

# ***EMBRACING*** *difference* **ENDING** **BULLYING**

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impact report 2022



# Foreword

This is our first Impact Report at Diversity Role Models utilising data gathered since the global pandemic, which impacted us all and particularly the education of young people. It is our first snapshot of the status of bullying following the start of our Department for Education funded anti-bullying contract this year. Bullying is a cruel feature in the lives so many young people, blighting their wellbeing and their educational experience. Understanding the causes of bullying, the extent of it and how it is experienced by young people and school staff is the first stage in tackling it. Here at Diversity Role Models, we have worked together with each individual school to understand the prejudice-based bullying that may be occurring along with those groups most likely to experience it. We have provided targeted training for their staff along with high quality resources that can help tackle and prevent bullying and make their school even more inclusive.

I am incredibly proud of the end result and the work undertaken by the Diversity Role Models team in producing not just this impact report but also the best practice guide to tackling and preventing prejudice-based bullying. Taken together these resources, it will help all schools in the struggle against prejudice, while encouraging staff grow in confidence when it comes to reducing bullying. We look forward to continuing to equip them with resources that engenders empathy and acceptance of all minority groups.

**AMANDA WHITESIDE**  
**Chair, Diversity Role Models**



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# Executive summary

## OUR PROJECT AND OUR DATA

Diversity Role Models (DRM) is a registered charity that actively seeks to embed inclusion and empathy in the next generation. DRM was selected by the Department for Education to deliver a programme which empowers schools to take a stand against all forms of bullying. In Year 1 of the project we delivered staff training to 55 schools – 10 of these receiving additional student workshops.

A key element of this project is surveying all school stakeholders to gain insights into their experiences with the school. We received responses from 67 senior leadership teams (SLT), 908 staff, 1989 parents/carers, 2374 primary pupils, 3184 secondary students and 160 governors.

Other data has been taken from workshop and training evaluations, as well as additional qualitative data from four case study schools.

## WHAT WE FOUND

### Which forms of bullying were most prevalent?

- Secondary students were more likely to say that students are judged or treated badly because of their differences at their school than primary students, 35% compared to 10% agreed, with 14% from secondary and 25% from primary saying they 'don't know'
- Our data suggests that the most prevalent form of bullying in primary schools targets someone because they look different or have a difference (10% agreed that people at their school are bullied for these reasons)
- In secondary schools the most prevalent form of bullying targets pupils who are gay or thought to be gay (42% agreed this was a cause of bullying)
- Students from marginalised groups were more likely to say that bullying related to their protected characteristic occurs than those who do not share that characteristic

***“Students are at times not respectful of each other and there is a culture of “banter” which is being addressed. In my opinion there is no one cause of bullying, there are lots of different issues at play.” – Teacher, when asked about reasons for bullying in their school***

### Policies and processes

- Work is needed in communicating policies and why they exist, sharing relevant data and building confidence in how the school responds to bullying
- Only 11% of secondary students strongly agree that their school is good at responding to bullying
- More than 1 in 3 secondary students disagreed with the statement that ‘pupils understand some words can hurt others’
- 18% of staff note that students are not aware of the policies and almost 1 in 4 parents/carers don’t agree that as a stakeholder group they are aware of the relevant policies

- 1 in 3 secondary students disagreed that they could talk to a teacher if they were being bullied and that teachers always help if they know someone is being bullied
- In secondary schools only 65% of students said if they witnessed bullying or prejudice, they would report it to a teacher

## Curriculum and education

- In secondary schools there seemed to be a correlation between some areas of diversity that are less regularly discussed and higher levels of bullying e.g. LGBT+ and disability
- Primary pupils 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
- Primary pupils were more likely to answer 'not sure' when asked about bullying targeting gay pupils (42% answered 'not sure'), girls (31%), or pupils who do not behave like a 'typical boy' or 'typical girl' (33%)
- Senior Leadership Teams identified a lack of time to plan and deliver lessons and the constraints of the national curriculum as key barriers to improving education related to bullying and embedding a celebration of difference throughout the curriculum
- Only 16% of staff strongly agreed that diverse identities, people and relationships are widely discussed in all subject areas and only 21% of staff strongly agreed that they are confident to teach about diverse identities
- Pupils from minority backgrounds were less likely to say that their school regularly taught about the group that they belonged to

## Values and visibility

- 94% of staff said their schools included respecting diversity and/or celebrating difference in their school values
- When asked if their classmates show respect to people who are different to them, 27% of secondary school students disagreed
- 81% of primary pupils and 74% of secondary students agreed that their schools regularly celebrate difference
- There is a lack of visibility for certain identities, notably disability and LGBT+ and students expressed concerns that diversity is often only discussed in a limited manner such as in assembly
- School leaders perceive the largest barrier to promoting visibility of diverse identities as attitudes of wider school communities

## Wider community

- Greater transparency, engagement and collaboration is needed with different stakeholders in the school to ensure everyone is working together towards a common goal of preventing and tackling bullying
- Parents/carers feel there is a lack of communication from schools around diversity work and would like to be kept more informed; only 35% of parents/carers agreed that the school regularly consults with them about how to make the school more inclusive

- Staff perceive wider community attitudes as a barrier to celebrating difference in schools, only 20% strongly agreed they had support from the wider school community on celebrating diversity and inclusion
- Largely, parents/carers were supportive of schools' efforts to celebrate inclusion and diversity, with 72% agreeing; of the 12% who disagreed, it can be inferred from their comments, they disagreed due to not having a clear understanding of how schools are celebrating diversity

## HOW WE MADE A DIFFERENCE

### Staff training

- 92% of staff agreed that our training increased their understanding of bullying linked to protected characteristics
- 92% of staff agreed that our training increased their understanding of bullying and its impact, and their understanding of how to tackle and prevent bullying at their school

***“We know where we want to be, this (staff training) has given knowledge and advice on how to get there.” – Teacher, post-training evaluation***

### Pupil workshops

- 100% staff agreed that our the workshops ‘increased pupils understanding of diversity and difference’

***“(The workshops) increased awareness of diversity and the importance of celebrating difference in a supportive and enjoyable way.” – Teacher, post-workshop delivery***

### Our Role Models

- Our unique approach of using Role Models as part of our staff training session and pupil workshops both engaged and inspired all participants
- 100% of staff agreed that pupils were engaged by the Role Model
- Though staff were not directly asked about the Role Model in the staff training evaluation, over a third of those surveyed commented specifically on the impact this had when asked what they liked about the training

***“The role model story was touching and engaging. It put the purpose and importance of the training at the heart of the evening. It really made me reflect on my own practice and the conversations I have with the young people in my care.” – Teacher, post-training***

## Post-training resources

- Our Action Plan mapped out next steps and empowered schools to take the next steps needed in becoming an inclusive school

***“The training, action plan and student feedback is vital in us moving forward in a more informed way.” – Teacher (case-study school), when asked to comment on post-training pack***

- Our online video resources have increased the accessibility of role models and their lived experiences for staff and students country-wide

***“I have used the DRM (Role Model) lived experience videos in PSHE and found them to be really useful. It is a different way for pupils to see the impact of things such as prejudicial language.” – Teacher (case-study school), when asked to comment on use of multimedia resources***

## RECOMMENDATIONS

### Training and development

- Schools should offer regular training on preventing and tackling bullying and creating inclusive school cultures
- The Department for Education, Local Authorities and Multi-Academy Trusts should ensure funding is available for staff training as staff greatly benefitted from accessing specialist, tailored, full-staff training

### Policies and processes

- SLT and governors should update policies and communicate changes to all stakeholders with a range of reporting methods encouraged and effective logging and monitoring
- SLT should work with staff to ensure policies are understood by all and implemented effectively to build confidence in the schools’ response to bullying
- Data should be reviewed by SLT and governors regularly
- Local Authorities and Multi-Academy Trusts can support schools with effective policy formation, dissemination and implementation

### Curriculum and education

- Schools should educate young people about our differences and celebrate diversity across the curriculum as well as educating on how to respond to bullying
- The Department for Education, Exam Boards and Multi-Academy Trusts should support schools to diversify the curriculum, in every subject area, and ensure teachers have the time and flexibility to tailor lessons to meet the needs of their students and local communities

## Values and visibility

- A celebration of diversity should be embedded in the shared values of the school with visible celebrations of difference a part of the daily life of the school
- More work should be done celebrating LGBT+ identities, disabilities and gender equality and bringing the whole school community on board with these values
- Schools should embed a visibility of differences across the curriculum so understanding and celebrating difference become part of the daily life of the school and not just addressed in a one-off assembly

## Wider school community

- Preventing and tackling bullying is best achieved by taking a whole school approach and schools should bring together the whole school community including staff, students, parents/carers and governors in support of the measures the school is taking
- More can be done to share data and approaches with governors
- Positive communication and transparency between the school and parents/carers could bring the whole community together to prevent and tackle bullying
- Engaging with students and staff and ensuring their voices are represented in conversations around bullying and equality would support the school in bringing the whole community together around a shared ethos, rooted in young people's experiences

# ***chapter 1***

## **ABOUT US & OUR PROJECT**

This chapter outlines the history and vision of our organisation as well as the content of our new DfE funded project 'Embracing Difference, Ending Bullying'.

# 1.1 About us

**Our mission is to create an education system in which every young person will know they are valued and supported, whoever they are.**

Diversity Role Models (DRM) is a registered charity that actively seeks to **embed inclusion and empathy in the next generation**. Our vision is a world where everyone embraces diversity and can thrive. This will help create a world in which future generations accept, support and celebrate difference.

We create safe spaces where young people can **explore difference and consider their role in creating a world where we all feel accepted**. We do this by delivering workshops for young people, training for school staff, governors and parents/carers and by producing educational resources.

Our work centres on our volunteer **role models** who speak openly about their **lived experiences** of diversity and bullying, building young people's empathy so they can understand the, often unintended, impact of their language and actions.

Since our formation in 2011, we have worked directly with **669 schools** delivering sessions to **151,996 young people** and training **13,723 members of school staff**. Historically our key focus has been on preventing homophobic, biphobic and transphobic bullying and this remains a central aim of our organisation. However, over recent years, we have been able to adapt our approach to discuss prejudice based-bullying more broadly and promote inclusion of a range of diverse identities as we work with schools to eliminate all forms of discrimination.

This report was authored by the Embracing Difference, Ending Bullying Team who all have years of teaching experience and with the support of DRM's wider Education Team who have been supporting schools to prevent bullying for many years. We are grateful for the support, mentoring and guidance of NCVO in the creation of this report.



## 1.2 Project overview

Diversity Role Models was selected by the Department for Education to deliver a programme which empowers schools to take a stand against all forms of bullying:

**Embracing Difference, Ending Bullying.**

For up to three years, DRM will be working with schools in England to supply training interventions and resources, which ensure staff have the **knowledge and skills to tackle and prevent bullying, creating inclusive school cultures.**

This is anchored in training about diversity and the protected characteristics, underpinned by reviewing and updating internal policies/processes and implementing them so all school stakeholders can understand them and are able to act on bullying.

Classroom multimedia resources will also be available to teaching staff for use with students, featuring personal lived experience stories to embed the values of empathy and inclusion.

The programme aims to reach up to:

**15,000 + 4,500**

**staff**

**students**

over a three-year period.

Fig 1.1: Embracing Difference, Ending Bullying – project banner





## 1.2.1 PROJECT TARGETS



SURVEYS AND  
STAFF TRAININGS



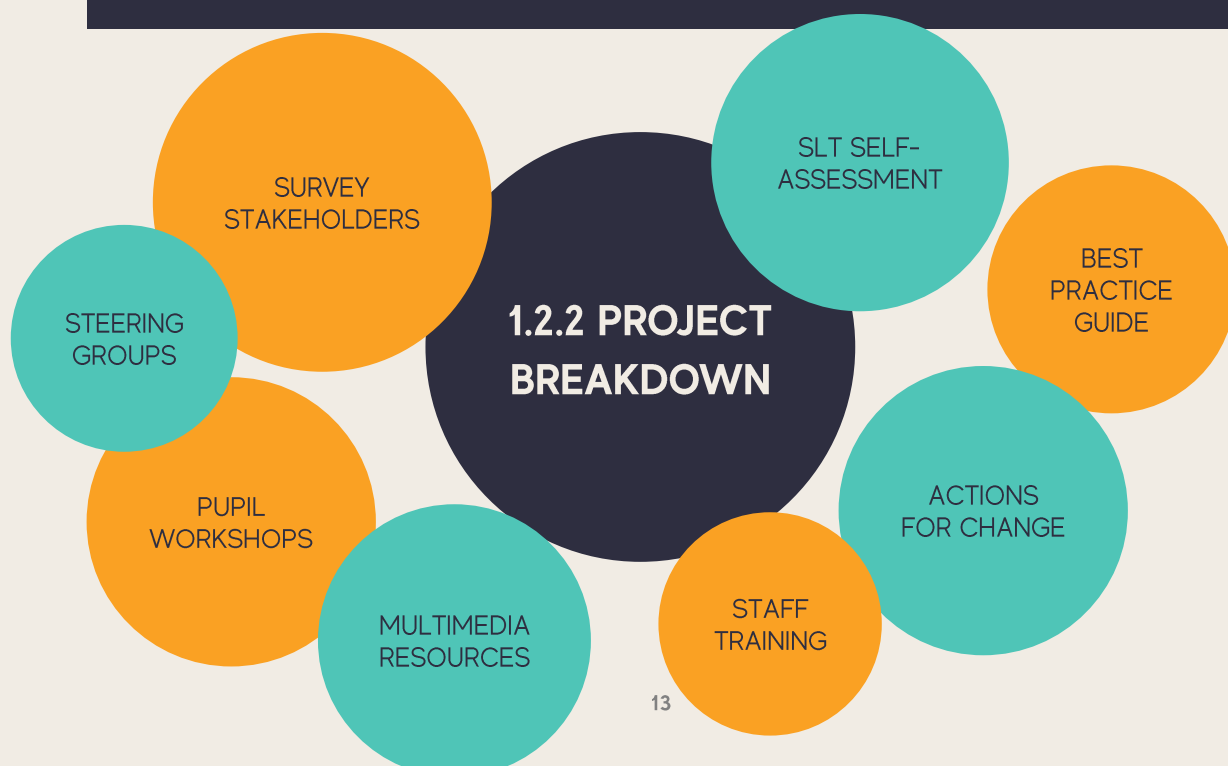
PUPIL  
WORKSHOPS



MULTIMEDIA  
RESOURCES

2021/22	<b>50</b> schools	<b>10</b> schools	<b>15</b> <b>10</b> videos resources
2022/23	<b>150</b> schools	<b>25</b> schools	<b>30</b> <b>15</b> videos resources
2023/24	<b>100</b> schools	<b>25</b> schools	<b>20</b> <b>10</b> videos resources
<b>Total</b>	<b>300</b> schools	<b>60</b> schools	<b>65</b> <b>35</b> videos resources

## 1.2.2 PROJECT BREAKDOWN



## Surveys and SLT Self-Assessment

A key element of this project is surveying all school stakeholders to gain insights into their experiences with the school. This includes surveys of:

- Students
- Staff
- Governors
- Parents/carers
- SLT Self-Assessment

The data collected is integral to the project and enables DRM to support SLT in the development of a:

- Tailored Action Plan
- Tailored Staff Training (and Pupil Workshops for selected schools)
- Detailed data report, highlighting key findings from all stakeholders

## Staff Training

The staff training model has been designed around our four pillars to a successful preventative approach. The Department of Education states: 'A school's response to bullying should **not** start at the point at which a child has been bullied.'<sup>1</sup>



Our training aims to inform and advise in these four key areas in order to empower schools to prevent bullying, especially relating to the protected characteristics. Prejudice language is also a focus, with 'real life' scenarios included, to give staff an opportunity to build confidence and explore best practice in response to such incidents.

## Actions for Change

Each participating school will receive a tailored, detailed action plan as part of their Post-Training Pack, as well as a substantial bank of resources to support them in making positive changes towards inclusion. This is formulated from analysis of the data we have received from their stakeholders, and key findings from the SLT Self-Assessment and surveys shared in staff training. The action plan is already prioritised by DRM, but can be adapted by SLT to fit their existing priorities.

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**Pupil Workshops**

For those selected to receive pupil workshops, we have an offer of developmentally-appropriate lessons for Year 1 to Year 6. Workshops discuss different families and respectful relationships to educate about different forms of bullying and stereotyping based on protected characteristics. We use different family types to discuss sexual orientation, gender reassignment, race, religion/belief, SEND, sex, pregnancy/maternity, age, marriage/divorce. Workshops also incorporate at least one of our Role Models, who speak to pupils about the differences within their family and their lived experiences of stereotyping and bullying.

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**Multimedia Resources**

As part of this project, we will expand and diversify the content of DRM's video resources. These video resources will be added to our 'Role Model Stories' platform for teachers to use in their classrooms. These resources will be freely available to any school in England, so that they can become a key resource for educators.

The unique and powerful messages our Role Models share in our exclusive video resources allow teachers anywhere to educate about different identities, the impact of bullying, how to embrace difference, the importance of equality and the dangers of stereotyping. They are a pertinent resource for teachers as they look to embed empathy, challenge bias and tackle a lack of representation of the protected characteristics in the curriculum.

We will continue to recruit and train role models who are confident talking about their experiences related to at least one protected characteristic and produce 65 new videos across the three-year project.

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**Best Practice Guide**

A Best Practice Guide will be produced in each year of the project based on our findings and distributed to schools we have worked with, prospective schools, and other educational establishments, as well as being made publicly available via our website and social media platforms. In Year 1 we will use the data collected and our experiences working with our first-year schools to shape guidance for how best to tackle and prevent bullying and create an inclusive school culture. This guide will be updated and re-issued at the end of each year of the project.

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**Steering Groups**

Throughout the development, delivery and evaluation of the project we have regularly consulted with our Steering Groups. Our Education Steering Group is made up of school staff and equality, diversity and inclusion specialists who provide strategic support and advice for DRM. Our Student Voice Group is made up of secondary students from a range of schools across England who are often members of student-led equality groups within their schools. Representatives from schools we have delivered to in the project have joined these groups and we have met termly to ensure staff and student voice is represented throughout the project.

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<sup>1</sup>Department for Education, *Preventing and Tackling Bullying*, 2017

# ***chapter 2***

## **OUR METHODOLOGY**

This chapter outlines the methodology used to gather, analyse and interpret the data from stakeholder surveys, and considers the limitations faced in our research.

# 2.1 Quantitative analysis

The data for this project is primarily taken from the stakeholder surveys and SLT Self-Assessments issued to participating schools. **Of the 55 schools who took part, 49 returned surveys, 22 of which returned a complete set. 27 returned an incomplete set, with some stakeholder surveys missing responses. 6 schools did not complete any surveys.** These surveys were distributed via a digital platform, Microsoft Forms, which eliminated the need for time-consuming and potentially erroneous transcription and collation of hand-written responses.

Stakeholder group	Total no. of responses	No. of schools
Senior leadership team (SLT)	67	45
Staff	908	49
Parent/carer	1989	36
Primary student	2374	25
Secondary student	3184	15
Governor	160	45

Fig 2.1: Table of numbers of survey responses

Quantitative analysis was completed using data from all schools who completed surveys, including those who returned an incomplete set of responses. This provides a broader understanding of bullying and inclusion in participating schools, to contrast with the narrower set of selected schools used in some aspects of qualitative analysis. By analysing and highlighting broader themes surrounding barriers, strengths, causes and prevalence, qualitative analysis and case studies can be placed into a wider context.

Surveys were designed by staff at DRM with support from our independent evaluators at NCVO. The survey tools were too lengthy to include in the report however an example survey along with overarching evaluation questions are available in Appendix 1. Copies of any tools used can also be requested from DRM via email. The questions were designed to provide DRM with an understanding of each school's barriers and strengths regarding bullying and inclusion, and to generate insight

into the prevalence and causes of bullying and prejudice across schools in England more broadly. Although participating schools represent a broad range of schools, all schools self-selected to participate in the project and as such are not a truly representative sample of schools in England. Regardless, the findings of this project present valuable insights for the sector which can lead to guidance on best practice and illuminate the current strengths and barriers faced by schools in their inclusion and anti-bullying work. Parts of the surveys were also designed to provide school stakeholders with an opportunity to share their experiences and opinions with DRM and their school, with acknowledgement that these may be of limited use when analysing the full set of data. A large amount of qualitative data was generated. This was not feasible to analyse when collated, but it was useful in providing insights to individual schools' training.

Answer scales on all surveys, except primary student surveys, offered a range of options

including 'strongly' and 'somewhat agree/disagree'. Primary student surveys offered 'agree', 'not sure', and 'disagree'. This change was made so that surveys could be more accessible to younger pupils.

Other data has been taken from workshop and training evaluations. Immediately after staff training and later in follow-up emails, an anonymous form was sent to those in attendance. Following primary pupil workshops, pupils and staff members who attended workshops were provided with paper forms, which were later collected and responses digitised. Pupil forms were anonymous, whilst staff forms asked for a name. 362 staff training evaluations were submitted in total, meaning 23% of the staff we delivered training to provided feedback. Numbers of pupil workshop evaluation forms have been estimated at 453.

Ethical considerations were made for the respondents' anonymity. With the exception of the SLT self-assessment, stakeholder surveys did not ask for individuals' names or roles. No email addresses were recorded as part of the survey process. Optional demographic questions were asked as a part of the staff, governor, secondary student and parent/carer surveys, with a 'prefer not to say' option available, as well as opportunity to self-describe on certain questions e.g. sexual orientation. These demographic questions were used for analysis in order to identify and highlight themes such as students' ability to recognise or empathise with prejudice-based

bullying, for example by comparing numbers of boys and girls who reported that gender-based bullying was common. When using quotes from respondents, any irrelevant identifying information (including year group) has been removed. Irrelevant identifying information is that which does not directly pertain to the content of the quote.

The survey had to be reviewed and changed after a first wave of data gathering, resulting in some missing data for respondents who responded to the first version of the survey. A question was added to the student surveys to ask if pupils are "bullied because of their race, ethnicity or background", as an error in drafting led to this question being omitted in the first version of surveys. As this question was added after three schools had completed surveys, the data on racial prejudice-based bullying does not reflect a number of early respondents.

The wording of a demographic question about disability in the secondary student, parent/carer, staff and governor surveys was changed, as the previous question was worded insensitively. Lastly, 'don't know/ N/A' options were added to staff, governor, secondary student and parent/carer surveys. Survey responses submitted prior to the addition of these questions have not been deleted from the broader data set, as they provide valuable insight into other areas – analysis has accounted for a different total number of respondents when analysing these specific questions.

## 2.2 Qualitative analysis

Surveys for all stakeholders included qualitative responses to allow participants to expand upon questions asked. This was chosen to support the quantitative data collected to allow stakeholders the opportunity to contextualise any of their responses and to provide a more in-depth exploration of their interactions with the school. The qualitative responses have been extremely useful to tailor the support offered in the staff training sessions. Primarily, these have been analysed individually by the facilitators who delivered the staff training sessions, to help gather insights into the schools and inform the training session.

The SLT self-assessment had the largest volume of qualitative data, and as leaders of schools who are responsible for upholding the school's Public Sector Equality Duty, these responses were analysed more thoroughly to gain greater insight into barriers and priorities for schools in relation to diversity and inclusion work. To analyse what school leaders had said, each question was mapped individually using a 'theme and explore' approach in Excel.<sup>2</sup> Once the themes had emerged, these were counted to compare the distribution of themes in qualitative responses across all schools surveyed.

### From the schools that gave us a complete set of survey responses, some were chosen to analyse more closely:

- **Two secondary schools** were compared: north vs. south, with different Ofsted ratings – requires improvement vs. good.
- **Two primary schools** were compared: rural vs. urban and north vs. south.

A further **four schools** that participated in the training (two of whom received primary student workshops) have been selected to be **case study schools**. We conducted a follow-up interview with school leaders to measure the impact of our training intervention and to establish any planned changes they will implement as a result. The schools selected are outlined below:

Level	Location	Rural/urban	Headcount
Primary	Cheshire	Rural	~50
Primary	Leicester	Rural	~100
Secondary	Southampton	Urban	~1000
Secondary	St Helens	Rural	~1600

Fig 2.2: Table of case study schools

In Year 2 of this project, we will explore additional factors when selecting case study schools to test indicative findings from Year 1. With an increased sample we will review the selection process to ensure a good intersection and representation of the schools we have delivered to. The educational content and findings of this report have also been informed by our Student Voice and Education Steering groups. We recruited members of staff and students from participating schools to join the existing steering groups to share their insights and experiences. Therefore, some of the qualitative responses outlined in future sections of this report, are also captured from conversations with these groups, separate to the survey responses.



## 2.3 Limitations

The data presented in this report has been taken from survey responses from participating schools. These schools self-selected for this project, and may not be representative of schools across England. Some of the minor differences in sets of data (for example, in pupils reports of the prevalence of bullying) may be due to small sample size. At the conclusion of this project, a wider data set will be available for analysis. Whilst the data in this report may provide many valuable insights for educators, due to limited sample size, the findings cannot be considered conclusive.

Limitations of the wording of questions have been raised, for example many questions on the parent/carer surveys asked if parents/carers as a stakeholder group understood, supported, and engaged with the school's anti-bullying and inclusion work. As a result, many parents answered 'don't know' and several commented that they cannot speak on behalf of others. We recognised that this may lead to a higher number of 'don't know' responses than in any other set of surveys, but we feel that this data is still valuable as it highlights a lack of community cohesion and that a common barrier to schools is an effective whole-school approach involving all stakeholders.

In the demographic questions, an 'other' response was available to self-describe, which led to a large number of self-describing secondary student responses that we were not able to easily analyse or visually represent. A number of these responses gave answers which seem not to have been serious, and as a result it was not valuable to draw analysis from self-description responses, as it is not possible to know which are genuine and which are intended as jokes or denigration.

Primary pupils may have struggled to interpret some survey questions, as many pupils disagreed that any form of bullying occurs, but then named specific examples and experiences when asked to provide comment. This is a limitation of seeking responses from younger children and may not be easily resolved by adapting or rewording survey questions. Adjustments have been made to surveys for the next year of the project in response to this.





Our chosen digital platform may also have posed limitations to the rate of responses, as primary schools in particular may have found it more difficult to provide all pupils with computer access to complete surveys due to lack of personal pupil emails and limited computer facilities in some schools.

As only 22 schools succeeded in getting complete data sets from all stakeholders, our analysis is limited to responses from those who engaged with the project, thus excluding potentially relevant insights from those less engaged in their schools' inclusion work. We were also limited by time constraints placed upon us, and with more time we would have endeavored to compare more schools in different areas of England.

A further limitation especially with regards to parent/carer surveys is that survey completion is optional, which could skew the results as people who responded may have stronger opinions.

Our Student Voice Group lacked diversity, as many participating schools selected students from LGBT+ affinity groups. Pupils of other protected characteristic backgrounds were present, but in-school groups for pupils from other protected characteristic backgrounds did not attend the Student Voice Group. This means pupils from other protected characteristic backgrounds, such as those with disabilities or from a range of ethnic, cultural, or religious backgrounds, were underrepresented in these conversations.

## 2.4 Participating schools

	Y1 TARGETS	Y1 OUTCOMES
 STAFF TRAININGS	50	55
 STAFF DELIVERED TO	2500	1606
 STUDENT WORKSHOPS	10	10
 STUDENTS DELIVERED TO	750	1505

Demographic data below for participating schools has been taken from secondary pupil survey responses, as primary pupils were not asked demographic questions. 'N/A' includes pupils who preferred not to answer, and those who chose to self-describe (see limitations above).

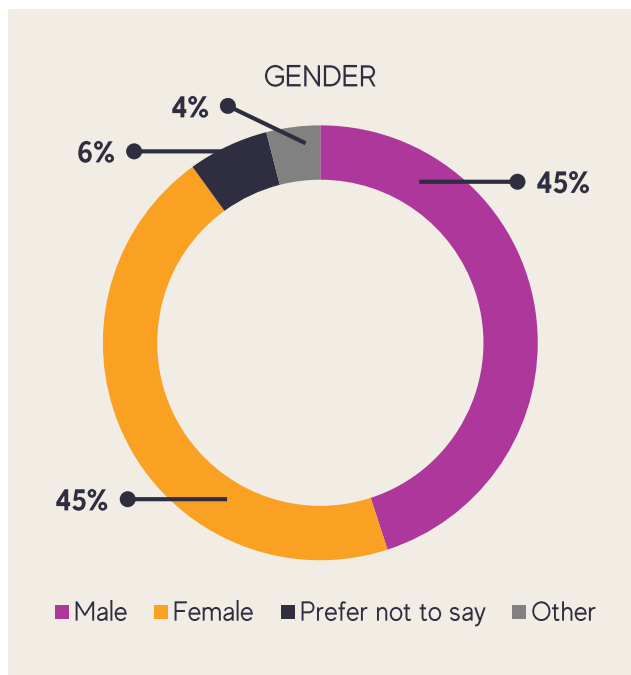


Fig 3.1: Graph showing gender of secondary survey respondents

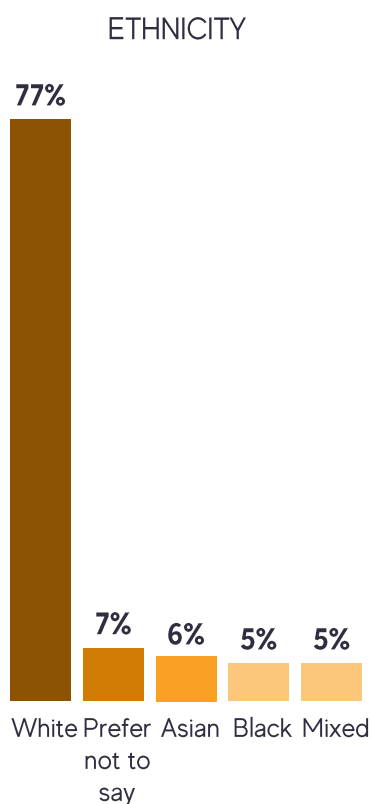


Fig 3.2: Graph showing ethnicity of secondary survey respondents

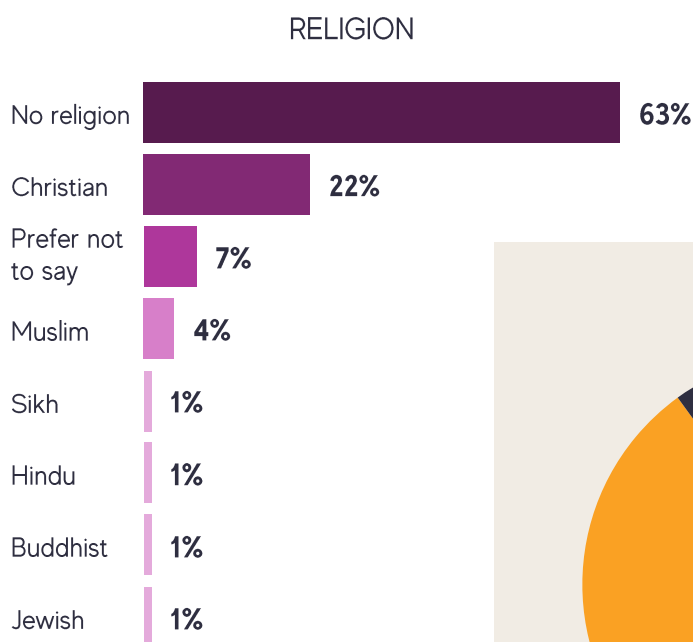


Fig 3.3: Graph showing religion of secondary survey respondents

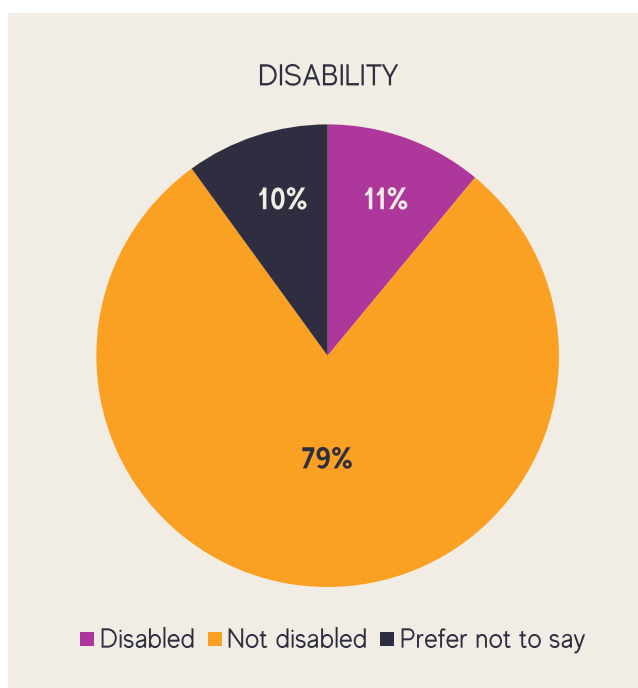


Fig 3.4: Graph showing dis/ability of secondary survey respondents

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<sup>2</sup>NCVO Know How, *How to analyse qualitative data for evaluation*, 2018,  
<https://knowhow.ncvo.org.uk/how-to/how-to-analyse-qualitative-data-for-evaluation>

# ***chapter 3***

## **OUR KEY FINDINGS**

This chapter summarises the findings from the stakeholder surveys. It includes prevalence of bullying, policies and processes, curriculum and education, values and visibility, the wider community, staff training and next steps.

## 3.1 Which forms of bullying were most prevalent?

### WE FOUND THAT:

- Students tended to disagree that bullying occurs at their school, although when asked about bullying related to different protected characteristics there was a varying level of agreement that bullying related to certain identities occurs
- The most commonly reported form of bullying amongst primary pupils relates to looking different or being judged for differences
- The most commonly reported form of bullying amongst secondary pupils related to sexual orientation or gender
- The most common forms of bullying in secondary schools- those based on sexuality or gender- are the forms that primary pupils were least certain about the prevalence of
- Students from marginalised groups were more likely to say that bullying related to their protected characteristic occurs than those who do not share that characteristic

### CONTEXT

Understanding the prevalence of bullying, particularly prejudice-based bullying, was a key aim of the stakeholder surveys. Schools should seek a range of ways of engaging young people, staff and the wider school community to help inform their anti-bullying strategy and understand key trends within the school.<sup>3</sup> We asked all stakeholders questions about prevalence and forms of prejudice-based and other bullying. All student and staff surveys also provided free text questions to describe other causes of bullying within the school.

## 3.1.1 REASONS FOR BULLYING

Student survey responses when asked if students are bullied at their school for the following reasons\*

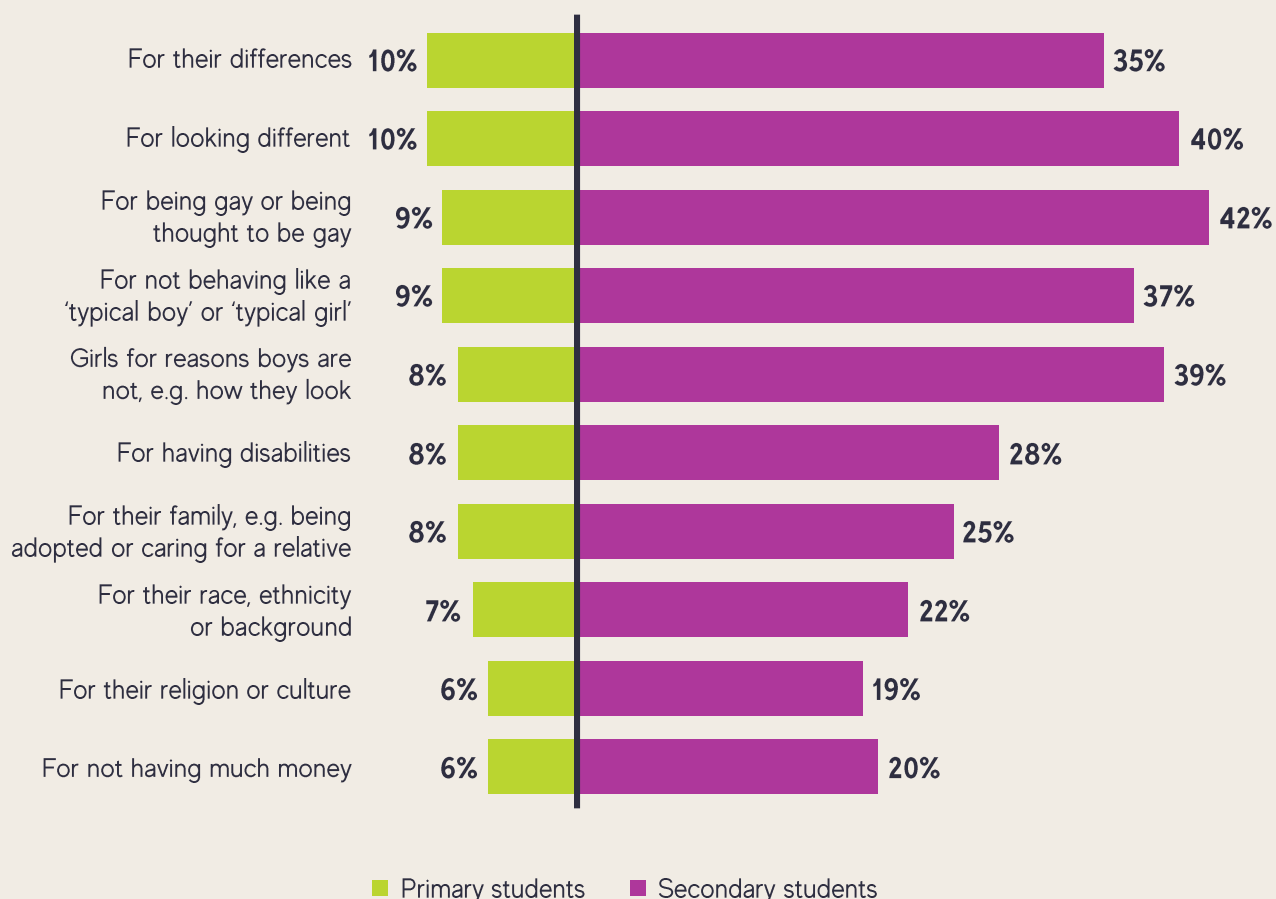


Fig 4.1: Graph showing student views of reasons for bullying

\*The above graph shows the number of Primary and Secondary students that agreed. Primary pupils could select 'agree', 'disagree' or 'not sure' for each cause. Secondary students had the option to both 'strongly' and 'somewhat' agree or disagree as well as the above but responses have been grouped for comparative analysis between the groups.

**Our quantitative data suggests that the most prevalent causes of bullying in primary school are due to looking different or having differences.**

## Primary pupils were more likely to answer 'not sure' when asked about bullying targeting gay pupils, girls, or pupils who do not behave like a 'typical boy' or 'typical girl'.

This may indicate an ability to recognise general ideas of bullying and difference, but less knowledge of what certain forms of prejudice-based bullying might look like. Interestingly, the three most commonly reported forms of prejudice-based bullying among secondary students were the forms which received the highest proportion of 'not sure' answers from primary pupils. **This suggests that the forms of bullying primary pupils are least able to recognise, later become the most prevalent issues.** Given that education for inclusion is an effective preventative approach to reduce bullying we suggest that:

Increasing primary pupils' awareness of gender-based bullying, LGBT+ identities, homophobia, biphobia and transphobia and gender equality, could reduce bullying related to sexuality and gender in secondary schools.<sup>4 5</sup>

The least prevalent reasons for bullying reported by both primary and secondary students were income, religion/culture, and race/ethnicity. Race and religion may be among the least likely causes of bullying due to the fact that schools are more likely to include these identities and differences in their lessons – staff were more likely to agree

and less likely to disagree that their school regularly teaches about race and religion than other protected characteristics (86% agreed race is regularly taught, 89% agreed religion/culture, only 6% disagreed with either). The demographics of our participating schools may also have influenced this number: our participating secondary schools had a higher proportion of white survey respondents (77%) than the UK average proportion of white pupils in schools (72%).

Income may be a less prevalent target for bullying due to the fact it can be a less visible difference, perhaps due to the ubiquity of school uniforms in English schools eliminating many visible markers of class or income disparity. **Despite these factors being the least reported causes for bullying, they are still prevalent, with around 1/5 secondary students agreeing they occur.** It must also be noted that students noting that **being bullied for 'looking different' could relate to race, religion, income or culture.**

Therefore, whilst our findings may suggest prevention of homophobia, biphobia and transphobia and gender-based bullying as a priority, it is important that schools and educators also focus their anti-bullying work on the prevention and response to bullying based on other characteristics.



## Secondary students were generally more likely than primary students to indicate that bullying occurs in school.

However secondary pupils were also more likely to indicate a **stronger understanding of diversity and identity**, based on qualitative survey responses. This may be due to factors such as exposure to a larger and potentially more diverse school population, or exposure to more diversity through the national curriculum, or age and cognitive ability to recognise it.

### The most prevalent form of bullying in secondary schools is reported to target pupils who are gay or thought to be gay.

Closely following this, bullying was most prevalent targeting pupils who look different, girls, and pupils who do not behave like a 'typical boy' or 'typical girl'. Reported levels of bullying related to LGBT+ identities align with the findings of other research on this area, which suggests more work is needed to tackle and prevent homophobic, biphobic and transphobic bullying.<sup>6,7</sup>

In responses from both primary and secondary students, **looking different was among the most commonly reported causes of bullying**. Pupils elaborated in comments that this might include traits such as weight, height, wearing glasses, hair colour, being 'ugly' or 'disgusting'. This is not an inherently prejudice-based form of bullying, but it must be recognised that **bullying targeting appearance can often be based in sexist, racist, ableist and gender normative stereotypes and prejudices**, and that broader work in accepting and celebrating difference can also benefit pupils whose visible and invisible differences are not related to any protected characteristics.

### 3.1.2 PREJUDICE LANGUAGE AND BULLYING

#### Staff survey responses

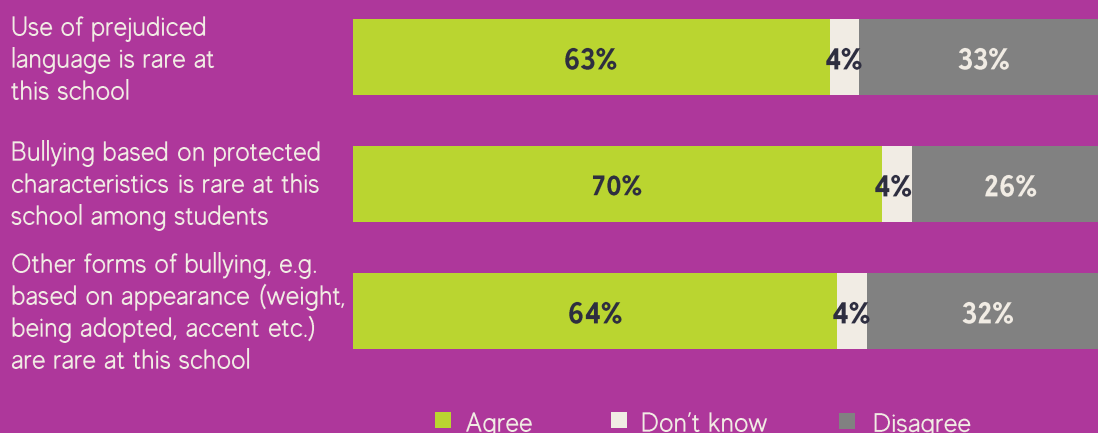


Fig 4.2: Graph showing staff views of prevalence of prejudice language

# 26%

 of staff disagreed that it is rare that 'pupils are bullied based on protected characteristics'.

The data suggests that more work is needed to educate about the impact of prejudice language. Prejudice language has been shown to be common in schools in other research and can **undermine attempts to create an inclusive culture in which bullying is tackled and prevented**.<sup>8</sup> Our Student Voice Group noted that prejudice language often goes unchecked in schools and staff need support in being able to recognise and respond to these incidents effectively and prevent them through effective education.

## 3.1.3 VIEWS OF MARGINALISED YOUNG PEOPLE

Pupils from protected characteristic minority groups were more likely to indicate bullying occurs against that protected characteristic, and less likely to agree that that characteristic is regularly taught about. The most marked difference among these was that

**60% of girls agreed that 'girls are bullied in ways boys are not' compared to 16% of boys.**

This could indicate a lack of empathy between student groups, particularly between gender groups. Other research has suggested that students from minority backgrounds are more likely to be attuned to the prejudice-based bullying they face than those who are less likely to be targeted by that form of bullying.<sup>9</sup> **Consulting with students from minority backgrounds** could help schools better understand the prevalence of prejudice-based bullying, by **allowing those who face that form of prejudice, to share their experiences in a safe environment should they choose to**. Care should be taken to ensure these students are listened to, but not made responsible for eradicating this form of prejudice.

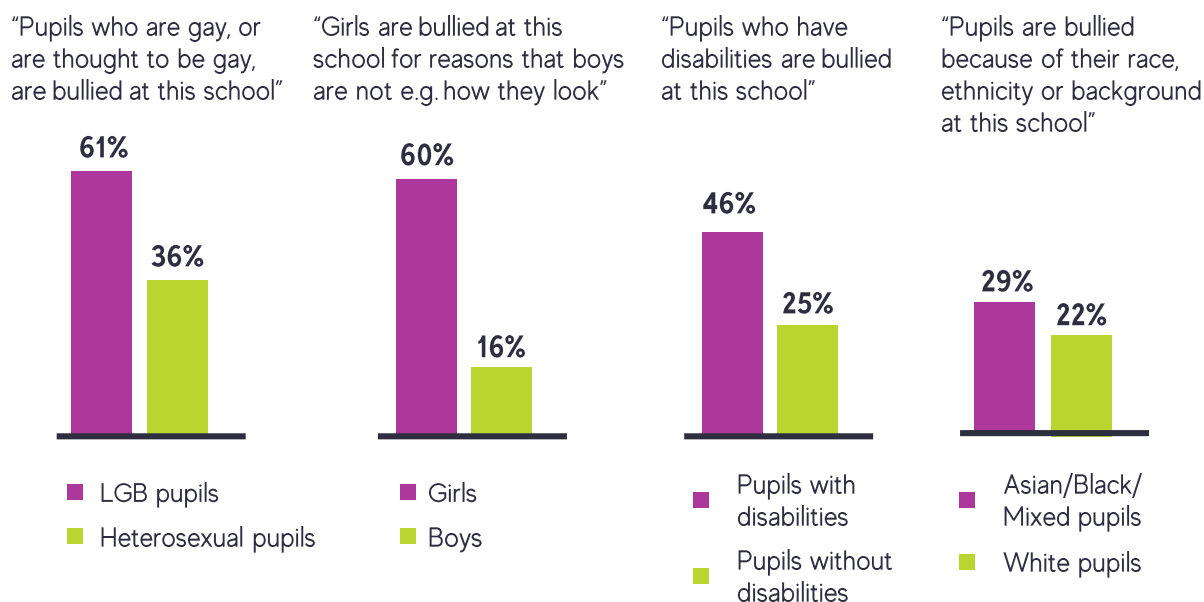


Fig 4.3-4.6: Demographic breakdown of reasons for bullying – secondary student responses

## 3.2 Policies & processes

### WE FOUND THAT:

- Stakeholders reported a good understanding of policies and processes related to bullying
- Policies and processes could be better communicated to the wider school community
- Secondary students were less likely to report bullying than primary
- More confidence is needed in reporting bullying and ensuring students have confidence in how schools respond to incidents
- Some governors do not regularly see data relating to bullying and prejudice incidents

### CONTEXT

All schools must, by law, have policies in place to prevent bullying.<sup>10</sup> A starting point for impactful anti-bullying practices in schools is the creation and dissemination of effective policies to tackle and prevent bullying that set clear expectations for behaviour.<sup>11</sup> Existing research has noted that policies are not effectively communicated and disseminated and, in some cases, young people are not aware of how to report bullying or don't feel confident in doing so.<sup>12 13</sup> Schools are encouraged to log and monitor incidents and utilise this data to effectively evaluate their approach.<sup>14</sup>

### 3.2.1 UNDERSTANDING AND IMPLEMENTATION OF POLICIES

We found that staff and pupils generally felt they had a good understanding of the policies and expectations relating to behaviour and bullying, although a significant minority of staff, **1 in 10**, said staff do not consistently implement the policies.

**18%** of staff also noted that students are not aware of relevant policies. There was clear room for improvement in **how understanding translated to confidence in reporting incidents**.

Our Student Voice Group noted that in their secondary schools there is **pressure to not be seen to be getting someone into trouble**, which acts as a barrier to reporting.



Only **65%** of secondary students said they would report it to a teacher if they witnessed bullying or prejudice.

In primary, the figure was 82%.



In secondary schools, nearly **1 in 3** students disagreed that they could talk to a teacher if they were being bullied and that teachers always help if they know someone is being bullied.

Our findings echo similar research which identified reporting bullying as a key barrier to schools effectively tackling incidents when they occur.<sup>15 16</sup>

## 3.2.2 RESPONDING TO INCIDENTS

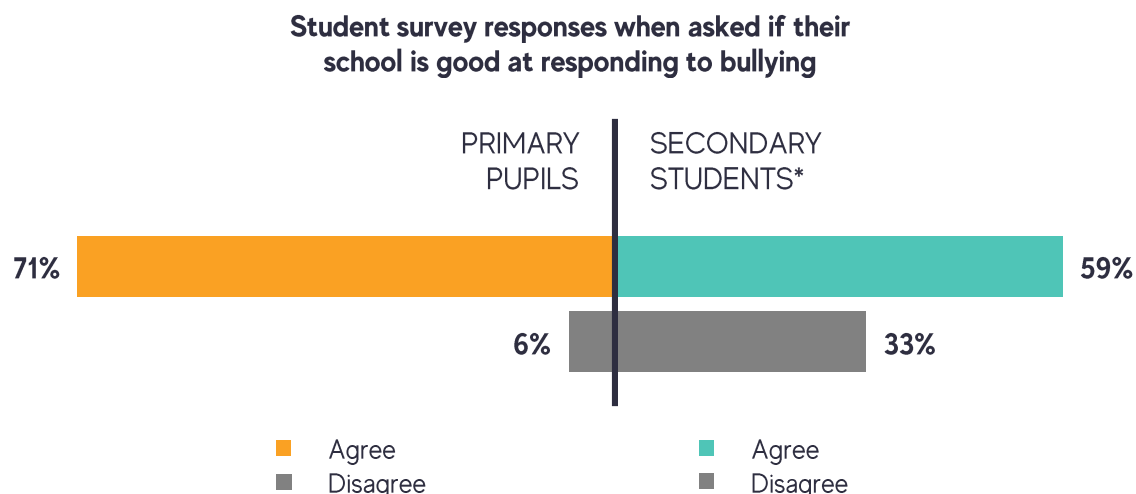


Fig 5.1: Graph showing student views of school response to bullying

\*Secondary students had the option to both 'strongly' and 'somewhat' agree or disagree as well as the above but responses have been grouped for comparative analysis between the groups.

This suggests that **students do not have full confidence in how effectively their school responds to incidents** when they occur. There is still room for improvement in how confident young people are in how their schools will respond to bullying. Additionally, members of Senior Leadership Teams highlighted that their **staff would benefit from increased confidence in responding to incidents** to build student confidence in reporting.

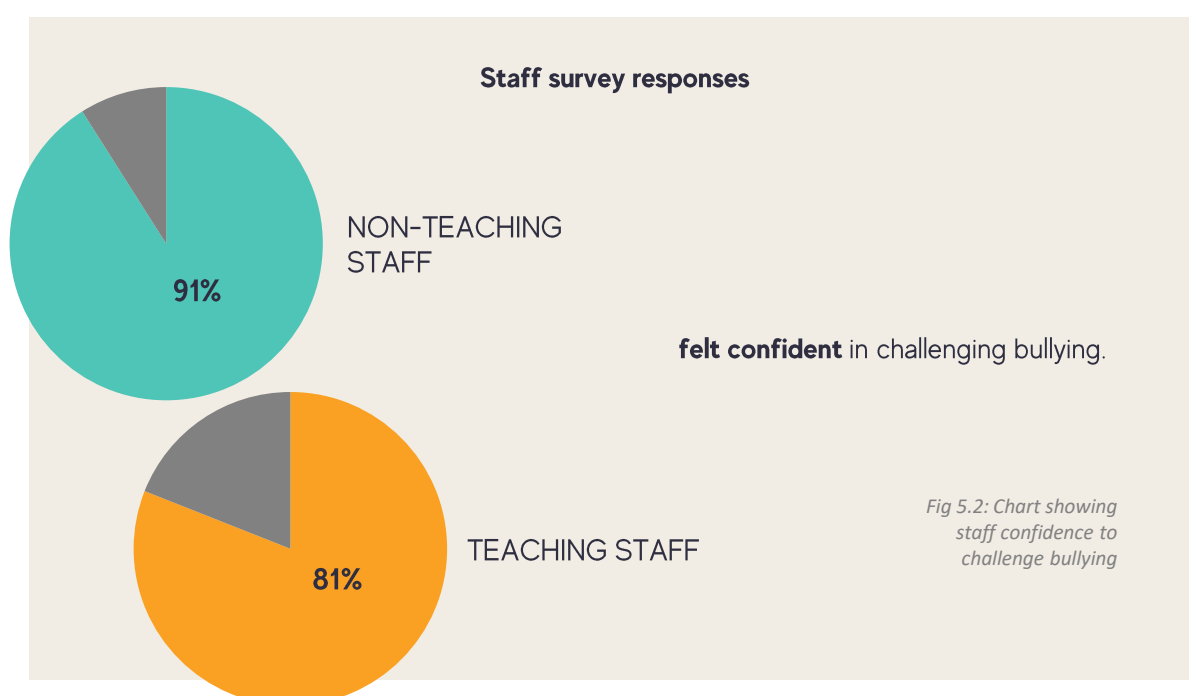


Fig 5.2: Chart showing staff confidence to challenge bullying



***Our priorities are to increase confidence in the tackling of bullying and to encourage students to report incidents, and to increase staff confidence in tackling bullying and use of derogatory language.***

- School leader



### 3.2.3 DISSEMINATION AND DATA

More work is needed in educating young people about the impact of and reasons behind policies relating to prejudice-based language.

**More than 1 in 3 secondary students disagreed with the statement that 'pupils understand some words can hurt others'.**

More work can be done in **logging, monitoring and sharing data** with relevant stakeholders to continually improve upon anti-bullying policies and practices:

- Only **75%** of staff say incidents of prejudice language are logged against the forms of prejudice
- Just **72%** of parents/carers stated they were aware of relevant policies
- Only **76%** of governors said they regularly see data relating to bullying incidents; **65%** see data relating to prejudiced language

One member of SLT noted:

***“We will be tightening up our recording of bullying incidents on CPOMS so we can effectively analyse as an SLT any intervention/support/training required.”***



### 3.2.4 TRAINING AND DEVELOPMENT

Our findings on the prevalence of prejudice-based bullying incidents as well as responses from senior leaders highlighted **the need for additional training** to ensure staff could recognise and feel confident in understanding prejudices, they may not face themselves and responding to prejudice language, behaviours and bullying.

After attending the staff training with DRM, focused on understanding diversity and prejudice-based bullying and how to tackle and prevent it,

**92%** of staff stated the **training increased their understanding of how to tackle and prevent bullying at their school**, showing the value of training on this area.

Our data and previous research suggest that continued training in this area is vital to an effective whole school approach to tackling and preventing bullying.

## 3.3 Curriculum & education

### WE FOUND THAT:

- Students and staff reported that they regularly teach about diversity and difference however some areas such as LGBT+ and disability were less regularly taught about
- In secondary schools there seemed to be a correlation between some areas of diversity that are less regularly discussed and higher levels of bullying e.g. LGBT+
- Primary pupils 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
- The national curriculum presented barriers to leaders in improving education in this area with SLT noting that it was challenging to diversify the curriculum and there is a lack of time to plan and deliver lessons that can prevent bullying
- Training boosted staff confidence and understanding of how to embed a celebration of difference into the curriculum
- Students from marginalised communities were less likely to agree that their school taught about their protected characteristic

### CONTEXT

The Department for Education note that schools that are successful at preventing and tackling bullying are schools that “openly discuss differences between people that could motivate bullying, such as religion, ethnicity, disability, gender, sexuality or appearance related difference.”<sup>17</sup> Research has consistently shown a positive correlation between schools that educate about differences and those in which prejudice-based bullying and language is less common.<sup>18 19</sup>



### 3.3.1 TEACHING ABOUT DIFFERENCE

Comparing primary and secondary schools, the data suggests that fewer primary pupils disagree that they learn about diversity compared to secondary students.

**There is a correlation here between levels of reported education and levels of perceived bullying, with more bullying noted in secondary schools alongside lower levels of learning.**

This is particularly stark in relation to homophobic, biphobic and transphobic bullying, which had the highest levels of bullying and lower than average levels of education reported by students.

**Primary pupils** noted that they learned about diversity and differences in school.

Only **10% agreed** that people are judged or treated badly because of their differences.

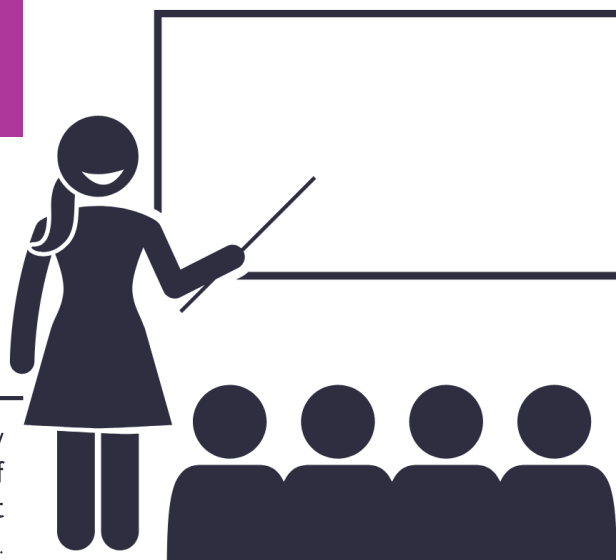
Only **4% disagreed** that they learn about different types of people such as different religions and different families.

Across all protected characteristics and possible reasons for bullying, **primary pupils tended to disagree with statements noting that people are bullied for their differences.**

However, in relation to gender stereotypes and sexual orientation a significantly higher proportion of primary pupils answered 'don't know' compared to other areas, which suggests they are less likely to recognise this form of bullying.

Homophobic, biphobic and transphobic bullying and bullying related to gender and gender stereotypes become the most prevalent form of prejudice-based bullying for the secondary students surveyed, with 42% agreeing that pupils who are gay or thought to be gay are bullied and 39% noting that girls are bullied in ways boys aren't.

This suggests that more work could be done to recognise and challenge this in primary to prevent it taking root in secondary schools. Our findings support other research that suggests increasing education in relation to differences reduces bullying.<sup>20 21</sup>



## Pupils from minority backgrounds were also less likely to say that their school regularly taught about the group that they belonged to.

This suggests that majority groups can overestimate how much is being taught about minority issues and students from minority backgrounds should be consulted on opportunities to better represent people like them in the curriculum.

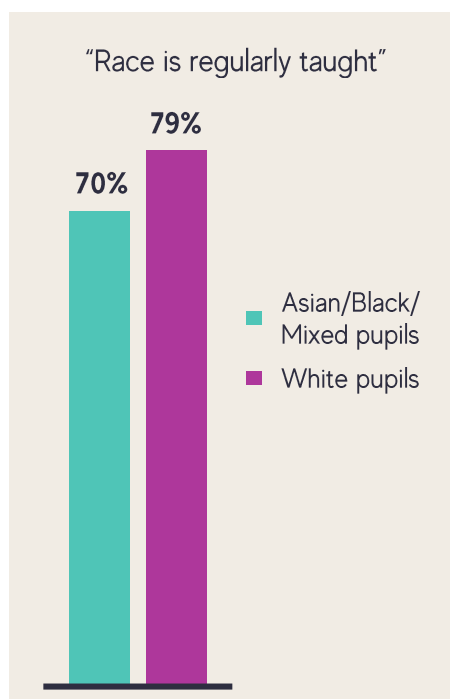
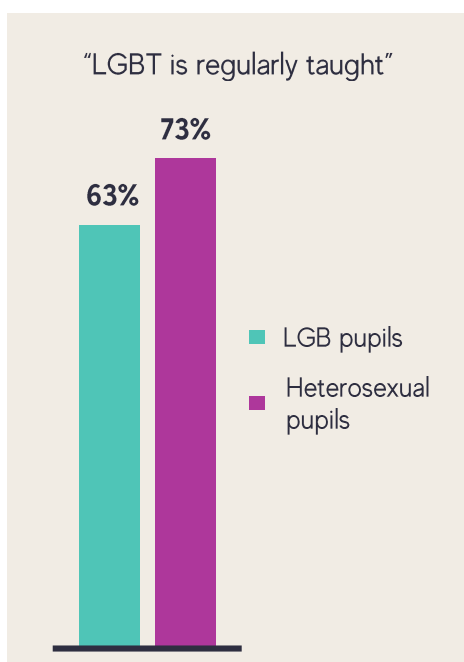
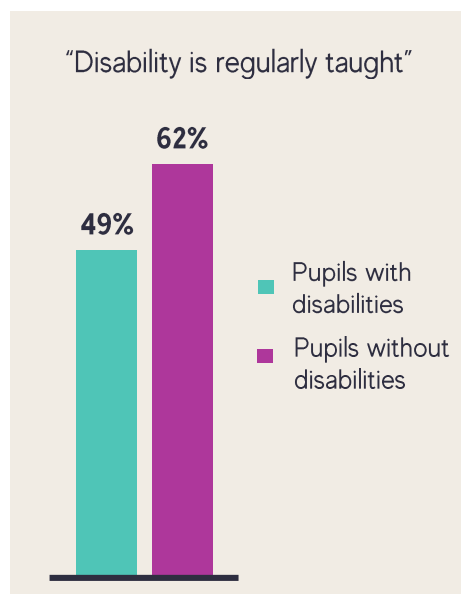
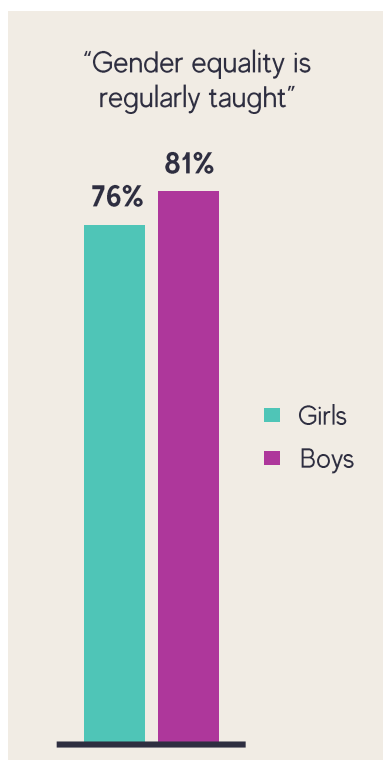
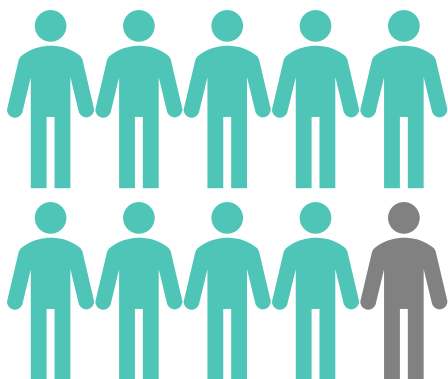


Fig 6.1-6.4: Demographic breakdown of regularly taught identities – secondary student responses

### 3.3.2 TEACHING ABOUT BULLYING

In secondary schools more work is needed to encourage young people to report bullying. Only 65% of secondary students, compared to 82% of primary pupils, agreed they would report a prejudice incident they witnessed to a teacher. This suggests **more work can be done to educate young people about reporting routes and build their confidence in talking to members of staff about prejudice-based bullying.**



Our Student Voice Group, comprised of young people from a range of secondary schools, noted a **reticence to report bullying for fear of this making the bullying worse.** Our pupil workshops in primary schools focused on not being a bystander to bullying.

**After the workshops, 91% of pupils from case study schools noted on their evaluation that they learned ‘quite a bit’ or ‘a lot’ about how we are all different.**

One pupil noted that if someone is being bullied because of a difference they would,

***be an upstander and speak out to the bully, tell them it’s wrong to bully. I would also tell a teacher.***

”

It is clear more education is needed to **encourage reporting of bullying in secondary schools** through PSHE/RSHE and other subject areas.



### 3.3.3 DIVERSIFYING THE CURRICULUM

There is room for improvement in ensuring diversity is represented across the curriculum. Senior Leadership Teams identified a lack of time to plan and deliver lessons and the constraints of the National Curriculum as key barriers to improving education related to bullying and embedding a celebration of difference throughout the curriculum. Only:

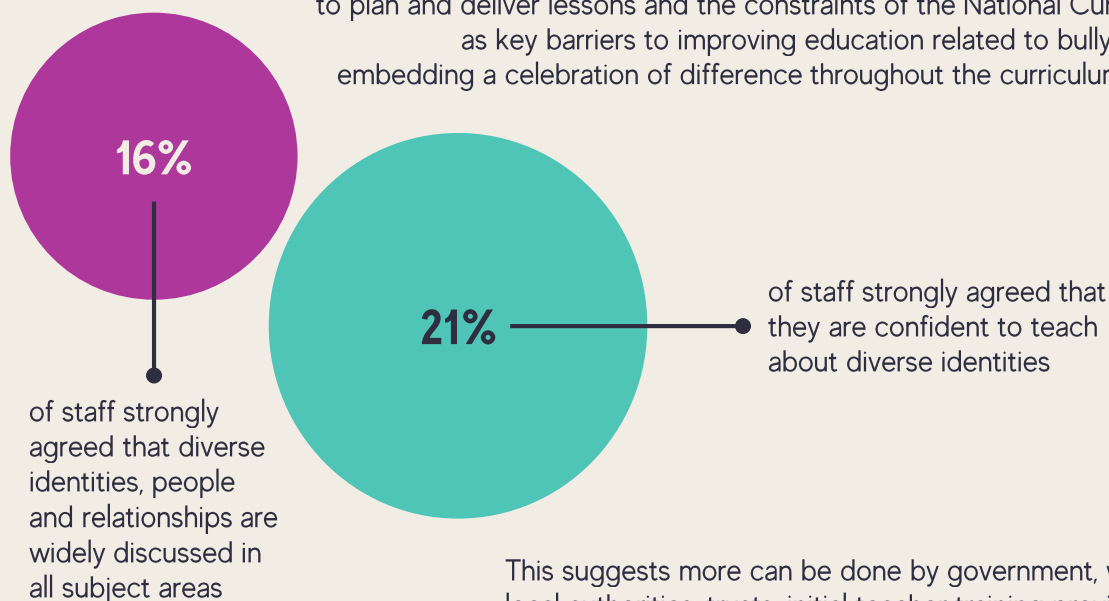


Fig 6.5: Staff views on teaching diverse identities

This suggests more can be done by government, within local authorities, trusts, initial teacher training providers and by exam boards to embed a celebration of difference and discussions around prejudice-based bullying into the curriculum and allow teachers the time to address the issues they see in their schools.



***(The) National Curriculum is not conducive to promoting diversity and so a lot of time (is) needed to reimagine.***

- School leader

Some school leaders expressed concerns that such topics were only addressed through PSHE or during drop down days and need to be embedded across other subject areas. Although Relationships and Sex Education is now compulsory it should not be the only place in which diversity is discussed. In the absence of a statutory PSHE curriculum in state schools more work is needed to ensure other

areas of the curriculum reinforce and supplement any learning in PSHE. This was frequently identified as a key priority for leadership teams. One leader noted the need to “expose students to greater ‘difference’ so that students understand that difference enriches our lives and communities.” After attending our training sessions, the most frequently cited next steps referenced by staff was around **diversifying the curriculum across all subject areas and ‘usualising’ differences** throughout it in our examples, resources and daily teaching practice. This suggests that training helped give staff ideas and confidence around diversifying their curriculum and overcome the lack of confidence noted by SLT and staff in this area (see 3.6 and 3.7).

One member of staff noted that after the training their next step would be:

***“Further development of our curriculum to ensure we are usualising diversity, ensuring that staff and students understand and use appropriate vocabulary around pupils to ensure addressing diversity, using correct pronouns, this is the beginning of our journey to be an inclusive school.”***

## 3.4 Values & visibility

### WE FOUND THAT:

- The vast majority of schools included respecting diversity and/ or celebrating difference in their school values
- Although the values of the schools referred to respecting difference in some form, it would seem this is not always upheld by students throughout school
- Schools largely are celebrating differences throughout the year and promoting visibility of diverse identities through these; however, this was limited resulting in a lack of visibility for certain identities, notably disability and LGBT+
- The largest barrier, as perceived by school leaders, to promoting visibility of diverse identities is attitudes of wider school communities

### CONTEXT

The Department for Education recognises that schools which excel at tackling bullying 'have created an ethos of good behaviour where pupils treat one another and the school staff with respect'. This starts with embedding the school values throughout the whole community, to create a long-term culture shift.

### 3.4.1 VALUES

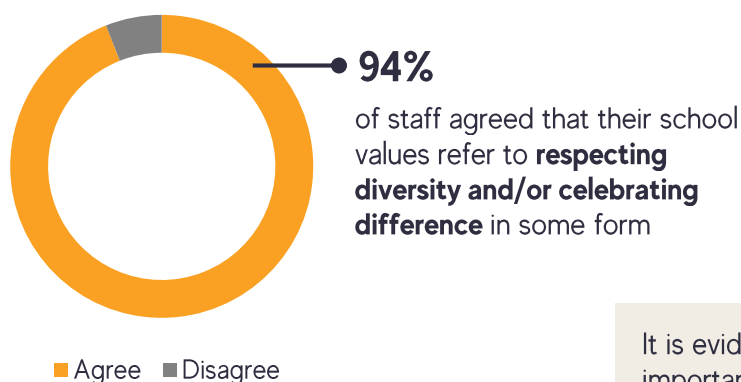


Fig 7.1: Chart showing staff views of school values

It is evident that schools recognise the importance of setting clear expectations through the values of the school.

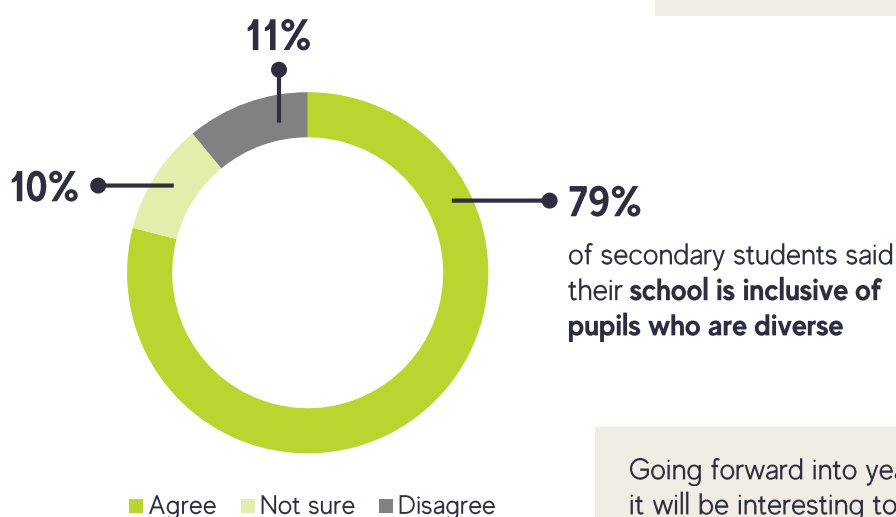


Fig 7.2: Chart showing secondary student views of inclusion in school

Going forward into year two of the project, it will be interesting to test if the students who disagreed here are more likely to belong to a minority protected characteristic group than those who agreed.

### 3.4.2 BARRIERS

Although almost all schools promote respect, more work is needed to embed those values amongst students.

Collectively upholding these values requires a sustained effort across the whole school, ensuring the wider school community helps to reinforce these outside of school.

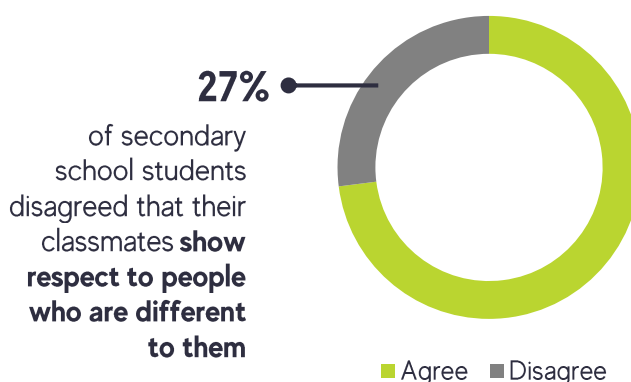


Fig 7.3: Graph showing secondary student views of peer respect for differences

School leaders have identified one of the largest barriers to upholding these values and promoting better visibility of diverse identities as the attitudes and prejudices of the wider school community.

The schools that took part in Year 1 of the project were from across the whole of England. Interestingly, this barrier has been identified in both multicultural areas such as larger cities and in more rural areas typically lacking cultural diversity, yet for different reasons. We can observe this by looking closer at our case study schools. These schools were selected to compare a less culturally diverse student body with a more diverse one.

## Regional insights

The first secondary school is situated in **North East England**:

- only 3.4% of students with EAL (English as an additional language)
- 90.4% white British

The prejudice that SLT identified as hindering their progress was **racism**.

***“Some children hold strong views about different races which we actively challenge. These often come from home. We have had to take a graduated approach to the introduction of events such as Diversity Week to avoid backlash from parents.”***

– School leader, North East England

***“Some members of the parent body do not agree with LGBT issues due to their culture and religion.”***

– School leader, Hackney

The second school is situated in **Hackney**, a very diverse area of **London**:

- 55.5% of students with EAL
- 5.4% white British

Here, SLT explained that **religion** within the community can prove to be a barrier around visibility.

***“Some people use their religious beliefs to be transphobic and homophobic towards others and make fun of them.”***

– Student, Hackney



In addition to this, a number of schools have explained that COVID-19 has presented a physical barrier, as the pandemic has prevented the facilitation of the wider school community on site. For the last two years schools have not been able to invite parents/carers on site to implement positive strategies to promote school values and visibility (see 3.5).

### 3.4.3 CELEBRATING DIFFERENCE AND POSITIVE ACTIONS

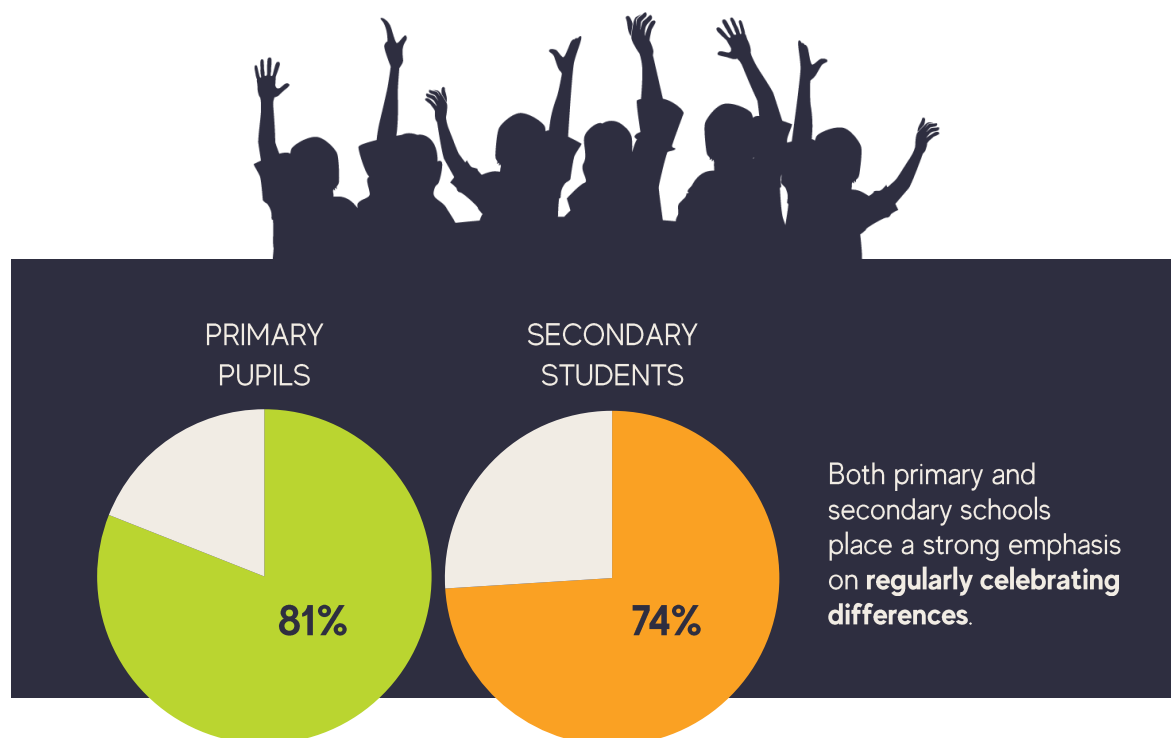


Fig 8.1: Chart showing student views on regular celebration of differences

This is positive to see in terms of raising the profile of visibility of different protected characteristics. Different religious festivals are often mentioned as key calendar events, alongside Black History Month and Pride.

However, there seems to be some identities and areas of diversity less celebrated and subsequently less visible. Many students mentioned **a lack of visibility around disability with particular reference to neurodiversity**. Notably, LGBT+, gender equality and diversity seem also to be less visible (see 3.3 on teaching of protected characteristics).

Secondary students highlight that prejudice attitudes can be linked to a lack of understanding and more visibility of diverse

identities will help tackle negative attitudes (see 3.3 on diversifying the curriculum).

A key space in which many schools choose to promote greater understanding of diversity is through assemblies. Some schools have 'drop down' or off timetable days to provide deeper knowledge around diversity issues. In the DfE's 'No place for bullying' report, there are ample case studies of schools utilising these off-timetable events to reinforce values and improve visibility.<sup>22</sup>

However, these should be used to supplement a curriculum which has diversity embedded throughout different subject areas, to ensure that this learning is reinforced throughout a variety of subject areas.

If celebrations of diversity in assemblies are the only time students are exposed to diverse identities, information disseminated runs the risk of **becoming tokenistic**. As one student highlights the danger of one-off events:

***“The most they (the school) do is usually a short assembly during form (which is 15-20 minutes at the start of the day) which no one really listens to/takes seriously.”***

Dr Remi Joseph Salisbury in Runnymede's race report calls on schools to think more strategically about the use of assemblies and questions

***‘why these issues – along with issues of class, gender, disability and sexuality – are not embedded more fundamentally in schooling structures.’<sup>23</sup>***

Whilst there has been positive traction seen recently around decolonising the curriculum, schools recognise there is a lot more work to be done around usualising the diversity of our society across all subjects.<sup>24</sup> It is evident that schools are taking strides to celebrate diversity and promote visibility of diverse identities through key calendar events and assemblies. Yet, to embed this learning effectively there is a need to diversify the curriculum (see 3.3), and provide opportunities for students to ‘extend and apply their learning in other subjects’.<sup>25</sup>

”

***I believe most of the reason why people will ‘make fun’ of somebody is because they don’t understand. I feel as though if we learn more about stuff (e.g. disabilities, gender identities and cultural beliefs and race) the less people will make fun of it.***

– Student

## 3.5 Wider school community

### WE FOUND THAT:

- Parents/carers feel there is a lack of communication from schools around diversity work and would like to be kept more informed
- Staff perceive wider community attitudes as a barrier to diversity work in schools, and recognise better communication and improving parental knowledge is key to supporting a successful whole school approach
- The wider community are largely supportive of schools' efforts to celebrate diversity and inclusion
- Some parents/carers are concerned that students are not being taught about diversity effectively
- Parents are mostly aware of policies and who to contact but there is a large proportion who were not

### CONTEXT

In the Department for Education's 'Approaches to preventing and tackling bullying' all case study schools found that a whole school approach was 'vital' to support anti-bullying work within schools.<sup>26</sup> This means involving not only the staff and pupils within the school, but the wider community comprising of governors, parents and carers. This involves clear communication with, and an understanding of, the wider school community.

### 3.5.1 COMMUNICATION

The Department for Education encourages clear communication around all anti-bullying work, 'to align the messages that pupils receive from home and from school.'<sup>27</sup>

However, it would appear from the schools surveyed, some are apprehensive to engage the wider community when it comes to diversity and inclusion. This can be seen in the reluctance to distribute surveys to parents/carers: **19 of 55** schools did not distribute surveys to this group.

When questioned as to why, many reported perceiving there may be **challenges from some members of the school community around issues that may be seen as contentious**. One teacher said their SLT wouldn't send the surveys in case:

***“it opens up a can of worms and causes unnecessary complaints”.***



When staff were asked if they had support from the wider school community on celebrating diversity and inclusion, overall, **74% agreed to some extent**, but only **20% strongly agreed**. Approximately, 200 comments from staff, from a total staff sample of 908 respondents, mentioned **parental/community prejudices or attitudes as being barriers to inclusion work**.

***“I feel some of our parents have prejudices and this would be powerful to tackle but how we approach this I am unsure of where to start.”***

This uncertainty around how best to engage parents/carers may be causing schools to avoid attempting to engage these influential stakeholders at all.

This could explain why 35% of parents/carers disagreed that the school regularly consults with them about how to make the school more inclusive. A further 9% reported that they didn't know.

An additional barrier noted by some staff was the influence of the wider community's attitudes, which can in some cases undermine the positive work done within schools:

***“I believe that many parents would not be supportive of diversity training due to entrenched attitudes and some may directly challenge this training at home.”***

Gender identity is an area that has gained considerable attention in the media recently, and schools have been seeking guidance on this during the training sessions in both primary and secondary.

**In approximately half of the training sessions delivered staff raised inclusion work around gender identity as becoming a contentious issue among parents.**

Many shared that they have received criticism from the wider community for being inclusive of gender diversity. This has left some schools reluctant to share their work with the wider community, with one teacher noting that:

***“Parent-teacher communication can be cloak and dagger with regards to diversity and gender identity.”***

The schools reported to successfully having reduced prejudice in the Ofsted's 'No Place for Bullying' report established **clear, frequent communication with the wider community** and sought to include parent/carer voice through questionnaires. In some cases, schools even collaborated and consulted with the wider community to create policies.

13 of the 66 school leaders identified improving home-school communication as a main priority in ensuring anti-bullying work is tackled using a whole school approach (see 3.8). To supplement this, these schools are working on empowering the wider community through including members of the community in their diversity education programme. One leader's priority is:

***"Further education of the parent body - something that the school is aware of and now attempting to work on, in the face of enormous pressure of workload."***

This approach would be welcomed by some in the wider community. When asked about what support the school needed to prevent bullying and to create an inclusive environment, one parent said:

***"Ways to help educate the parents as well as the children so conversations can happen at home so the pupils can continue their behaviour outside of the school and in the home/public area, to help them become a better citizen."***

This solution has been proposed by around nine of the school leaders.

**However, the demands on teachers' workloads are already significant.**

A 2019 study from UCL found that a quarter of teachers in England work more than 60 hours a week.<sup>28</sup>

**Therefore, it is not realistic to expect all schools to have the capacity to facilitate similar initiatives unless more resources are made available for community or parent/carer involvement.** However, several parent comments welcome improved communication around the school's diversity work as a potential solution:

***"I'd like more communication about it with parents and the wider community."***

***"More awareness to parents of key principles applied and discussed in school and more info on how this is tackled in the curriculum."***

Some schools required better communication and dissemination of their anti-bullying and behavior policies. At least 10 of the schools who took part in the project did not have an up-to-date anti-bullying policy available on their website.

**Worryingly, 24% of parents/carers surveyed were not aware of the school anti-bullying and behaviour policies, with a further 5% who were not sure.**

In total, 29% of the members of the wider community surveyed were not familiar with their schools' policies, lacking a clear definition of what constitutes bullying and examples of prejudice.

## 3.5.2 SUPPORT FROM THE WIDER COMMUNITY

**Largely, parents/carers were supportive of schools' efforts to celebrate inclusion and diversity, with 72% agreeing that parents/carers are supportive.**

It can be inferred from the comments provided by the 12% who disagreed that they did so due to not **having a clear understanding of how schools are celebrating diversity**. Lack of communication was frequently mentioned, suggesting parents/carers are just unsure or unclear about how schools are facilitating these initiatives.

Some had a grievance with how schools had previously handled a bullying incident with their child/children, resulting in a **lack of faith in how schools are tackling and preventing bullying, and perhaps skewing their views around school's inclusion work**. There was also concern on how diversity was being taught:

“

***It's not so much whether the school does this or that, more about whether they do it enough & whether the quality of what they do is good & has impact. Personally, I believe there are many missed opportunities to discuss & celebrate diversity through the curriculum.***

- Parent



From the responses received, governors demonstrated overwhelming **support for schools to celebrate diversity and inclusion work, with 94% agreeing**. Interestingly, this was another group of stakeholders that we were lacking responses from. 19 of the 55 schools did not send surveys to governors, and there were only 160 respondents in total.



## 3.6 Staff training

### WE FOUND THAT:

- Staff confidence was identified as a barrier to preventing and tackling bullying
- Staff training was effective at increasing understanding and confidence
- Schools should train staff on LGBT+ inclusion and gender equality as a priority

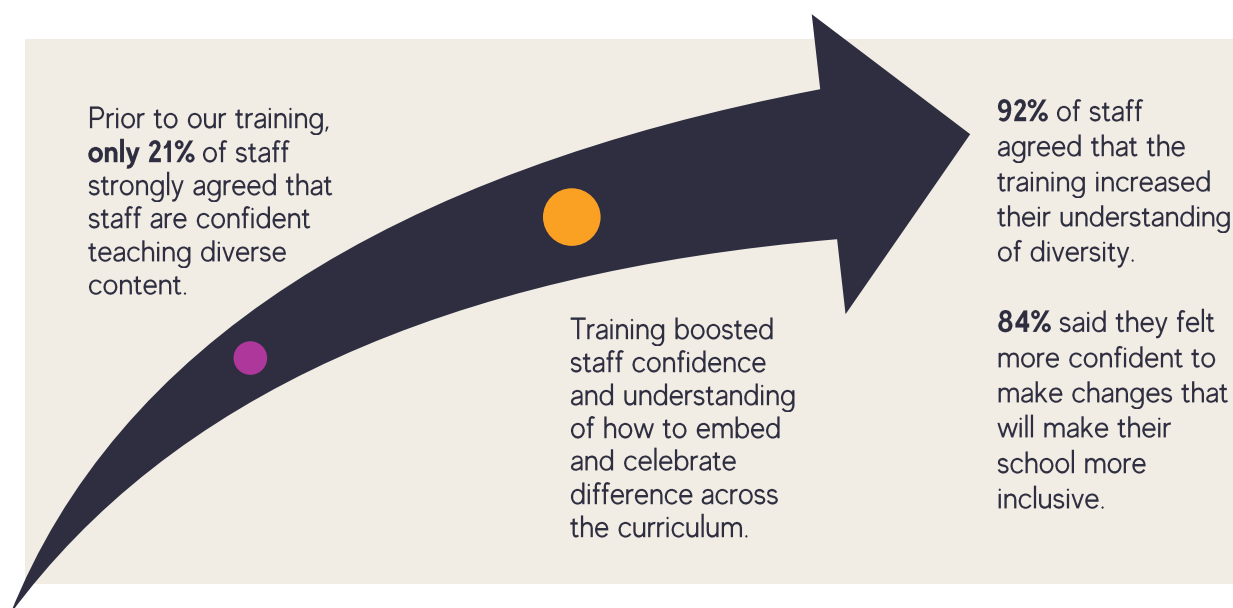
### CONTEXT

Ensuring staff are appropriately trained is a key element to embedding a whole school approach to anti-bullying. This should include specialist knowledge on understanding young people's needs based on protected characteristics.<sup>29</sup> Effective staff training includes all members of school staff and involves clear commitment from SLT to preventing prejudice-based bullying.<sup>30</sup>

### 3.6.1 BUILDING CONFIDENCE AND SKILLS TO MAKE CHANGES

Although 86% of staff said they learn about diverse identities, people, and relationships as part of their CPD, a clear theme emerging from SLT was that “**staff are worried about making mistakes when teaching about diverse content and accidentally offending**”.

Confidence was noted as a barrier by a significant number. As such it is important that schools invest in building staff confidence in relation to teaching more diverse content.



**Diversifying the curriculum** was mentioned by over half of staff who completed evaluation forms in response to a free text question on the steps they planned to take post-training.

This suggests that CPD for staff can help overcome their fear of causing offence and help them embed a celebration of difference across the curriculum. Given that LGBT+ and gender-based bullying was noted as the least taught about and most prevalent form of prejudice-based bullying in the surveyed schools, training should be sought in these areas as a priority.

One teacher noted that they appreciated:

***“The trainer openly saying that becoming aware of unconscious bias is part of the process - not something to be embarrassed about.”***

Our data suggests that effective staff training can be a key tool in building staff confidence to effectively prevent and tackle bullying.



***“Trainer was excellent. Really liked the fact that she gave staff confidence to deal with issues and respond to concerns. Thought the suggested responses to tricky issues was a good idea - this rarely happens in training. Often training is too much around theory without practical take away tips. Also really like the way the trainer said that we should not worry about ‘getting it wrong/saying the wrong thing’ and just acknowledge and move on. This was good to hear.***

***This was important as I think that this is a key issue for people working in schools these days - they worry about ‘keeping up’ with the correct terminology and therefore avoid discussing/responding to issues. Training resources good quality and it is brilliant that we now have access to such high quality and useful resources.”***

– Teacher

## 3.7 What are the next steps?

### WE FOUND THAT:

#### Students would like...

- more education and understanding of diversity, throughout subject areas
- staff to be more knowledgeable about topics such as LGBTQ+ and gender
- reports to be taken seriously with more effective resolutions from schools in response to prejudice and better support for victims

#### Staff would like...

- regular CPD on diversity issues to improve confidence in teaching / reduce fear of offending
- confidence from all staff not to 'shy away' from difficult discussion
- to recognise the need for a clear whole school approach with consistent application of behavior policies
- opportunities to build diversity into the curriculum throughout all subject areas
- support engaging with parents/carers

#### SLT would like...

- to ensure there are more effective responses to bullying incidents
- to embed diversity throughout school curriculum
- to improve home/school communication

#### Parents would like...

- better communication and inclusion of parents/carers in school life
- to be confident that if an incident is reported it will be followed up effectively

#### Governors would like...

- to see more detailed data on prejudiced incidents within schools

### CONTEXT

Looking forward from our intervention of staff training, in this section we will outline what the different groups of stakeholders want and feel they need in order to reduce prejudiced attitudes, bullying and make schools more equitable environments.

Research demonstrates that schools which are successful in bullying prevention use a whole school approach.<sup>31</sup> This happens when 'every person who is part of the school, irrespective of their position, is not only aware of the school's approach to tackling bullying, but participates in its delivery.'<sup>32</sup> Therefore, taking into consideration the views of the whole school community outlined below, we will share what was most frequently mentioned in survey comments, in terms of support needed, from each group of stakeholders.

### 3.7.1 STUDENTS: CURRICULUM AND EDUCATION

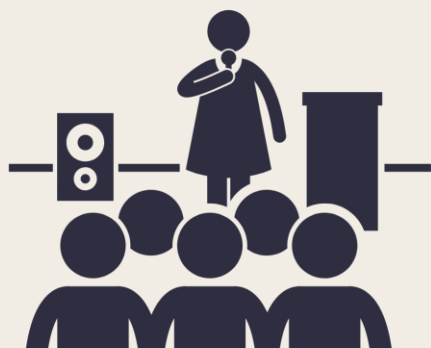
Only secondary students were asked 'What support, if any, does your school need to prevent bullying and create a school environment where our differences are celebrated?'. Therefore, the findings exclude the views of primary students.

Frequently mentioned, in approximately 350 comments out of around 1150 received, was a **need for deeper understanding and further education on differences and diversity**. Many students mentioned these topics are only discussed in broad terms in assemblies, and would like to know more:

***"If the topics were mentioned more. If people don't know about things, they become afraid of them. We just need to normalise differences."***

***"A lot of these things are mentioned however not in the right way, for example teachers will briefly touch upon an issue then never look at it again."***

Every term we consult with our Student Voice Group. These are groups of students from around the country, often part of active student voice groups in their schools, who provide us with feedback on current issues and help to shape our training materials. Almost all of them commented that:



Assemblies reach larger numbers, but it was **easier not to engage with messages**.



Workshops and form time activities were **more engaging and impactful**.

Some students surveyed believed that **staff teaching about topics of diversity did not have the level of confidence or knowledge** to meaningfully teach about it. Furthermore, they also said resources used can be dated and not representative enough, especially in relation to gender diversity and sexuality:

***“Sexuality, race, gender etc. are talked about in PSHE, but I feel like the teachers could be a bit more educated on sexualities since there are quite a lot more in modern day.”***

***“There are some teachers that seem to be uneducated on some of the topics too.”***

It would appear that **students want more education on diversity issues in lessons throughout different subject areas**, not just in assemblies, and to extend this learning and deeper knowledge to teachers through more training so that they can be more confident in teaching and discussing diversity.

### 3.7.2 STUDENTS: SUPPORT AND PROCESSES

Another area that students were keen to address was support for victims of bullying, and having **more robust and effective processes** in place. The findings in section 3.2 indicate that secondary students were less likely to report bullying than primary students.

This may be explained in their comments, which suggest a lot of students had a **general lack of faith** that secondary schools would be able to improve the situation for those who have been bullied, and were not effective in their response or perceived that involvement from school could potentially exacerbate issues:

***“Teachers don’t do anything when they hear or see bullying and when you report it they don’t really do anything.”***

***“Every time I have reported people for bullying me, the staff have “talked to” the person/people I’ve reported, no punishments have been put in place. This has not stopped the comments I’ve gotten and has sometimes made them worse. However, teachers are usually willing to move people in seating plans who are bothering others that they’re sat near.”***



A further point of note that came through in the student comments is that **some students felt as though prejudiced language and attitudes were not addressed quickly enough, or even noticed by staff**. This could further explain their reluctance to report. If students are witnessing prejudiced language that is not being addressed or sanctioned by staff, they may lose confidence in the fact that schools can effectively tackle bullying:

***“Many teachers over hear homophobic or racial things being said but just deal with it how they would just deal with people disrupting the class not actually acknowledging what’s being said.”***

Students **clearly wanted to see a more proactive approach when it comes to reducing prejudice and bullying**. Many students also called for more severe sanctions and consequences to prejudice, discrimination and bullying in order to deter perpetrators. As can be seen from their comments, lots questioned whether their school’s responses were effective enough, which is clearly impacting on their willingness to report.

### 3.7.3 STAFF: TRAINING AND WHOLE SCHOOL APPROACH

One of the key areas that staff identified was **more training and knowledge around diversity**, again with particular reference to gender and LGBTQ+. Some felt this was particularly important for schools and bodies of staff in less diverse areas to promote better understanding of issues faced by communities unfamiliar to themselves.

Some staff asked for **better support and guidance from SLT**, as some felt they did not have time to resolve incidents or know how best to approach them in some cases:

***“SLT leadership and leading on diversity and inclusion. It falls at the feet of many staff who don’t have the time or any incentives to take on promoting diversity, which isn’t good enough given the size of the SLT.”***

***“CPD for staff, a much more overt celebration of difference, more PHSE that is focused on difference for students, consistent challenging by staff.”***

Closely linked to calls for further CPD, many staff wanted a consistent, whole school approach to enable everyone in the community to recognise and challenge prejudice. Many felt that, with greater understanding, staff would feel more empowered to challenge prejudice. This would ideally be extended to all members of staff, including non-teaching, to ensure that incidents were dealt with consistently. Staff echoed sentiments expressed by students regarding reluctance to report issues if they aren't dealt with effectively:

***“Staff need to be trained more regarding what is seen as offensive. Some staff don’t even know basic differences between xenophobia and racism. Sexist comments can be accepted by some staff members and flagged up by others. There needs to be more training, so that all staff act the same, instead of basing their judgement on their own unconscious bias.”***

***“Students need to feel supported and have knowledge that they will be safe if they come to staff about any bullying happening in the school.”***

### 3.7.4 STAFF: CURRICULUM, EDUCATION AND VISIBILITY

Staff highlighted that a key area for development is around the curriculum, and that there needs to be more opportunities embedded throughout different subject areas to be more inclusive and represent the diversity of society. However, many members of school staff surveyed also stressed that planning and facilitation of this approach would require considerable time and resources. Staff would like more contact from outside organisations that can provide contact with diverse groups. Many suggested it would also be useful to learn from other schools who already champion diversity effectively:



***“I would like to see students getting more one-to-one interaction with people from diverse backgrounds so that they realise the first-hand impact of bullying on people who perhaps don’t conform to the students’ understanding of what it is to be ‘normal’ - thus challenging this notion.”***



***“Ensure staff are challenged to teach inclusively - more training on implicit ways they reinforce harmful stereotypes in lessons, particularly regarding gender, sexuality and race, and how to avoid this. Perhaps a curriculum audit to establish where diversity can be reflected more fully in subjects.”***

Staff appear keen to implement changes to the curriculum to make this more inclusive and representative of diverse identities. But in doing so, some highlighted the need to ensure this did not alienate any of their student population, that the curriculum is inclusive of all, and that information is not tokenistic. In order to do so, staff call for adequate time to implement changes effectively.

Finally, as previously seen in section 3.4, staff perceive the attitudes of the wider community as a barrier to inclusion and diversity work within schools. Over 100 comments mention parents and many staff would like guidance on **how to better facilitate parental engagement**:

Staff recognise the importance of gaining support from the wider community, to help tackle and prevent bullying and would like support to facilitate better home-school relationships.

***“Educating the community and challenging opinions brought from home.”***

***“More parental engagement in their child’s learning.”***

### 3.7.5 SLT: POLICIES AND PROCESSES

The SLT surveys had the largest volume of qualitative data, with much more open text than other stakeholder surveys. There was a wide variety of priorities listed from the 66 SLT who completed the surveys. For brevity, only the most frequently mentioned next steps shall be addressed.

**More effective response to incidents** was cited most frequently as a key priority around policies and processes. Almost one quarter (24%) of the SLT surveyed recognised this as a priority going forward. School leaders hope this will give the community more confidence that reports will be taken seriously:

***“Dealing with incidents immediately and be consistent in approach.”***

***“To ensure that all children feel safe and valued in school. That they can disclose to any adult and feel listened to.”***

### 3.7.6 SLT: CURRICULUM AND EDUCATION

Around curriculum and education, the most frequently mentioned next step was the need to **diversify the curriculum through representations in class and greater exposure to diversity and differences**. This was mentioned by a quarter of respondents:

***“Diversifying, deepening and developing functional curriculum for all.”***

***“All children can ‘see themselves’ in our curriculum.”***

### 3.7.7 SLT: VALUES AND VISIBILITY

The key area that the majority of SLT identified that needs improvement around values and visibility, was **facilitating better home-school communication**. Similarly identified by staff (as can be seen in the previous section), around 20% of SLT listed this as priority going forwards:

***“Gaining far more student and parent voice, and actively engaging different stakeholders.”***

### 3.7.8 PARENTS/CARERS

This group of stakeholders commented less than students and staff. A lot of the respondents who did comment had clearly had a negative experience with the school around bullying. The needs expressed by this group in terms of next steps might be particularly impacted by prior experiences with the school.

**Better communication from schools was most frequently mentioned by parents/carers as a priority for their school.** This was both in relation to what was generally going on in school and their children’s education, and following on from specific issues raised with schools. Some noted that communication may not have been as effective due to the pandemic:

***“Parents were more involved to celebrate inclusion prior to COVID. This has been somewhat hampered over the last two years.”***

***“Poor communication and response to incidents from school causes barriers to be created.”***

Similarly to students, **parents/carers expressed concerns to some schools’ response to bullying or prejudice that had been reported**. Many felt that the response was inadequate, unresolved or that staff had not followed up with parents/carers to communicate the outcome of the situation.

Furthermore, parents/carers echoed the views of students that **there was a reluctance to report for fear of making the situation worse:**

***“Parents and students’ issues are ignored and disregarded until situations reach a breaking point at which point the situation tends to be too far out of control for the school to adequately handle. The teachers are overstretched with countless other pieces of legislation they have to comply with that student’s behaviour and parents’ concerns are not taken into account.”***

***“More support for students to feel action will be taken when they have the courage to report behaviours which make them uncomfortable. Beginning with genuine active listening. Perhaps forums in the school or a clearer line of authority so they know who to speak to. And that person should be open to listening, not defensive.”***

There are some clear similarities between secondary students’ and parent/carers’ views around how schools respond to bullying. **Both groups of stakeholders want more effective responses from schools as a means to encourage and increase reporting.** Both groups demonstrate a lack of confidence that matters have, or will be handled effectively.

### 3.7.9 GOVERNORS: CURRICULUM AND EDUCATION

There was a smaller number of respondents for the governor surveys as outlined in section 3.5, with only 160 responses in total. Governors were more likely to agree that they saw data on bullying in schools (76%) in comparison to data on incidents of prejudiced language (65%). **Worryingly, 15% disagreed that they saw data on bullying and a further 23% disagreed that they saw prejudiced language recorded against type of language.** Predominantly, what can be seen from the limited comments given, is that governors would like to see more detailed data on bullying and prejudice incidents within schools:

Some governors recognise that with more effective logging and monitoring, data could be used to support the school with interventions going forwards.

***“More specific data re bullying against type and the experience of students with protected characteristics would be helpful to inform understanding and appropriate interventions.”***

- <sup>3</sup>Healthy Schools London, *Anti-bullying guidance for schools*, 2008  
<https://www.london.gov.uk/what-we-do/health/healthy-schools-london/awards/sites/default/files/Anti%20Bullying%20-%20Guidance%20for%20Schools.pdf>
- <sup>4</sup>DRM, *Pathways to LGBT+ Inclusion*, 2020
- <sup>5</sup>Department for Education, *Preventing and Tackling Bullying*, 2017
- <sup>6</sup>DRM, *Pathways to LGBT+ inclusion*, 2020
- <sup>7</sup>Just Like Us, *Growing up LGBT+*, 2021
- <sup>8</sup>DRM, *Pathways to LGBT+ inclusion*, 2020
- <sup>9</sup>ibid.
- <sup>10</sup>Department for Education, *Preventing and Tackling Bullying*, 2017
- <sup>11</sup>Ofsted, *No place for bullying*, 2012.  
[https://assets.publishing.service.gov.uk/government/uploads/system/uploads/attachment\\_data/file/413234/No\\_place\\_for\\_bullying.pdf](https://assets.publishing.service.gov.uk/government/uploads/system/uploads/attachment_data/file/413234/No_place_for_bullying.pdf)
- <sup>12</sup>Department for Education, *Preventing and Tackling Bullying*, 2017
- <sup>13</sup>Just Like Us, *Growing up LGBT+*, 2021
- <sup>14</sup>Department for Education, *Preventing and Tackling Bullying*, 2017
- <sup>15</sup>Just Like Us, *Growing up LGBT+*, 2021
- <sup>16</sup>Stonewall, *School report*, 2017
- <sup>17</sup>Department for Education, *Preventing and Tackling Bullying*, 2017
- <sup>18</sup>Stonewall, *School Report*, 2019
- <sup>19</sup>DRM, *Pathways to LGBT+ Inclusion*, 2020
- <sup>20</sup>ibid.
- <sup>21</sup>Stonewall, *School Report*, 2017
- <sup>22</sup>Ofsted, *No place for bullying*, 2012
- <sup>23</sup>Runnymede, *Race and Racism in English Secondary Schools*, 2020 [https://assets-global.website-files.com/61488f992b58e687f1108c7c/61bcc0cc2a023368396c03d4\\_Runnymede%20Secondary%20Schools%20report%20FINAL.pdf](https://assets-global.website-files.com/61488f992b58e687f1108c7c/61bcc0cc2a023368396c03d4_Runnymede%20Secondary%20Schools%20report%20FINAL.pdf)
- <sup>24</sup>Aamna Mohdin, 'I've felt quite proud': the diverse curriculum inspiring school pupils in *The Guardian*, 2022 <https://www.theguardian.com/world/2022/jan/07/ive-felt-quite-proud-the-diverse-curriculum-inspiring-school-pupils>
- <sup>25</sup>Ofsted, *No place for bullying*, 2012
- <sup>26</sup>Department for Education, *Approaches to Preventing and Tackling Bullying: Case studies*, 2018
- <sup>27</sup>ibid.
- <sup>28</sup>Weale, S. *25% of teachers in England work more than 60 hours a week – study* in *The Guardian*, 2019. Available at [25% of teachers in England work more than 60 hours a week - study | Teachers' workload | The Guardian](https://www.theguardian.com/education/2019/jun/11/25-of-teachers-in-england-work-more-than-60-hours-a-week-study)
- <sup>29</sup>Department for Education, *Preventing and Tackling Bullying*, 2017
- <sup>30</sup>Ofsted, *No place for bullying*, 2012
- <sup>31</sup>Healthy Schools London, *Anti-bullying guidance for schools*, 2008
- <sup>32</sup>The Diana Award, *Whole School Approach*  
<https://www.stoppestennu.nl/sites/default/files/uploads/takingawholeschoolapproachtoanti-bullying.pdf>

# ***chapter 4***

## **OUR IMPACT**

This chapter explores the impact of our work, summarising findings from post-training and post-workshop evaluation tools.

# 4.1 What we learned about stakeholder surveys

## WE FOUND THAT:

- Surveying of school's stakeholders gave essential data to tailor training and ensure it met the individual needs of the schools

A crucial part of the project asked schools to collect data on behalf of DRM from key stakeholder groups. Though there have been some obstacles to this (see 5.1), participation levels have been encouraging and allowed us to tailor the content of our staff training and pitch the delivery to meet school's needs.

Key findings from the data were then shared with schools during and after training, allowing us to work with staff on their key priorities on their journey to creating an inclusive school culture free from prejudice language and bullying.



**88%** of the 359 teachers surveyed said the **training was pitched at the right level** and was relevant to them and their role in school.

When asked what they liked about the training, one attendee commented:

***“Content pitched just right for our school. Varied focus, not just on one of the protected characteristics. Ideas of how to embed.”***

Another commented:

***“Tailor made to be relevant for our school and also the fact there is support before and after to help write an action plan.”***

## 4.2 The staff training we delivered

### WE FOUND THAT:

- Staff training left attendees with a greater knowledge and understanding of bullying linked to the protected characteristics
- Content of staff training and delivery from facilitators engaged staff and inspired them to be part of their school's journey of becoming more inclusive
- Our training helped staff identify their next steps in supporting their school to become more inclusive

### 4.2.1 CONTENT OF THE TRAINING

Immediately following the staff training we asked those in attendance to complete an evaluation to help us understand what was gained from our sessions and suggest any improvements we could make to the training to increase its impact and effectiveness. From those surveyed:

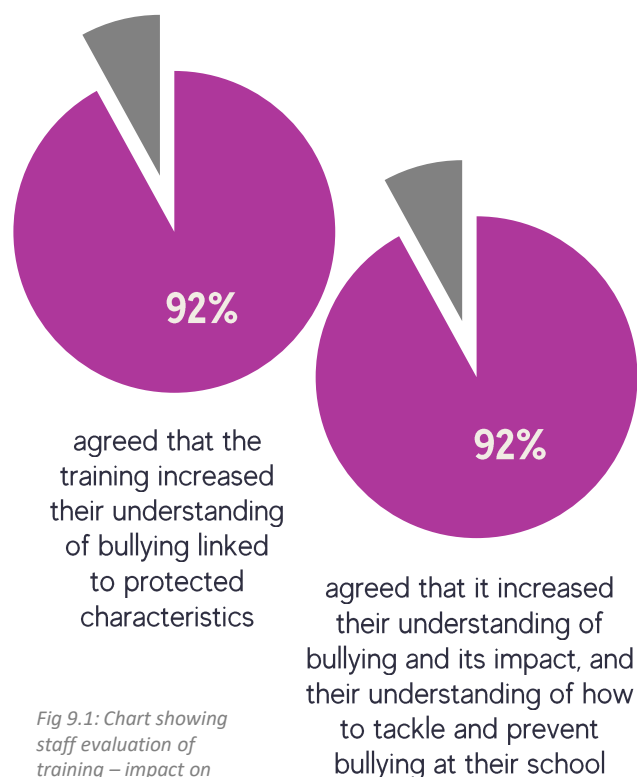


Fig 9.1: Chart showing staff evaluation of training – impact on understanding

When asked on the survey what they liked about the training, comments included:

***It didn't feel like being preached at and the trainers seemed comfortable meeting us where we are in our journey to being more inclusive. They were also very encouraging and recognised the things we're doing well already.***

”

“

***It was thought-provoking, and opened my eyes to the statistics around bullying. The small tasks helped understand areas of my teaching and my own life that can relate to stopping bullying.***

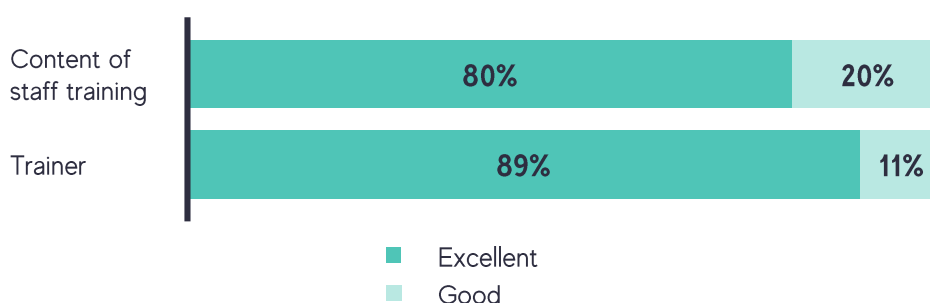


Fig 9.2: Graph showing staff evaluation of training: content and trainer

Below is a visualisation that shows some of the regularly used words by staff to describe the training session:





## 4.2.2 USE OF PROFESSIONAL TRAINERS

Use of **professional trainers with specialist knowledge of schools and teaching** as well as **lived experience of prejudice and discrimination** greatly appealed to staff attending the sessions. To know that the trainers had first-hand experience of the barriers and pressures school staff are faced with, as well as a sound knowledge of the needs and behaviours of students, meant the training was able to have a greater impact.

When asked what they liked about the training, comments included:

***“I like that it was delivered by someone who is transgender who also was able to/ didn’t mind sharing their own personal story. This element is invaluable in this training and why it had so much more impact than a member of staff delivering it.”***

***“(The) trainer had actually been in school recently so knows what it is practically like. Real life experience.”***

***“(The facilitator) was extremely knowledgeable and clearly passionate about the training. (The Role Model’s) story was incredibly moving and brave. Working in a school with such limited diversity it is so useful to attend courses like these. The time flew, very rare on training courses, I could have listened for hours!”***

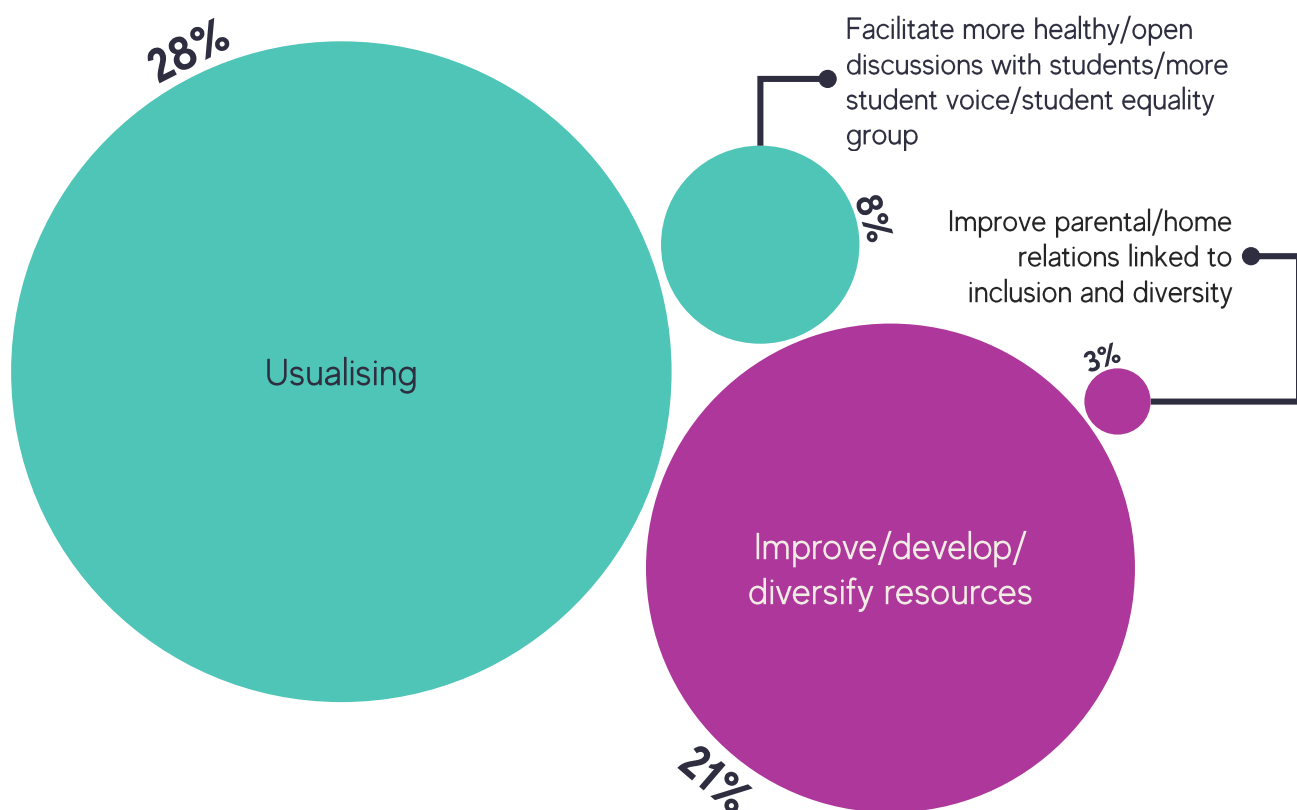
## 4.2.3 LEARNING AND NEXT STEPS

Case study schools were asked to comment upon what they had learned from the training, some responses are listed below:

***“The impact of usualising in my own teaching. I have started to think about how I can ensure equality runs throughout my lessons.”***

***“For me, it has made me realise diversity needs to be lived and breathed through all parts of the curriculum.”***

***“(The) practical resources have given us guidance to challenge prejudice language and diversify the curriculum.”***



As part of the post-training staff evaluation we also asked staff to comment on what changes they planned to implement as a result of the training.

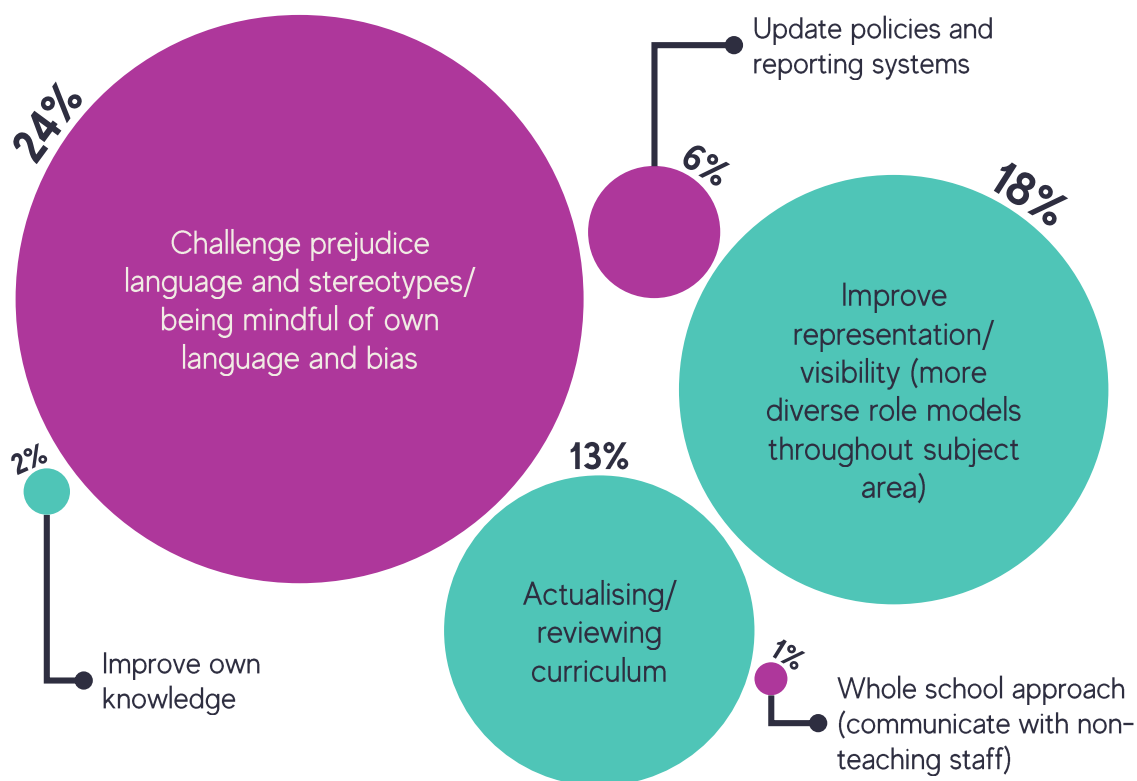


Fig 9.3: Chart showing staff evaluation of training: implementing changes

## 4.3 Delivery of primary pupil workshops

### WE FOUND THAT:

- Staff observing felt our workshops significantly improved pupils understanding of difference and the need to celebrate diversity
- Staff observing felt our workshops increased pupils understanding of diversity, bullying and its impact
- Staff felt confident that the workshops will have a positive impact on inclusion at their school
- Students reflected that they had learnt 'a lot' from the workshops

Immediately following the delivery of a pupil workshop, we asked all staff members who observed the lesson to complete an evaluation to measure the lesson's impact, evaluate its effectiveness and support us in improving the content.

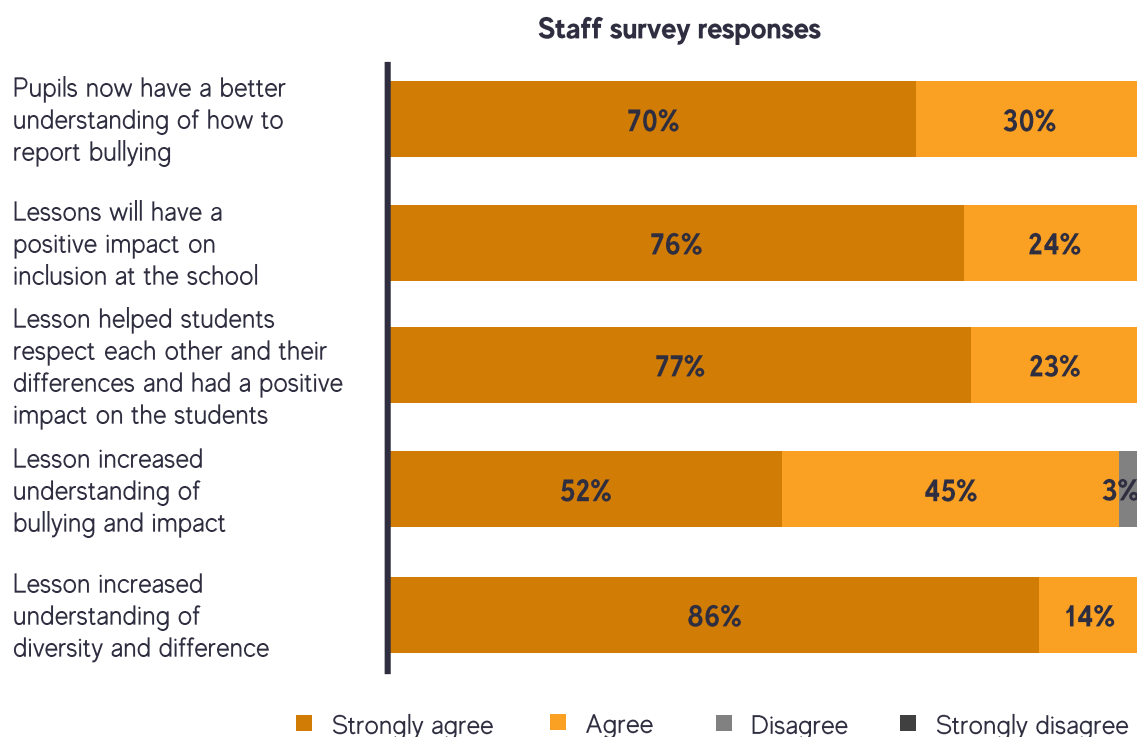


Fig 10.1: Graph showing staff evaluation of workshops

Some staff comments on the workshops:

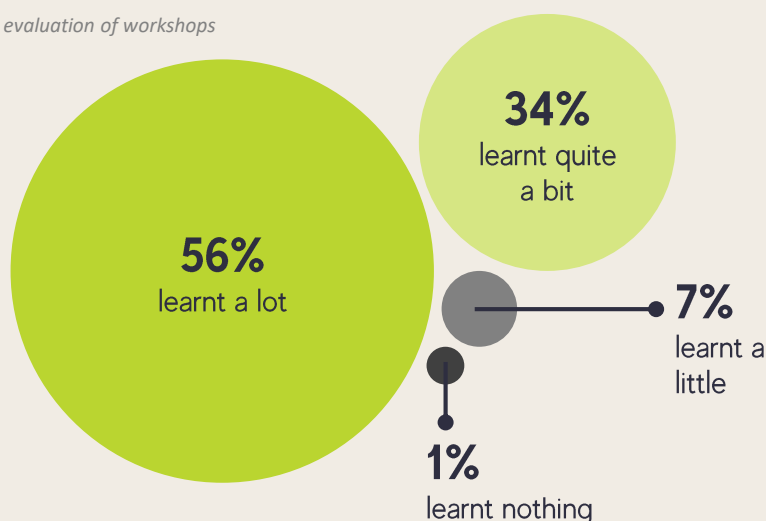
***“The lesson contained a variety of differences and diversity, and lots of space for children to discuss and share.”***

***“The workshops benefitted staff and pupils. We have altered our PSHE scheme of work as a result to include more opportunities for the teaching of diversity.”***

Fig 10.2: Chart showing primary student evaluation of workshops

After delivery we asked Year 5 and 6 pupils to complete a short evaluation form about the workshops they had received (this would have been more difficult to complete with younger students so we opted for upper KS2).

From those surveyed:



Pupils were asked to comment on **what they had learnt**. Some pupil responses include:

***“Never to judge anyone about their race, gender, sexuality and more.”***

***“That people sometimes hide who they are to fit in.”***

***“Everyone is unique and special in their own way.”***

Pupils were asked (based on what they had learnt in the session) to comment on what they would do if someone was being bullied for being different. Some pupil responses include:

***“Go and help them and tell the bully it doesn’t matter if you look different because we’re all different inside.”***



## 4.4 How we used Role Models

### WE FOUND THAT:

- Use of Role Models in our primary workshops engaged pupils in the sessions and supported them to understand differences
- Use of our Role Models in our staff training inspired staff to reflect upon and make necessary changes to their own practice

A key part of our staff training and pupil workshops is the use of a personal story from one of our volunteer Role Models. For each staff training session a role model shares a 5-minute **personal lived experience story about facing prejudice and/or bullying themselves** (linked to one or more of the protected characteristics), or being an ally to those who do. In our primary pupil workshops, they speak to pupils about the differences within their family and their lived experiences of stereotyping and bullying.

**Role model stories are unique, personal and are a key part of the effectiveness of our staff training and pupil workshops, inspiring empathy, reflection and a drive for change in both pupils and staff alike.**

When asked to complete a survey related to our pupil workshops:

# 100%

of staff agreed that pupils were engaged by the Role Model.



“

***The Role model story was very impactful for children, they asked lots of questions which promoted acceptance.***

- Staff

Though staff were not directly asked about the Role Model in the staff training evaluation, over a third of those surveyed commented specifically on the impact this had when asked what they liked about the training.

Comments included:

***“The role model story was touching and engaging. It put the purpose and importance of the training at the heart of the evening. It really made me reflect on my own practice and the conversations I have with the young people in my care.”***

***“Listening to personal experiences helped me to recognise and understand how and why things need to change.”***

## 4.5 Post-training materials

### WE FOUND THAT:

- Our Action Plan mapped out next steps and empowered schools to take the next steps needed in becoming an inclusive school
- Our online video resources have given staff access to lived experiences. These are being embedded into the curriculum to help actualise the protected characteristics and promote empathy in young people
- Our resource pack gives teachers tools to embed a celebration of difference into their classrooms immediately

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### 4.5.1 ACTION PLAN

Some comments from our Case Study schools about the Action Plan:

***“The Action Plan is being utilised in a curriculum review I’m conducting for 22/23. I’m currently mapping the PSHE curriculum and assemblies schedule for next year and the action plan will help inform this review - particularly what areas of the curriculum need to be included/emphasised.”***

***“The training, action plan and student feedback is vital in us moving forward in a more informed way.”***

## 4.5.2 RESOURCES

Our online resources are becoming an essential tool in the delivery of the PSHE curriculum for schools. This bank of resources will continue to grow as part of the next year of the project, covering even more of the protected characteristics. Schools are also provided with recommended resources and further staff reading materials broken down according to protected characteristic. We have used our experienced teams recommendations of quality materials to assist schools in improving, developing and diversifying their curriculum.

Some comments from our Case Study schools about our online video resources:

***“I have used the DRM [Role Model] lived experience videos in PSHE and found them to be really useful. It is a different way for pupils to see the impact of things such as prejudicial language.”***

***“After a pupil suspension for using a derogatory term (prejudice language), they watch and reflect upon these videos as part of a restorative approach. Not only do they receive a consequence for their behaviour, but upon returning to school they do (DRM’s) activities (and reflect upon) why this is unacceptable behaviour and what impact their actions can have on others.”***

***“(I have) used the Vimeo (video) resources to input into PSHE lessons, (I) love the resources they are brilliant.”***



## 4.6 What changes have schools already implemented?

### WE FOUND THAT:

- Schools have been inspired by our training to review/audit their curriculum, looking to embed diversity throughout (through usualising and actualising the protected characteristics)
- Our training has motivated schools to make the protected characteristics more visible in their school community

A significant part of the training (and post-training materials) focused on the importance of visibility both in the curriculum and outside of the classroom. A school's curriculum and environment should be inclusive and representative of all the protected characteristics. For many our training has been a springboard to implement changes and ensure this representation is happening through usualising and actualising the protected characteristics (see 4.2).

Our case study schools were asked to further expand on how the training helped them/their school understand what their next steps should be:

***“It has made me realise diversity needs to be lived and breathed through all parts of the curriculum...the emphasis that all staff members and departments (should be involved) was really important to show how diversity needs to be embedded (by all).***

***So far, I have seen, and staff members have told me about what they are doing around embedding and usualising equality within their curriculum; from how they write example questions, to creating displays that explore diversity.”***

Our case study schools were asked to further expand what they have put in place as a result of the training. Some comments are as follows:

***“I have met with SLT to discuss the Action Plan at length, had an equality meeting of students from different protected characteristics.”***

***“We are developing a new culture amongst staff and young people, through usualising and actualising, staff with protected characteristics feel more empowered as well as students.”***

***“I am coaching/encouraging other departments on diversity, and am currently working with SEND department in this area.”***

***“School wide we are seeking to do an audit of where parts of equality fit within each of our curriculum areas to evaluate where we do it well, where it could be improved and where it could be added.”***

***“We are mapping out the awareness days/months to ensure there are celebrated and recognised for our students.”***

***“We are seeking more student voice from our students that fit within the protected characteristics to ensure we are a school that is inclusive and what work we can do to support this.”***

# ***chapter 5***

## **ADAPTING OUR INTERVENTION**

This chapter outlines our plans for change moving forward, based on our findings in the preceding chapter.

# 5.1 How will we survey stakeholders?

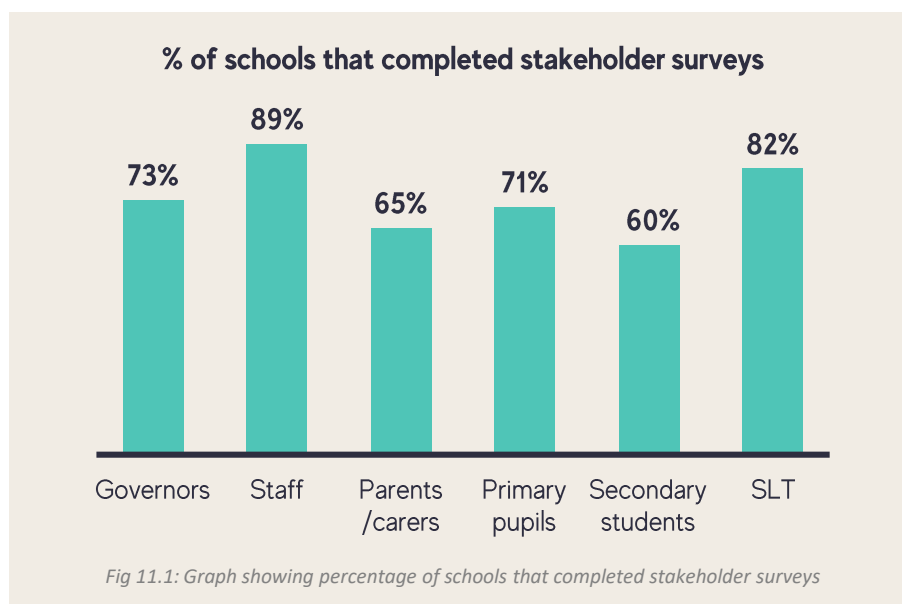
## WE FOUND THAT:

- There were gaps in data collection, with some schools not surveying all stakeholders
- Some schools provided a limited numbers of surveys for some stakeholder groups, meaning the sample is not an accurate representation

An early obstacle in Year 1 of the project was getting schools to engage fully in collecting data from all stakeholders. As shown in the data below, a number of schools had incomplete survey sets, making it difficult to fully tailor training and to provide a comprehensive data report and accurate Action Plan post-training. The stakeholder least likely to be surveyed was surprisingly pupils.

When looking at this further we found that pupil data was far less likely to be submitted, with only 66% of schools submitting pupil

data. This is likely to be down to access to technology within schools. For Year 2 of the project we may look at the possibility of suggesting that schools send this survey home for young people to complete, with ease of access to technology needed to complete the survey more likely to be available to a larger number of students. We also found that some of the primary schools submitting data had limited samples, suggesting that surveys were shared with only one class, or a select number. We will recommend in our Year 2 communication with Primary schools that they survey all Year 5 and 6 pupils.



The next lowest response rate was from the parent/carer group. There was no discernable difference between parents/carers with secondary students and parents/ carers with primary students. In our Education Steering Group, we asked the teachers and representatives from schools why this might be the case. It seems there is a worry amongst schools that this may give parent/carers a platform to express unrelated views or for

them to complain about the mishandling of historic events. What was evident from parent/carer surveys is that **only 56% of those surveyed felt the school consults with parents/carers regularly** about how to make the school more inclusive and that in giving parents/carers the opportunity to participate in this survey, this obvious gap in communication can be bridged.

## CHANGES TO BE IMPLEMENTED IN YEAR 2:

- PDF copies of the surveys will be sent to schools along with other survey comms. This allows staff to check surveys quickly and allow them to assess the appropriateness of sending to their stakeholders.
- Surveys will be sent out at least a month in advance of delivery to allow appropriate turnaround for schools in distributing these to stakeholders. It is also important to be mindful of the academic calendar and school holidays.
- The benefits of collecting this data will be shared with prospective Year 2 schools. A sample Post-Training Pack will be featured on our website to allow schools to see a Data Report and Action Plan.
- Adaptions will be made to the surveys to allow us to remove any unnecessary questions, making completion time shorter for stakeholders. We have also added some more depth to the demographic questions to allow us to pull out even more analysis for schools in the Year 2 Data Reports.
- Pre- and post-evaluation tools will be implemented to effectively measure the impact of the project on individual schools. Owing to time constraints in Year 1 of the project, post evaluation has been limited. This will be reviewed, extended and implemented in Year 2 of the project.

## 5.2 Staff training: delivery and content

### WE FOUND THAT:

- The number of staff attendees in Year 1 staff training sessions was below numbers projected
- One-hour staff training sessions delivered in Year 1 did not provide enough time to provide an interactive, fully comprehensive session
- Adaptions need to be made for training to Special Schools

### 5.2.1 ATTENDANCE

Attainment in Year 1 of the project against its KPI's was excellent. In relation to estimated numbers of beneficiaries, the only group falling below the estimates provided was the number of staff in attendance to staff training sessions delivered.

We believe this is a result of several factors:

- Our digital delivery model has allowed us to deliver to a large number of more remote schools, many of which are rural and have a small number on roll than the national average used in estimating numbers
- We have also seen some larger schools or colleges opt to send a group of staff e.g. Pastoral Teams to the training and disseminate this knowledge to the wider staff body themselves due to timetabling constraints of whole staff CPD
- A short turn around for the project delivery
- Staffing issues related to COVID-19

### 5.2.2 DELIVERY

Some schools have much shorter time allocated to CPD in their calendar for staff. To accommodate this in Year 1 we offered a 1-hour version of recommended 2-hour training. This meant that elements of the training that involved discussion and interaction with staff had to be cut, as did the other elements, providing a less comprehensive session.

Some schools did not offer our training as a 'whole staff CPD'. Many commented that they wished they had opted for a whole school session and the full-length training of 2-hours.

Some comments from staff attending the 1-hour training session:

***“I wish we had had more time but that was down to us having limited time at school.”***

***“More time so discussion could be included but due to the nature of this session (1-hour) this was not able to take place.”***

In delivering our training to some Special Schools, it also became apparent that some modifications needed to be made to ensure we are thinking about the different approaches and obstacles these schools may have in implementing our recommendations and using our resources.

## CHANGES TO BE IMPLEMENTED IN YEAR 2:

- Recommendations of attendance and length of the session will be made more explicit in Year 2 comms and advertising.
- Schools will be informed (prior to training) of the benefits and effectiveness of a whole school (inclusive of all staff) approach to inclusion and the tackling and prevention of bullying linked to the protected characteristics.
- CPD will be undertaken by the DfE Team to upskill on SEND. This knowledge will then be used to alter and adapt our current training model to meet the needs of SEND teachers and Special Schools.
- The 1-hour version of the training will no longer be offered, only a 1.5 hour and the recommended 2-hour versions will be available.

## 5.3 Delivery of primary pupil workshops

### WE FOUND THAT:

- There is a need to create workshops tailored individually to the protected characteristics, to meet specific needs of each individual school
- More can be done to adapt our workshops to meet the needs of students with additional needs or to deliver in a Special School setting

Due to delivery time implications in Year 1 of the project, our workshops followed a similar structure to that of DRM's current workshops linked to LGBT+ identities and the different families. Our findings show that LGBT+ education is still one of the least taught protected characteristics, but that we wanted to make the focus of the DfE workshops more around 'celebrating difference', being an 'upstander', and 'challenging stereotypes'.

This allows the school to follow-up the DfE workshops with a more LGBT+ focused workshop delivered by our wider DRM team. We also want to use the school's data to tailor the workshops they receive to their needs and areas of concern linked to the protected characteristics. Under the current model, this is more difficult as the focus is more LGBT+ based. We are also aware that the workshops in their current form are not as accessible as we would like to be for pupils of varying needs.

### CHANGES TO BE IMPLEMENTED IN YEAR 2:

- New lessons to be planned and delivered for Year 1 to 6. These will be planned around 'celebrating difference', stereotyping and being an 'upstander'.
- Drop-in segments for each of the protected characteristics will be planned so that these can be selected and delivered accordingly dependent on the needs of schools (linked to the data from stakeholders).
- CPD will be undertaken by the DfE Team to upskill on SEND. This knowledge will then be used to alter and adapt our newly planned workshops, to meet the needs of SEND teachers and Special Schools.



## 5.4 How we will use Role Models

### WE FOUND THAT:

- We are lacking in Role Models who identify with protected characteristics outside of gender reassignment and sexual orientation
- It is difficult to get Role Models to attend the sessions in person, with a hybrid digital model being used when trainers are delivering in person
- There is a need for more Role Models in Northern regions and the Midlands as our work with schools grows in these areas

When training Role Models for this project, we first reached out to our current bank of Role Models. As they had a wealth of experience they could bring to a new project and were already trained in delivering their story within a school setting, upskilling them for this project was a logical step. Using our already established pool of volunteers allowed us to really get the project off the ground in the limited time we had. The majority of these role models' stories focused around their LGBT+ identities and their experiences of bullying/prejudice centred around this.

Some are able to talk about their intersectionality and bring other protected characteristics (such as race, gender and disability) into their story, but we still have a lack of role models for these protected characteristics. As many schools in Year 1 identified LGBT+ as an area for focus for their training this has worked well, but we are aware that other protected characteristics are a more prominent concern for some schools and that having a role model that can share their lived experiences linked to this would be beneficial for staff and students (when delivering workshops).

As two of the DfE team are Northern based, the number of schools DRM are working with is expanding to new regions and areas (with plans for this to continue to grow in the North and the Midlands in Year 2 – see 5.6). Whilst our DfE Role Models can deliver their story digitally using a hybrid model, the first choice will always be to have them in-person. We currently have a limited number that can deliver in-person in Northern areas.

Of the 29 Role Models we have trained for this project, all but one can deliver digitally, 14 can deliver in-person to the London area, 6 to the North West, 3 to the Midlands. Our online system does not currently feature an option for North East or Yorkshire for delivery under this project, but we do have one Role Model who is currently Yorkshire based.

## CHANGES TO BE IMPLEMENTED IN YEAR 2:

- Design Role Model leaflets that can be used to promote the role digitally but use paper copies to publicise at education/charity events.
- Better use of social media platforms to recruit new role models that identify with a range of the protected characteristics.
- Contact charities linked to race, disability and religion and ask them to publicise the opportunity of becoming a role model – especially those based in the North and Midlands areas.
- Attend Northern based charity events to promote our Role Model opportunities.
- Make adaptations to Role Model recruitment webpage to make it more explicit that we require role models who identify with protected characteristics beyond LGBT+.
- Look into making adaptations to our online system to allow Role Models to express an interest in delivering in the North East and Yorkshire.

# 5.5 Post-training materials

## WE FOUND THAT:

- The resources provided in the Post-Delivery Pack need to be more accessible to busy teachers and less overwhelming
- Post-training materials need to be provided within two weeks post-delivery

Due to time limitations in Year 1 of the project, the development of the post-delivery pack was developed simultaneously as delivery of staff training and pupil workshops were underway. This meant that packs have only been able to be distributed after Year 1 delivery was complete.

This pack has now been completed and the Year 2 version has already been designed. This means that these can now be distributed to schools at a much quicker rate, thus allowing teachers to make changes immediately after the training, capitalising on their desire to make change.

Using feedback from our Education Steering Group, we will also look to include top five recommended resources, making it more manageable and easier to navigate for busy teachers.

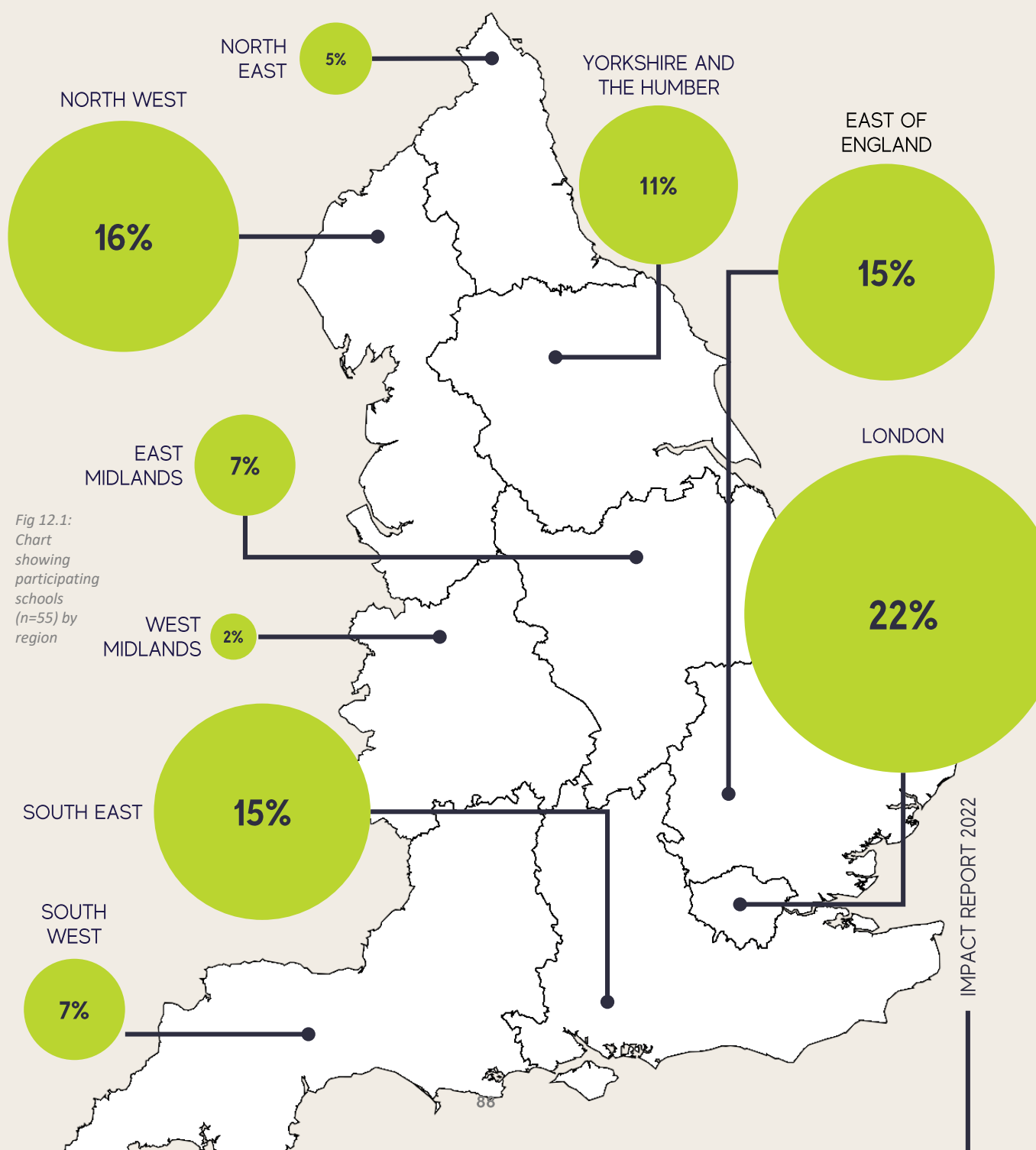
## CHANGES TO BE IMPLEMENTED IN YEAR 2:

- Post-Delivery Packs to be sent to schools within two weeks of training to keep momentum.
- Resource pack to be broken down – add a ‘Top Five’ resources for Primary and break down by ‘subject’ for secondary to make distribution and access easier.
- Best Practice Report to be sent to schools as part of the Post-Delivery Pack to give them a more simplistic overview of ‘next steps’ and how to take this momentum forward, without feeling overwhelmed.

# 5.6 School recruitment

## WE FOUND THAT:

- Greater school recruitment is needed in the North and the Midlands



Of the 55 schools delivered to, only 18 were Northern based, and only 4 were from the Midlands. As we move into Year 2 of the project, we are looking to increase the schools recruited in these areas, particularly looking at schools that have done no previous work with DRM. It is important to have a better regional split, given this is a country-wide project, but also taking into consideration the scale of the Southern based regions and that delivery numbers to these areas will always be larger in comparison for that reason.

## **CHANGES TO BE IMPLEMENTED IN YEAR 2:**

- As more 'in person' delivery is taking place with COVID-19 restrictions now lifted, the team will be now split by region, working on recruitment and delivering to their assigned area.
- Contact Northern, Midlands, and South West based Local Authorities and ask them to promote the project to their schools.
- Attend and deliver in Northern, Midlands and South West based educational events and conferences to promote the project.

# ***chapter 6***

## **OUR RECOMMENDATIONS**

This chapter summarises our recommendations for all stakeholders based on our findings and experiences in Year 1 of this project.

## 6.1 Training & development

**Schools should offer regular training on preventing and tackling bullying and creating inclusive school cultures.**

Staff greatly benefitted from accessing specialist training to improve their understanding, skills and confidence in preventing and tackling bullying and creating an inclusive school environment. The ability to tailor the training to the needs of the school and the use of Role Models' personal stories, alongside practical scenarios supported staff upskilling. Training was most effective when delivered to the whole staff body. The Department for Education, Local Authorities and Multi-Academy Trusts should ensure funding is available for staff training.

## 6.2 Policies & processes

**Policies should be updated and reviewed and communicated to all stakeholders with a range of reporting methods encouraged and effective logging and monitoring.**

Students lacked the confidence to report bullying and SLT should work with staff to ensure policies are understood by all and implemented effectively to build confidence in the schools' response to bullying. Data should be reviewed by SLT and governors regularly. Local authorities and Multi-Academy Trusts can support schools with effective policies, translation services and support in how to effectively disseminate and implement the policies.

## 6.3 Curriculum & education

**Schools should educate young people about our differences and celebrate diversity across the curriculum as well as educating on how to respond to bullying.**

Teaching a diverse and inclusive curriculum can help prevent prejudice-based bullying and language. More work should be done in educating on LGBT+ and gender issues, especially in primary schools where pupils were less likely to recognise bullying related to these characteristics. Through educating about the importance of tackling bullying and ways it can be reported, confidence can be built to challenge and report incidents when they occur. The Department for Education, Exam Boards and Multi-Academy Trusts should support schools to diversify the curriculum, in every subject area, and ensure teachers have the time and flexibility to tailor lessons to meet the needs of their students and local communities. Pupils from protected characteristic minority groups were less likely to report that their characteristic is regularly taught about. Providing pupils from protected characteristic backgrounds with opportunities (without obligation) for consultation on diversity within the curriculum could help address these issues.

## 6.4 Values & visibility

**A celebration of diversity should be embedded in the shared values of the school with visible celebrations of difference a part of the daily life of the school.**

Although the schools surveyed largely refer to respecting differences within their shared values more work needs to be done to ensure these values are lived by all members of the school community. More work can be done in celebrating LGBT+ identities, disability and gender equality and bringing the wider school community on board with these shared values. Student responses show they would value greater visibility and teaching about diversity across the curriculum so understanding and celebrating difference become part of the daily life of the school.



## 6.5 Wider school community

**Preventing and tackling bullying is best achieved by taking a whole school approach and schools should bring together the whole school community including staff, students, parents/carers and governors in support of the measures the school is taking.**

Schools can better communicate and engage with parents/carers on the work they are doing to tackle and prevent bullying and celebrate diversity. More can be done to share data and approaches with governors. Although parent/carer views are often seen as a barrier by staff the majority are supportive of the work the school is doing and more positive communication and transparency between key stakeholders could bring the whole community together to prevent and tackle bullying. Engaging with students and staff and ensuring their voices are represented in conversations around bullying and equality would support the school in bringing the whole community together around a shared ethos, rooted in young people's experiences.

# ***conclusion***

DRM will now use the findings from this Year 1 report, to further support schools in creating an inclusive education system where all young people feel safe, able to be themselves, and thrive. Our findings highlight there is still a pressing need for intervention, and that projects such as this can make a difference by supporting schools to create an ethos and culture that promotes equality and ends bullying. We are proud of the difference we have made and the impact we have had with all participating schools in Year 1 of the project.

As we move into Year 2 of the project, we plan to provide staff training to a further 150 schools and 25 primary schools will be selected to partake in pupil workshops. We will use these findings to implement changes to our own practices and to better support and guide those schools we will have the privilege of working with.

- 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>

# ***appendix***

# Evaluation questions

We designed all of our data collection tools in collaboration with our independent evaluators, NCVO. We used the following Evaluation Questions to guide our design:

## IMPACT

1. What are the impacts of Diversity Role Model's Embracing Diversity, Ending Bullying programme?

To what extent does the programme impact on:

- students' and staff understanding of (i) bullying and its different forms (ii) the impact of bullying
- students' language use, behaviours and attitudes towards those different from themselves
- students' understanding of anti-bullying policy – how to report and their ability and confidence to report bullying
- school staff's understanding of anti-bullying policy and reporting and confidence to act on this
- whether schools are more able to respond to incidents of bullying effectively
- wider school culture, particularly on whether difference/diversity is celebrated and whether the school curriculum changes to represent this
- the wider school community including parents' and carers' attitudes towards bullying

2. How else have schools benefitted?
3. Does the model have any unintended impacts (positive or negative)? What are they?
4. Are there any external factors which may have impacted upon schools' ability to bring about change?
5. What else affects how change happens in a school? For example, type and location of school.
6. How long do the outcomes last for?
7. How far are any changes that occur in schools down to DRM? (attribution)

## PROCESS

8. To what extent was the programme delivered as expected? If not, why not? Were any changes made to the delivery? If so, why?
9. What works well with the training? And the action plan? What did staff and students think about the programme? Where could improvements be made?
10. What internal and external factors have affected the project delivery? Where possible, how were these dealt with?
11. How might the programme be developed to better meet the needs of the schools, staff and students?
12. How far have the assumptions impacted on the programme? What about the enablers and barriers? What is the learning?
13. How did the evaluation tools work out? Timing? Analysis and reporting?

# Survey tools – secondary

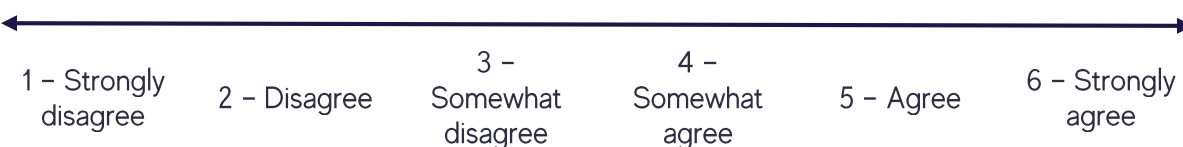
Below is an example of one of our tools used to survey secondary students. We are unable to include all tools in this report due to the number and size of tools used however they are available on request from [info@diversityrolemodels.org](mailto:info@diversityrolemodels.org).

## STUDENT PRE- AND POST-SURVEY: SECONDARY

### Introduction

#### The scale

The document is grouped into 3 key areas. Each area has some example statements, and you must decide where you sit on a scale of 1 to 6, where 6 is strongly agree 1 is strongly disagree.



<b>My school – Prevalence and awareness</b>	<b>1</b>	<b>2</b>	<b>3</b>	<b>4</b>	<b>5</b>	<b>6</b>	<b>N/A</b>
This school is inclusive of pupils who are different and diverse							
This school is good at responding to bullying							
My classmates understand some words can hurt others							
Pupils who are gay, or are thought to be gay, are bullied at this school							
Pupils who don't behave like a 'typical boy' or 'typical girl' are bullied at this school							
Pupils who look different are bullied at this school							
Girls are bullied at this school for reasons that boys are not e.g. how they look							
Pupils are bullied because of who is in their family e.g. if they are adopted or care for a relative at home							
Pupils who have disabilities are bullied at this school							
Pupils are bullied because of their religion or culture at this school							
Pupils who don't have much money are bullied at this school							
Pupils are judged or treated badly because of their differences at this school							
Pupils are bullied because of their race, ethnicity or background at this school							

**What are some, if any, of the most likely reasons people are bullied or treated badly in this school?**

--

<b>Policies and processes</b>	<b>1</b>	<b>2</b>	<b>3</b>	<b>4</b>	<b>5</b>	<b>6</b>	<b>N/A</b>
My classmates know the school rules on bullying							
My classmates show respect to people who are different to them							
Teachers regularly inform students at this school of the rules on bullying and how to be respectful to others							
If I hear someone say something bad about what makes someone different (e.g. being gay) I would challenge them and/or report the incident to a teacher							
I know how to report bullying if I see or hear it							
I could talk to a member of staff if I was being bullied							
Teachers always help if they know someone is being bullied							
Everyone feels safe from bullying at this school							

<b>Curriculum and education</b>	<b>1</b>	<b>2</b>	<b>3</b>	<b>4</b>	<b>5</b>	<b>6</b>	<b>N/A</b>
We learn about how bullying makes others feel							
We learn about the different types of bullying in this school for example based on someone's race, disability, gender							
We learn about different types of people, for example people from different cultures and/or people who are lesbian, gay, bisexual and transgender							
This school regularly teaches about these topics:							
i. Lesbian, Gay, Bisexual and Transgender							
ii. Race							
iii. Disability							
iv. Religion and culture							
v. Gender equality							

<b>Values and visibility</b>	<b>1</b>	<b>2</b>	<b>3</b>	<b>4</b>	<b>5</b>	<b>6</b>	<b>N/A</b>
We regularly celebrate differences throughout the year, e.g. religious festivals, Black History Month							

**Please comment on any of your responses above**

--

**What support, if any, does your school need to prevent bullying and create a school environment where our differences are celebrated?**

--





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