



2023

Best Practice Guide

A guide to tackling and preventing
prejudice-based bullying

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

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

This guide was authored by the Embracing Difference, Ending Bullying Team who all have years of teaching experience with the support of DRM's wider Education Team who have been supporting schools to prevent bullying for a number of years. From working with over 200 schools in Year 1 and 2 of this project, surveying key stakeholders, and through extensive case examples, we have put together this 'Best Practice Guide' for schools, to support and guide them on their journey to becoming an inclusive school that embraces difference. Our vision is an education system where all young people feel encouraged to be themselves and thrive.

We are grateful for the support, mentoring and guidance of NCVO in the creation of this report as well as input from our Student Voice Group, Education Steering Group and the Education Committee of our Board of Directors.

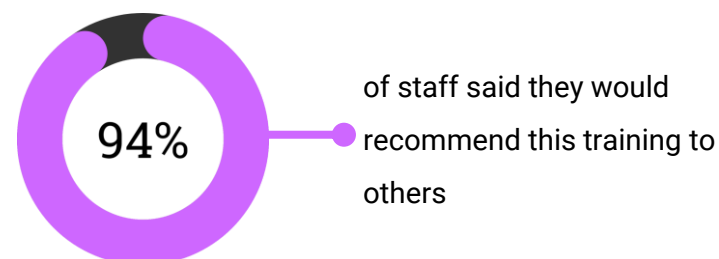
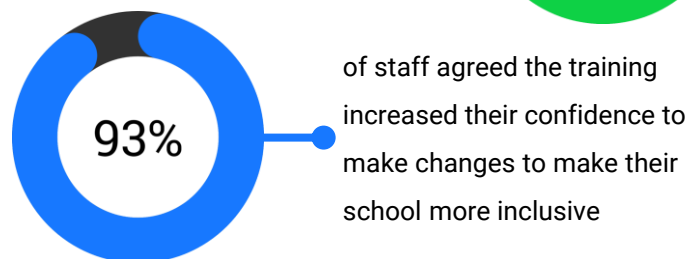
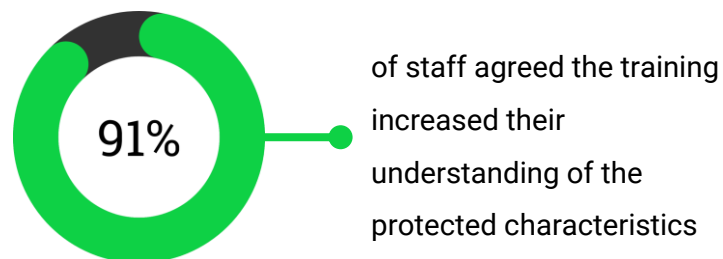


What We Found:

The following is based on the data provided by the 150 schools that participated in Year 2 of the 'Embracing Difference, Ending Bullying' project.

Staff Confidence

Prior to our training, only 29% of staff strongly agreed they were confident teaching diverse content. Our training helped to boost staff confidence, providing valuable and relevant guidance on embedding diversity and making practical improvements.



Teaching Diverse Content

The visible celebration and embedding of diversity across all subject areas is still an area that may benefit from improvement, with only 21% of staff strongly agreeing that diverse identities are discussed throughout the curriculum.

Many schools may start this journey by celebrating difference throughout the year- for example, during Black History Month- as 76% of secondary students have reported takes place in their schools.

What We Found continued:

Wider Community Involvement

Engagement with the school community surrounding anti-bullying and inclusion work is another area with room for improvement. Stakeholder understanding of policies could be increased, with **less than 75%** of parents/carers agreeing that they are aware of their school's policies.

School stakeholders could be better consulted on inclusion, with **30% of parents saying the school does not consult with them on inclusion.**

Some governors are not seeing data related to prejudice and bullying in the school, with **27%** of governors saying that they disagree or don't know whether governors see data related to levels of prejudice.

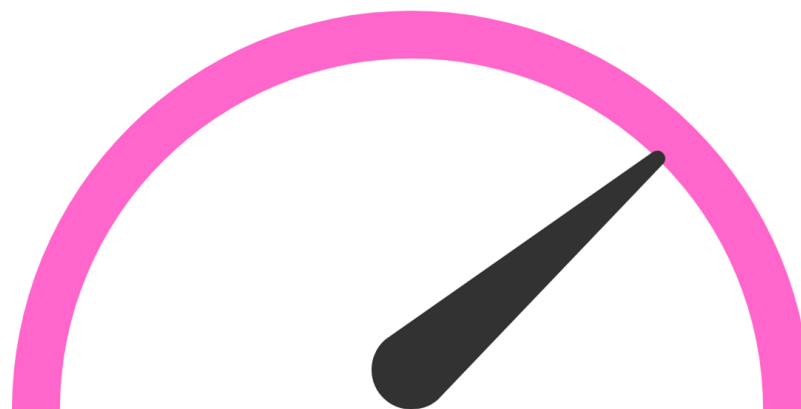
Reporting Bullying

Consistency in response to bullying is still much needed. Only **32%** of staff strongly agreed that their school's policies are consistently implemented. **15% of staff indicated that students are unaware of the school policies.**

Not all students indicated confidence in reporting bullying or prejudice. **22%** of secondary students and **4%** of primary students said they would not inform a teacher if they witnessed bullying.

What does good practice look like?

Building on the vast experiences of our team and our Steering Groups we analysed the data gathered from participating schools alongside extensive research in anti-bullying best practice to devise the following guide to tackling and preventing prejudice-based bullying.



Less than 75% of parents/carers agreed that they are aware of their school's policies

What We Recommend

Based on the findings of our Impact Report and from schools we worked with in Year 1 and 2 of this project, we recommend:

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

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

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

Consult with your SLT to review current data, policies and processes. Use stakeholder surveys provided by DRM as part of this consultation.

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

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

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

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

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

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

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

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

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

What This May Look Like In Practice

Include the wider community in showcasing activities and the value of any inclusion work that has been done. Host community events, have drop down days, set reading challenges, create displays and hold assemblies linked to diversity and inclusion. This measure should reinforce the learning of a diverse curriculum, not replace it.

Consult stakeholders again to gain feedback and insight into the work already done and the changes that still need to be made. For example, run a 'second wave' of surveys to all stakeholders.

Engage with staff, students, governors, parents/carers through surveys and focus groups to gain insight into the biggest challenges and barriers you face and what action they would like to see. This information will provide you with a baseline to work from and prepare you for the process that will follow.

Appoint a lead Governor (to oversee) and member of SLT (to lead) on your anti-bullying and inclusion/equality strategy and create an action plan. Timetable in regular meetings to further plan and review actions throughout the academic year.

This should include in-depth discussions where differences are actualised and regular representation of diversity is utilised in the daily life of the school. Use of assemblies, displays, curriculum time, homework tasks, literature, circle time, tutor time and extra-curricular activities to embed inclusion and celebrate difference.

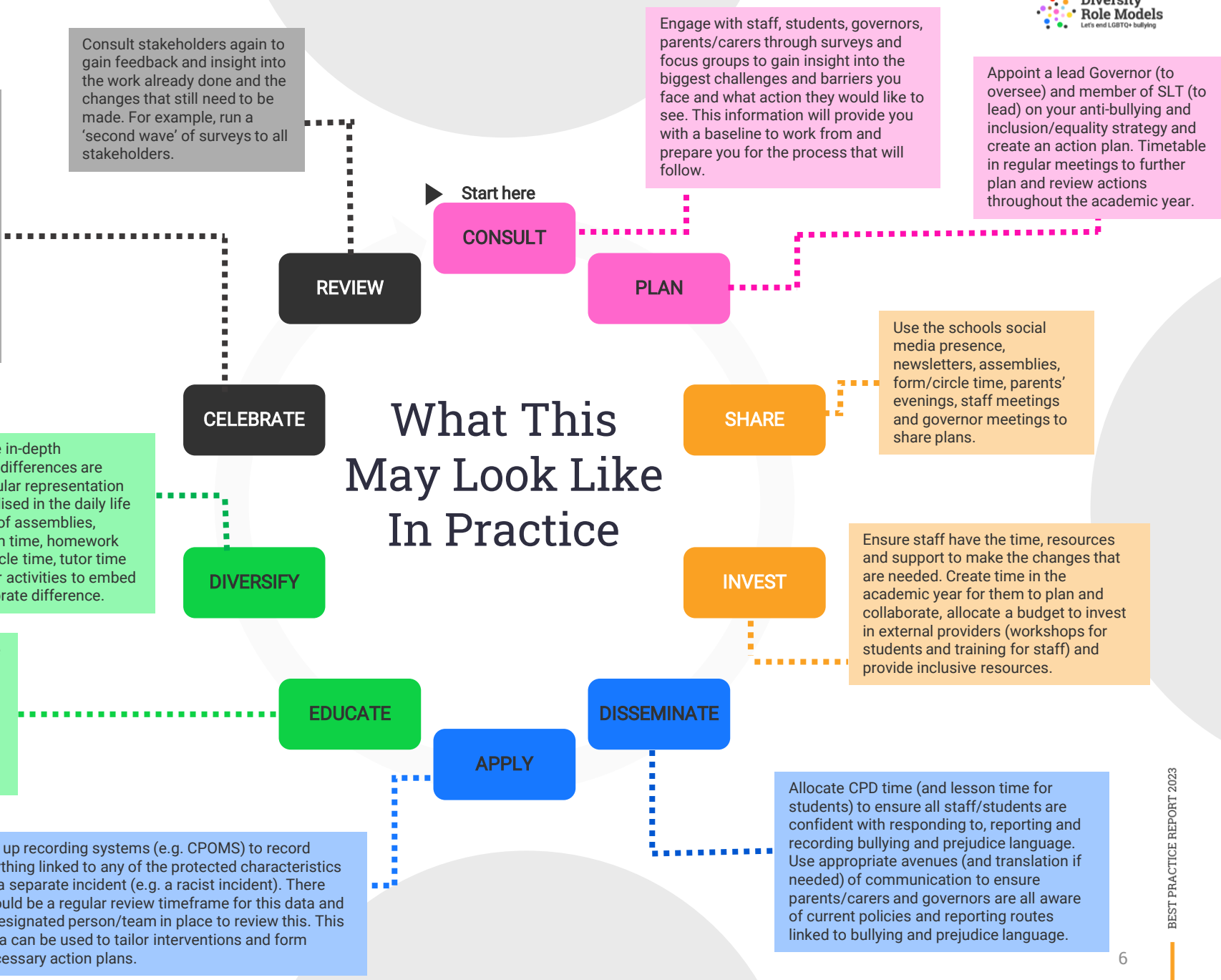
Develop lessons and allocate time in the academic year to educate, remind, and seek student input on equality, diversity, inclusion, bullying and prejudice language. This could include PSHE sessions on how to be an upstander.

Set up recording systems (e.g. CPOMS) to record anything linked to any of the protected characteristics as a separate incident (e.g. a racist incident). There should be a regular review timeframe for this data and a designated person/team in place to review this. This data can be used to tailor interventions and form necessary action plans.

Use the schools social media presence, newsletters, assemblies, form/circle time, parents' evenings, staff meetings and governor meetings to share plans.

Ensure staff have the time, resources and support to make the changes that are needed. Create time in the academic year for them to plan and collaborate, allocate a budget to invest in external providers (workshops for students and training for staff) and provide inclusive resources.

Allocate CPD time (and lesson time for students) to ensure all staff/students are confident with responding to, reporting and recording bullying and prejudice language. Use appropriate avenues (and translation if needed) of communication to ensure parents/carers and governors are all aware of current policies and reporting routes linked to bullying and prejudice language.



What this might look like for EYFS

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• Celebrate the children's interests or experiences. What diverse Role Models could you find to match them and highlight? For example, If children enjoy football, make sure to celebrate football players of all genders! If they enjoy dance, incorporate learning about different cultural dances and styles.

• Consider termly/half termly reflections on practice. What worked well? How did the children respond? Which protected characteristics have we covered? Are there any areas we could do more?

• Engage Nurseries, Early Years networks to assess the needs and current challenges these providers face. Think about adding questions as part of transition discussions, for example, 'What current coverage of the protected characteristics do you have?' and 'How has this been received by the wider community?'

• Ask the children who their role models are, who is in their family. Make the starting point for discussions what the children already know

• Timetable in regular meetings between the Early Years Lead and appointed SLT/appointed Governor for Diversity and Inclusion

• Incorporate your EDI objectives and measures in New Parent Information Packs

• During Open Mornings/Evenings make sure to share what your school does in Early Years to bring equality and diversity into the classroom

• Encourage and celebrate children asking questions and being inquisitive learners

• Feel confident to diversify and follow children's interests whilst also supporting their vocabulary development and understanding around different identities

• Provide time out the classroom for staff to engage in CPD from our EYFS specific resource pack

• Invest in new story books, small world and other educational toys that represent different protected characteristics

• Use our Early Years Resource Pack with continuous provision ideas for inclusion and further reading resources on the different protected characteristics

• Choose class texts to study that usualise the protected characteristics – how can this story be used to support learning across all ELGs

• Ensure all staff are fully trained on the importance of diversity and inclusion and how to facilitate age appropriate discussions

• Audit existing resources – is it able to support EDI in EYFS? What stereotypes are the resources perpetuating?

• Disseminate pedagogy around inclusion and the protected characteristics to all year groups outside of Early Years. It is important all age phases understand the context and learning tools the children used in EYFS

• Prompt parents/carers to think about how they can further support inclusion at home – provide reading lists that usualise the different protected characteristics

Utilising equalities objectives and Action Plan, choose which [celebrations](#) will reinforce student's learning in other areas e.g. Disability History Month, religious holidays, LGBT+ History Month. This should reinforce the learning of a diverse curriculum, not replace it

- Hold a culture day and invite the wider community to share and celebrate multicultural identities
- Hold a fully inclusive and accessible sports day

- Consider sending out reflective surveys to various stakeholders for further feedback
- Consult with EDI groups and all stakeholders to celebrate EDI successes and to form actions that need to be carried forward

- Whole school community including parents/carers consulted on EDI objectives and policies, ensuring inclusivity/accessibility e.g. gender neutral uniforms
- Use anonymous surveys with whole school community, identify issues; prejudices/bullying, barriers
- Engage school council/ anti-bullying ambassadors/ equalities group, establish what is working well and necessary improvements
- Consult minority groups, see where they see positive representations in their curriculum/ school celebrations/ ethos

- Use DRM's Action Plan
- Appoint lead Governor and SLT to lead on anti-bullying/ inclusion strategy
- Timetable half termly meetings to review actions
- Assess student's/staff prior knowledge - plan units and CPD accordingly
- Staff collaborate on LT planning, embedding diversity and protected characteristics in all subjects, considering range of historical and contemporary role models to actualise

Usualising and actualising of the protected characteristics should now be visible throughout the whole school:

- The curriculum
- Extra-Curricular activities e.g. equal access to all sports, events to try activities such as sitting volleyball
- Displays
- Homework tasks
- The library books and resources
- Assemblies
- Celebrations

What this might look like for Primary Schools

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- Have clear equalities objectives/policies published on website
- Prior to any changes hold F2F and online feedback sessions with parents/carers to explain
- Use social media to share work being done, keep parents/carers informed
- Half termly EDI updates in newsletters
- Incorporate EDI strategy as ongoing action in staff meetings

- Invest in resources e.g. diverse literature/ subscriptions like ['Amazing People Schools'](#) and ['Picture News'](#)
- Set up [anti-bullying ambassadors](#)/buddies
- Allocate budget to invest in external providers (e.g. [DRM student workshops](#)/ theatre groups/ visits/ staff training e.g. unconscious bias awareness)

- Implement and adapt the curriculum planning as necessary for age phases
- Hold assemblies frequently to supplement what is being taught
- Ensure wide range of lived experiences of diverse people considered e.g. DRM [stories](#), [100 Great Black Britons](#)
- Run workshops for wider community as necessary to highlight student achievements and reinforce values/ethos of school

- Ensure recording systems are set up with ability to record any incident related to protected characteristics e.g. transphobic/ disablist bullying
- Ensure consistency of policy application (including lunchtime supervisors) and all staff trained in recognising or recording prejudice incidents/language
- Designated staff review incidents regularly and use data to target interventions/ assemblies/ amend planning

- Explain changes to anti-bullying policies/procedures during lessons. 'Child-friendly' policies can be created with student feedback
- Maintain frequent communications with the wider community and ensure versions are accessible e.g. translations
- Provide 'faceless' mechanisms, such as suggestion boxes, for reporting incidents
- Establish confidence in staff to report and respond to bullying/prejudice

Further Education: RSE and PSHE are not statutory requirement in sixth form colleges, 16-19 academies, or FE colleges. However, the guidance in this report is based in best practice, so these recommendations are applicable to FE settings.

- Consult with EDI groups and all stakeholders to celebrate EDI successes and to form actions that need to be carried forward

- Set up EDI student, staff and parental working groups for consultation on policies, your curriculum, your school environment and your website.
- Use student voice to audit the PSHE curriculum
- Consult with departmental leads to audit the usualising and actualising of the Protected Characteristics in all subject areas
- Form a clear action plan for the academic year and beyond, highlighting key priorities

- Use your action plan to inform your SIP and DIP's to ensure a whole school approach to implementing and reviewing actions are taken
- Create a whole school curriculum plan, or a series of departmental curriculum plans to map out coverage and teaching of the protected characteristics

- Based on key priorities highlight 2-3 [calendared days](#) to celebrate areas of diversity within school (e.g. International Women's Day, LGBT+ History Month). This may be as part of a drop-down day, or celebrated within the curriculum and visibly within school. This may also involve fund raising for a charity linked to this protected characteristic

What this might look like for Secondary Schools

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- Have an EDI section on your school newsletter as a regular feature to inform parents/ carers
- Have an EDI section built into whole staff/ departmental meetings
- Have termly EDI assembly update for students of plans and actions taken

- Have an EDI budget to invest in external providers for staff training, student workshops and parent/carer workshops (e.g. DRM's [Staff training](#) and [Secondary student workshops](#) and [parent/carer workshops](#))
- Allocate allotted CPD time for staff to upskill in areas related to EDI

- Disseminate all policies at the start of the academic year and remind all stakeholders of content and their role at the start of each term
- Allocate CPD time to building staff confidence in implementing policies linked to EDI and prejudice and discrimination linked to the protected characteristics

- Ensure all staff are fully trained in recording incidents of prejudice and discrimination
- Pull data from recording systems termly to inform actions for the following term. This allows you to adapt assembly topics, adjustment the curriculum and be proactive in meeting the needs of students and upskilling staff to overcome the issues faced

- Usualising and actualising of the protected characteristics should now be visible in:
- The curriculum
 - Extra-Curricular activities
 - Displays
 - Homework tasks
 - Displays
 - The library

- Plan in key assemblies throughout the academic year linked to the protected characteristics or EDI as a whole
- Implement and monitor the curriculum plan for the teaching of the protected characteristics and responding to bullying/prejudice
- Use Role Models to bring lived experiences of the protected characteristics into the classroom (e.g. [DRM's Role Model videos and resources](#))

These findings and recommendations have been based on the data and research shown in our Impact Report (available: June 2023). DRM offers a wide range of opportunities for schools and the wider community to embrace diversity and create an inclusive school community.

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

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

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



