their learning into the ethos of the school.

## **Evidence**

- Increase student voice. Ensure we are supporting students, staff and parents fully in this area
- Consider training for staff to promote a whole-staff approach rather than leading myself/with a few others.
- Embed teaching of homophobic bullying into PSHE curriculum, just like bullying/cyberbully is already in place.
- Embedded within the ethos of the school
- All pupils being aware and understanding of the differences and needs of other people
- Assemblies and introduction of some of the ideas/materials into PSHE. Look at possibility of support group
- All students know where to access support. The school meets its statutory duty
- Improve all school community to understand issue
- Staff training

## **Conclusion**

The feedback clearly demonstrates that the course provided new knowledge and provided an opportunity for schools to review current practice. The learning from the course should not be forgotten and the follow up actions need to be reviewed. To facilitate this the local authority will ensure that follow up takes place in the PSHE network meetings.

The course provided value for money and cost £6173.00.

**Debbie Horn**  
**School Performance Officer**