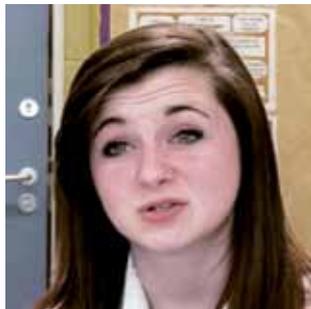# Reach

Teaching Resource

A toolkit for teachers
and youth workers
to challenge
homophobic, sexist
and cyber bullying

3. What the Law says

Schools in England have a legal duty to prevent and challenge all forms of bullying, including homophobic and transphobic bullying. Schools cannot discriminate on the grounds of perceived or actual sexual orientation or gender identity against a pupil or staff member.

Government legislation asserts that schools need to be proactive in preventing and responding to homophobic and transphobic bullying and ensure all children and young people feel included.

Education and Inspection Act 2006

Schools have a number of statutory obligations in relation to behaviour which establish clear responsibilities to prevent and respond to bullying. Section 89 of the Education and Inspections Act 2006 states:

- Every school must have measures to encourage good behaviour and prevent all forms of bullying amongst pupils. These measures should be part of the school's behaviour policy which must be communicated to all pupils, school staff and parents

- Headteachers have the ability to ensure that pupils behave when they are not on school premises or under lawful control of school staff

The Education Act 2011 provides teachers with a specific power to search for and, if necessary, delete inappropriate images on electronic devices including mobile phones.

The Equality Act 2010

The Single Equality Act and the **Public Duty** mean that schools and other public bodies have a duty to protect people from discrimination and harassment on the grounds of disability, gender identity, race, faith, sex, sexual orientation or pregnancy.

Under the general duty, in Section 149 of the Equality Act, all public bodies need to have due regard to:

- Eliminate discrimination, harassment, victimisation and any other conduct prohibited by the Act

- Advance equality of opportunity between people who share a protected characteristic and those who do not

- Foster good relations between different people when carrying out their activities

Ofsted

Ofsted's Inspection Framework 2012 expects schools to:

- Teach pupils that homophobic and transphobic bullying, harassment and discrimination is wrong

- Create a positive ethos in school which recognises and celebrates diversity

- Manage pupils' behaviour around the school and in lessons including homophobic or transphobic language

- Respond to homophobic and transphobic bullying consistently and systematically

4. National Curriculum Links

Schools must offer a curriculum which is balanced, broadly based and which:

- Promotes the spiritual, moral, cultural, mental and physical development of pupils at the school

- Prepares pupils at the school for the opportunities, responsibilities and experiences of later life

This resource provides practical strategies, activity ideas and guidance for schools to address homophobic, sexist and cyberbullying within their curriculum. It is particularly relevant to Citizenship and Personal, Social, Health and Economic (PSHE) Education however activities can be incorporated into wider subjects as part of a whole-school approach.

Citizenship

Citizenship education should provide pupils with knowledge, skills and understanding to prepare them to play a full and active part in society. Teaching should equip pupils with the skills and knowledge to explore political and social issues critically, to weigh evidence, debate and make reasoned arguments. It should also prepare them to take their place in society as responsible citizens.

Key Stage 3 pupils should be taught about:

- The precious liberties enjoyed by the citizens of the United Kingdom

- The roles played by public institutions and voluntary groups in society, and the ways in which citizens work together to improve their communities including opportunities to participate in school-based activities

Key Stage 4 pupils should be taught about:

- Human rights and international law

- The different ways in which a citizen can contribute to the improvement of his or her community, to include the opportunity to participate actively in community volunteering, as well as other forms of responsible activity

Personal, Social, Health and Economic (PSHE) Education

All schools should make provision for Personal, Social, Health and Economic (PSHE) Education: drawing on good practice and publishing details of their PSHE education curriculum on their website. The Department for Education no longer provides a standardised programme of study for PSHE but advises schools to work with third sector agencies to develop their own PSHE curriculum and improve the quality of teaching.

For more information about curriculum links visit: **www.gov.uk**

7. Intermediate Programme

About This Programme

This programme is aimed at Key Stage 3. It is designed for pupils in Year 9 but can be adapted for other age groups.

Learning Outcomes

By the end of this programme pupils will have:

- Developed an understanding of homophobic bullying, its causes and consequences

- Familiarised themselves with the relationship between homophobic attitudes, sexist attitudes and gender stereotyping

- Gained an understanding of the impact of prejudice-based language online and offline

- Considered ways of challenging homophobic and sexist attitudes

Activity Two:

Why do we see Homophobic Bullying?

⏱ 55 minutes

Resources:
— 'Why Do We See Homophobic Bullying?'
  (Theme: Homophobic and Sexist
  Bullying, DVD Ch. 1, Film 2)
— Worksheet 4: Issues Tree

Explanation:
Prepare for the class by drawing an 'Issues Tree' outline on the board (see worksheet 4 for an example). Divide the pupils into small groups and play the film 'Why do we see homophobic bullying'. Provide each group with a piece of flipchart paper and ask the pupils to draw an 'issues tree' identifying the causes, effects of and solutions to homophobic bullying in school. Ask them to consider the arguments presented by the young people in the film as well as their own reasons.

Key causes to draw out:

• Homophobic language such as
  'That's so gay!'

• Expectations around how boys
  and girls should behave

• Negative stereotypes and attitudes
  about gay people

• Assumption that everyone
  is heterosexual

• Family influence

• Non-inclusive school culture

Once each group has created their issue tree ask them to present their thoughts back to the class. As an extension activity the pupils may want to develop their issue trees into displays for the classroom.

"There is so much stigma around being gay but people don't want to talk about it."
CHARLIE, AGED 17

"We do not need to be reminded that we will be punished for using homophobic language. We already know that we will be. Instead it would be best to inform pupils of how much of an impact this homophobic language can have on other people."
LAURA, AGED 15

Activity Five:

Tweets

⏱ 40 minutes

💬 👥

Resources:
— Tweets (Theme: Homophobic and Sexist Cyberbullying, DVD Ch. 3, Film 2)
— Nohomophobes.com

Explanation:
Place the pupils into pairs and play the whole class the 'Tweets' film. Explain that the film was inspired by the website Nohomophobes.com. The website is designed as a 'social mirror' to reflect the pervasiveness of casual homophobic language in society by keeping a counter of how frequently the words 'faggot, 'dyke', 'no homo' and 'so gay' are used on Twitter. In their pairs invite the pupils to discuss the film and website. Questions could include:

• What did you think of the Nohomophobes website?

• How familiar are you with this language use online?

• How serious is the use of words such as 'faggot, 'dyke', 'no homo' and 'so gay' on social media?

• Would you count the use of homophobic language online as cyberbullying?
If so, why?

• What are the potential consequences of using this language online where it is publically available and can appear on a site such as Nohomophobes.com?

• How could you challenge this use of language online?

After 10-15 minutes invite the pupils to feedback their thoughts about the film and website. Highlight that once insulting comments and phrases are posted online they lose control of who sees it or where it goes. Increasingly employers and universities are looking in at what candidates are doing on line, denounce the use of offesive language and disregard candidates.

Class Project:
Attitude Survey

📁

Explanation:
Explain to the class that they will be devising and carrying out an attitudes survey about prejudice-based language in the school. Invite the pupils to reflect on their discussions throughout the programme to devise their own questions about prejudice-based language. It may be helpful for them to review their Issue Trees from Activity Two as a prompt.
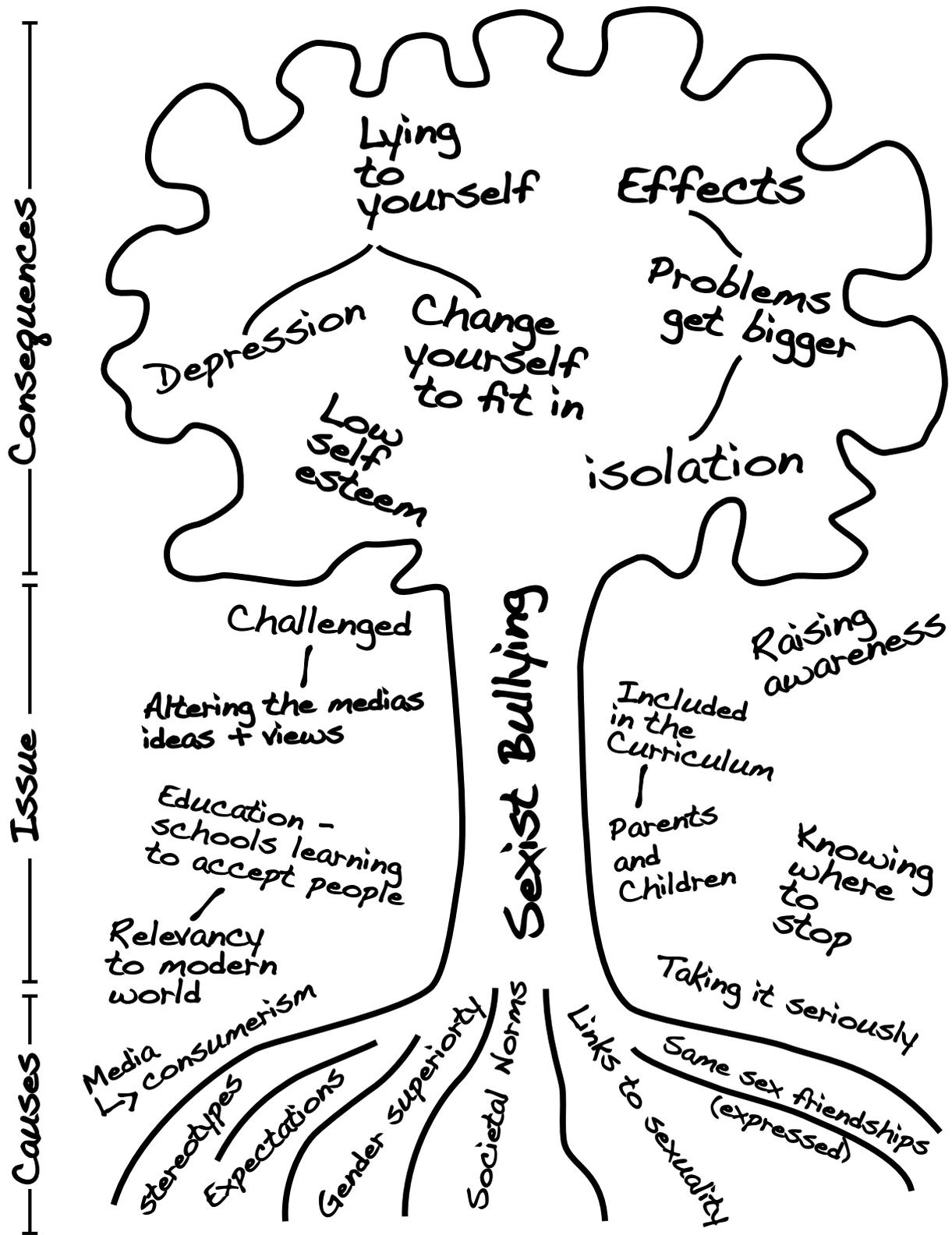
Once the pupils have created their attitudes survey ask them to consider ways of promoting it across the school to gather as many anonymous responses from their peers as possible. Support the pupils in distributing the survey widely around the school. Once the survey has been completed, collate the responses and discuss with the class. Ask the pupils to consider ways of disseminating the findings either through an assembly or a display board in the school.

Resources:
— Completed Issues Tree

Worksheet 4:

Issues Tree

Consequences

Lying to yourself

Effects

Depression

Change yourself to fit in

Problems get bigger

Low self esteem

isolation

Issue

Challenged

Altering the medias ideas + views

Raising awareness

Included in the Curriculum

Education – schools learning to accept people

Parents and Children

Knowing where to stop

Relevancy to modern world

Sexist Bullying

Taking it seriously

Causes

Media ⌐→ consumerism

stereotypes

Expectations

Gender superiorty

Societal Norms

Links to sexuality

Same sex friendships (expressed)

THE ISSUES TREE

EACH Educational Action Challenging Homophobia

● **Actionline**

● **Training and Education**

● **Resources and Guidance**

● **Conferences and Seminars**

● **Cyberbullying and E-safety**

● **Youth Engagement**

eachaction.org.uk

42 Triangle West, Bristol. BS8 1ES
Office: 0117 946 7607
Action Line: 0808 1000 143

🐦 @EACH_UK
f Educational Action Challenging Homophobia
v vimeo.com/each

Member of the Anti-Bullying Alliance and a CEOP Ambassador
Registered Charity no 1095665

© 2014 EACH - Educational Action Challenging Homophobia

BIG LOTTERY FUND

LOTTERY FUNDED

Printed on Cocoon Silk 50, made from 50%
genuine de-inked post consumer waste and
50% FSC certified virgin fibre.