



2022

# ***Best Practice Report***

A guide to tackling and preventing  
prejudice-based bullying

Diversity Role Models (DRM) is a registered charity that actively seeks to embed inclusion and empathy in the next generation. We do this by delivering workshops for young people, training for school staff, governors and parents/carers and by producing educational resources.

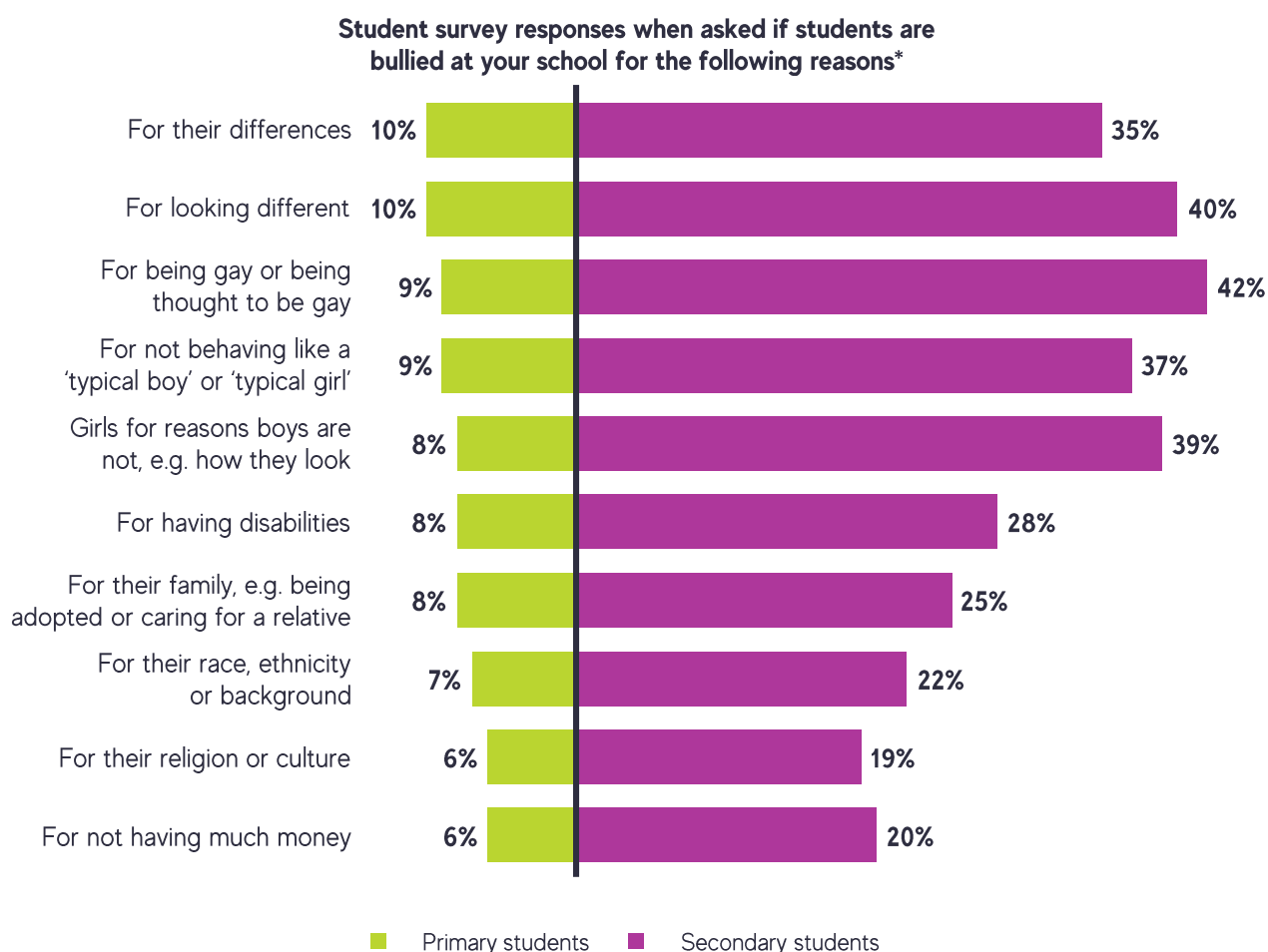
DRM was selected by the Department for Education to deliver a programme which empowers schools to take a stand against all forms of bullying. DRM is working with schools in England to supply training interventions and resources. These ensure that staff have the knowledge and skills to tackle and prevent bullying and create an inclusive school culture.

This report was authored by the Embracing Difference, Ending Bullying Team who all have years of teaching experience with the support of DRM's wider Education Team who have been supporting schools to prevent bullying. We are grateful for the support, mentoring and guidance of NCVO in the creation of this report as well as input from our Student Voice Group, Education Steering Group and the Education Committee of our Board of Directors.



# What we found

## PREVALENT FORMS OF BULLYING



\*Students could select 'agree', 'disagree' or 'not sure' for each cause. The above graph shows the number of Primary and Secondary students that agreed.

From surveying key stakeholders in 49 schools and analysing student survey data, early indications show that students identified the following as reasons students are bullied at their school:

- The most prevalent causes of bullying in primary school are due to **looking different or having differences** (e.g. a different race, religion, weight, height, wearing glasses, a disability, clothing, differences within your family etc.).
- The most prevalent form of bullying relating directly to a protected characteristic in secondary schools is reported to target **students who are gay or thought to be gay**.



# What we found

## TRAINING & DEVELOPMENT

Prior to our training, **only 21%** of staff strongly agreed that staff are confident teaching diverse content.

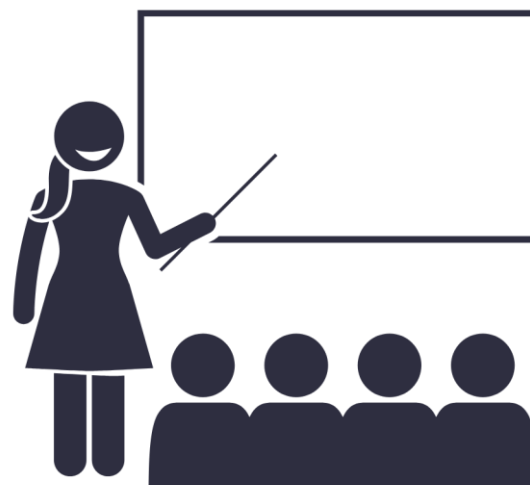
Training boosted staff confidence and understanding of how to embed and celebrate difference across the curriculum.

**92%** of staff agreed that the training increased their understanding of diversity.

**84%** said they felt more confident to make changes that will make their school more inclusive.

## CURRICULUM & EDUCATION

- There is room for improvement in ensuring diversity is represented across the curriculum, with **only 16%** of staff strongly agreeing that diverse identities, people and relationships are widely discussed in all subject areas.
- Year 1 project data suggest early indications of a correlation in secondary schools between some **areas of diversity that are less regularly discussed and higher levels of bullying, e.g. LGBT+.**
- Primary students appeared less likely to be able to recognise bullying related to gender, or LGBT+ identities, which became the most common forms of prejudice-based bullying noted by secondary students.



## POLICIES & PROCESSES

- Stakeholders reported a good understanding of policies and processes related to bullying.
- Policies and processes could be better communicated to the wider school community; 18% of staff note that students aren't aware of the policies, whilst almost **1 in 4 parents disagree that as a stakeholder group they are aware of the relevant policies.**
- Secondary students were less likely to report bullying than primary (84%); **only 65% of secondary students said they would report bullying or prejudice to a teacher.**
- Some governors do not regularly see data relating to bullying and prejudice incidents; **23% said they have not seen data relating to prejudiced language and 15% have not regularly seen data related to bullying incidents.**

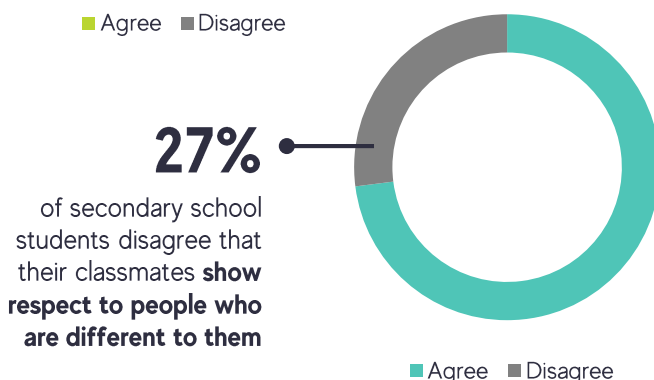
# What we found

## VALUES & VISIBILITY

The vast majority of schools included respecting diversity and/ or celebrating difference in their school values.



These values are not always upheld by students throughout school.



Schools are making strides to celebrate difference through **promoting the visibility of diverse identities** throughout the year (e.g. assemblies, displays, and lessons linked to DEI calendar events, such as Black History Month). However, not enough opportunities are being taken by schools in the academic year, and there is still a **lack of visibility for certain identities, notably disability and LGBT+**.

## WIDER COMMUNITY

- Parents/carers feel there is a lack of communication from schools around diversity work and would like to be kept more informed; **35% of parents/carers disagreed that the school regularly consults with them about how to make the school more inclusive.**
- Staff perceive wider community attitudes as a barrier to diversity work in schools, and recognise better communication and improving parental knowledge are key to supporting successful approaches within the whole school community.
- **Largely, parents/carers were supportive of schools' efforts to celebrate inclusion and diversity.**



Review your data, run repeat survey waves and consult again with the community to identify and celebrate successes, update action plans and identify opportunities to progress further.

**USUALISING:** making the presence of diverse people part of daily school life

Convene a working group to include children, young people and the wider school community who can lead this work and devise an action plan with clear targets, timelines and action points.

Consult with your SLT to review current data, policies and processes.

Visibly celebrate differences throughout the school and reinforce the shared values of the school community in events, books, displays and assemblies.

Bring the whole community on board by sharing your vision and the steps you are taking and show how this is central to the school's values.

► Start here

CONSULT

PLAN

REVIEW

CELEBRATE

SHARE

**SHARED VALUES:** efforts to celebrate diversity should stem from the shared values of the school and be regularly communicated and reinforced through the curriculum, policies and a range of activities

INVEST

## What we recommend

Based on the findings of our Impact Report and from schools we worked with in Year 1 of this project, we recommend:

DIVERSIFY

### WHOLE SCHOOL APPROACH:

the entire community, including staff, students, parents/carers, governors should all be taking action to tackle and prevent bullying and uphold shared values of respecting diversity

EDUCATE

Review the curriculum to ensure our differences are openly discussed across all subject areas.

Support young people to understand the impact of prejudice language and bullying and the importance of not being a bystander to build their confidence in reporting and responding to incidents.

Ensure policies are consistently applied and incidents effectively responded to with data being logged and reviewed regularly by SLT and governors.

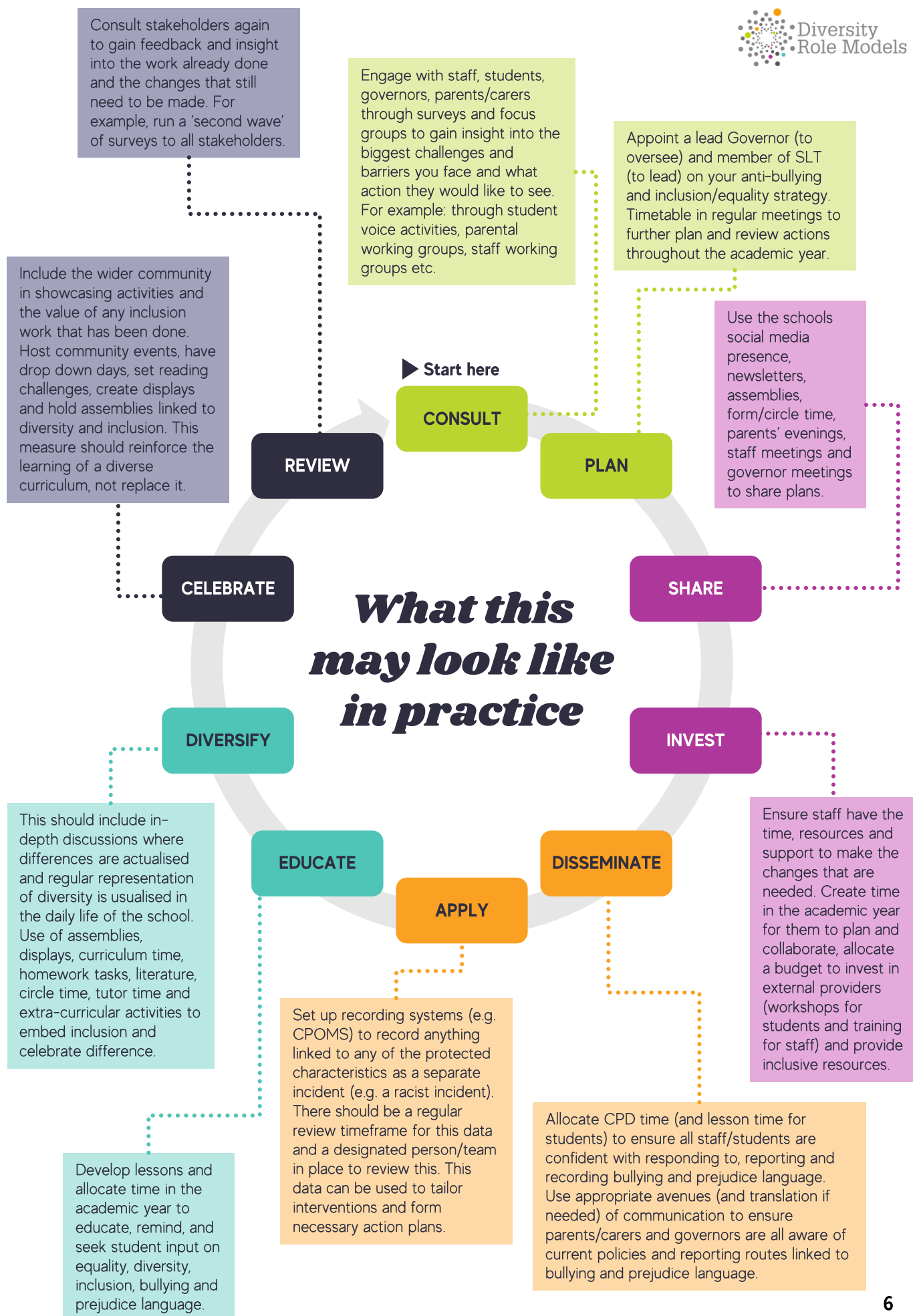
APPLY

**ACTUALISING:** deeper dives to understand diverse identities and the prejudice they face

DISSEMINATE

Invest time and resources in building staff confidence, skills and understanding of how to tackle and prevent bullying and celebrate difference.

Ensure everyone in the school community understand the policies and processes and create a range of reporting routes that everyone feels confident using. All policies should reinforce each other and be underpinned by your values.



These findings and recommendations have been based on the data and research shown in our Impact Report (available: 20 Jun 2022). DRM offers a wide range of opportunities for schools and the wider community to embrace diversity and create an inclusive school community.

We run young people workshops, staff and governor training, parent/carer workshops and produce resources using positive **role models**.

**Our vision:** an inclusive education system where all students feel accepted, supported and encouraged to be themselves and thrive.

- For further information on our staff training, student workshops, governor training or parent/carer workshops visit: <https://www.diversityrolemodels.org/education-services>
- To sign up to participate in our fully-funded Embracing Difference, Ending Bullying project visit: <https://www.diversityrolemodels.org/news/embracing-difference-ending-bullying>
- To access our Role Model Stories Multimedia Resources visit: <https://vimeo.com/ondemand/diversityrolemodels>
- To download lesson plans and assemblies visit: <https://www.diversityrolemodels.org/education-services/resources/>
- To volunteer as a Role Model for DRM visit: <https://www.diversityrolemodels.org/volunteer>





