

United Against Bullying School Case Study: Raising awareness of issues faced by groups who are at-risk of experiencing bullying

How Frome College, Somerset, increased awareness and understanding of the issues faced by different groups at-risk of experiencing bullying

Context of our anti-bullying work

Creation and running of an 'Equalities Club' started in 2020 by the former head of religious studies as a response the high pupil demand for a higher focus on LGBTQ+, misogyny, racism, and bullying.

What we hoped to achieve

- Increase the visible presence and acceptance of the issues surrounding the marginalisation of the LGBTQ+, misogyny, racism, and bullying.
- Decrease discrimination and bullying around college.
- Increase pupil led interventions around LGBTQ e.g. pride week.

The action we took

- Pupil led poster campaign to raise awareness for sexual assault and harassment.
- Pupils advised PSHE & Ethics and Beliefs lead/SLT on SOW's, events and campaigns relating to equality.
- Organised a PRIDE movie evening to raise money for LGBTQ issues.
- Advised Pastoral and United Against Bullying Team on the creation of the 'Pledge of respect' for cordial peer behaviour (see appendix below).
- Student led Ran PRIDE stall in the local market with E-Team Champion and Ethics and Beliefs lead promoting LGBTQ+ charities to the community.
- Decorated the school for E-week's (PRIDE, mental health week and black history month).
- Advised on staff lead CPD delivered by E-Team Champion and Ethics and Beliefs lead on the use of Gender Pronouns, Gypsy, Roma, Heritage Day and Feminist first approaches.
- Liaised with 2BU and youth LGBTQ+ Charity that offer targeted counselling.



E-Team Pride Events:

ANTI-BULLYING

Pledge of Respect



School & College Membe

We strive to promote a culture of KINDNESS and togetherness where our community feels safe and comfortable.

We ASPIRE to be a community where everyone is free to be themselves.

We <u>RESPECT</u> the beliefs, values and cultures of all members of our commun. We celebrate difference and treat people with equality regardless of ethnic background, race, age, gender or sexuality.

We ENCOURAGE our community to challenge against anti-social behaviour, child on child abuse or discrimination of any form.

F The 'BIG' five

Respect means thinking about other people, and caring about their thoughts and feelings. It can include listening to people when they need someone to talk to, being kind to people, getting people involved when they are left out and being supportive.

2. Equality

Equality is ensuring people are not treated differently because of their protected characteristics (which are outlined by the 2010 Equalities Act – race, age, sex, disability, pregnancy and maternity, sexual orientation, gender reassignment, religion or belief and marriage and civil partnership. Equality does not necessarily mean treating people the same, but providing them with the same opportunities and rights.

Bullying is the repetitive intentional hurting of another person by another person or group Bullying can be physical, webal, emotions or online. Bullying S NOT: failing out with friends, sometimes wanting to be on your own or with different friends or sometimes disagreeing with someone. These must be an imbalance of power!

Banter is the playful and friendly exchange of teasing remarks. However, banter isn't always funny and can cause others to be upset or offended. Sometimes, what people think is banter is actually more serious, and it can lead to builying and/or discrimination; sometimes banter between friends is ok, and we will be careful to think about where the line is. We must not normalize abuse under any circumstances.

Discrimination is the unfair treatment of anyone on the basis of diffigender, sexual orientation, disabilities, postcode, nationality, wealth

We want people in our community to be aware of the language they use, and the impact it can have on others. Some language is not appropriate in college:

- Homophobic (Including the misuse of the word gay), biphobic or transphobic
 Sesist or misogenistic.

- Sensit or misogynistic.
 Stenotypes of gender (e.g., 'men up' don't be such a girl' etc.)
 Racist (houlding towards the traveller or normalic heritage community).
 Derogatory larguage about disability or special educational needs.
 Intentional misuse of religious terminology and biaspherm.
 Negative language about someoner's physical appearance or mental health.

- We understand that if we observe child on child abuse within our community, we must report it to a member of staff.
 We must not encourage or promote child on child abuse.
- . We must offer guidance, advice and support to victims of bullying and discrimination.

The use of social media and mobile phones

It is important to us that people in our community use social media in a respectful way.

- Enjoy social media and mobile phones
 Post or send harmful, offensive, discriminatory, aggressive or harmful.

Authors: Manny Fukuyam Adam Hancock Amilie Piper

Wilf Hewitt-Grainger Theo McLoughlin Marie Gonzeles Lucy Newman

Jonas Fisher

Alfred Smalley Emily Gardener Erin Ross-Osborne Neo Lewis

Review November 2024



			When will it take place? Either	
		Lesson, Break, Lunch or	exact dates, or a date range the	
Subject	Activity	Afterschool	activity will take place.	
Media Studies				
	PSHE already has LGBT focused lessons. However, we plan to create a set of lessons			
PSHE	especially to focus on in Pride week.	Lessons	During the month of June	
RPE	Creating a set of starter lessons on 'Queer Theology'	Lesson Starters	During the month of June	
		lesson starters and	Please give us a week to do it in	
SCIENCE	Alan Turing during lessons and doing rainbow fizz in the science club that week	Thursday Lunch S3	dealers choice.	
English	We want to do something but we are still thinking.			
	"Meanwhile someone else" templates - to create some worksheets that can			
	support our studies looking at LGBTQIA+ individuals. TBC - need to research for the	Lesson - supporting		
History	topics that we are teaching @ that time.	curriculum development	Jun-23	
Food	Cook to celebrate. Either use a recipe from a particular chef or cook a dish	Cook Lesson	First two weeks in June	
			Hoping to organise a drag	
			performer to talk to our	
			students about their career and	
			what makes a great costume.	
			Date TBC. Costumes to be shown	
			to parents in the school fashion	
Textiles	Designing and making an outfit for a drag performer	lessons in term 5	show 4th July.	
	Watch LGBT+ pride videos and interviews with participants, learn vocabulary used in			
Languages	the videos.	In lessons in Term 5		



United Against Bullying Team At Risk Groups Student Voice

Group	LGBT+	LGBT+			Meeting	1	
UABT Leader	SLA	Students	CM, RH, AB, ER, EP	ı	Date	11/1/24	
Questions							
Are there any 'groups' of stu feel are targets of bullying at College? What happens? How are the Are you aware of the Equalit How does this impact Colleg Do you feel Colleges Anti Bu complies with the Equality A	ey targeted? y Act 2010? e? llying work	Yes. Gay relationships are mocked. Tends to be boys mocking lots of groups, doesn't tend to be female ringleaders that we are aware of. Tends to be slurs majority. Mixture of aimed at people, however, can be used as, "banter". We believe they are aware of the meaning of the word, however, use it regardless. Lack of consideration. Some aware of it, doesn't know what it entails. Some not aware at all. Believe it should be promoted.					
Are you confident at identify behaviour and the different can play when involved in th (e.g. target, assistant, reinfolbystander, defender, ringlear	roles students is behaviour rcer,	Yes.					
If you or your friends were bullied, what would you do?		Tell Mr Forrest. Because he is my head of house and a nice guy, he has sorted an incident before and I feel confident he would deal with it. He seems like the he has spoken the most about anti-bullying, so he would understand it the best. Or Mr McCarthey, Ms McPherson, or Mr Lavington, (asked why categories us together) We are approachable and educated on these matters. Not feeling judged is important.					
How do you feel bullying at Frome College is dealt with?		Not very well. It is daunting going to ask for an incident report form to do bullying. I have had to file one before and it feels like a huge thing. I have had to use one before and I ended up putting it off. It is very public. One student mentioned that it was dealt with well and efficient, however it wasn't as severe a situation. A general feeling of school not being able to deal with the behaviour, or sanctions severe.					
Are there any current bullying issues towards 'at risk groups' that College is currently unaware of?		It is always happening. Promote what the equalities act 2010 is.					
Is there anything additional we can do to promote protected characterisers at FC? Do you involve your parents in discussion							
around bullying? Do you feel your parent are aware of the equality act 2010?		Yes. Mixed bag.					
Is there anything else you would like to ask or raise?							



E-team Assembly (Pride & GRT)



Impact and outcomes of the work

- The College community are more aware of minority groups in focus.
- Staff are more confident to discuss, challenge and accurately report specific types of bullying relating to the groups in focus.
- Parents are better supported and more confident in the reporting and resolution of bullying.
- An improved connection to members of the public who recognise the groups' efforts in school and the town.
- Students feel more able to report, intervene, and support their peers in issues involving the bullying of these focus groups.
- Victims of bullying issues relating to these focus groups feel better supported, confident and safe.
- E-Team provides a time/location for students who are targets of discrimination to discuss incidents of bullying and build up confidence to seek support from staff.



• E-team are hoping to expand the number of E-week throughout the year by including GRT week during June-24 to promote GRT culture e.g. traditional caravan parade, GRT fashion show, GRT literacy event, GRT dance/music etc.

What we have learned

Pupils belonging to vulnerable groups feel more confident to share their experiences, wishes and concerns when they are part of a club. This club forms a large community of pupils from different year groups and social circles who share a commonality in their Sexuality, gender identity, or other characteristic and united them with a joint purpose. Most of the group's activities were teacher lead but pupil driven by passionate students who knew what they desired their school environment and peer relations to be like and worked on practical steps to achieve that whilst also celebrating their identities and encouraging others to do the same.

Their influence on school policies and schemes of work have been an invaluable use of student voice as a method to specifically improve areas of school life, learning and procedures. It allowed for the most relevant and important issues effecting the groups to take priority and be arguably more effective in their attempts to reduce bullying than other less informed approaches may have been.

The main issues have been around recruitment of new students into a group that requires a great deal of confidence from a demographic that is otherwise quite vulnerable and less likely to put themselves into the spotlight. Secondly with the 'club' being social and light-hearted much of the time the friendships with the group can sometimes become a distraction to the group's primary aims but this is to be expected to a certain extent.