



CHALLENGING HOMOPHOBIC BEHAVIOUR: PRACTICAL ADVICE

September 2016

The Guidance

This guidance has been developed to assist schools in the Archdiocese of Southwark. It should be read in conjunction with the policy of **Relationship and Sex Education (2016)**. The document has been developed by the Religious Education Advisory team with input from the Relationship and Sex Education Working Party, the Education Commission and the Diocesan Youth Executive. All policies and guidance are reviewed on a three-yearly cycle or earlier as necessary.

This guidance outlines some of the teachings of the Catholic Church, together with the statutory provisions on tackling homophobic bullying in schools and colleges in England.

The basis of the teachings of the Catholic Church are as follows:

1. Human Dignity and Homosexuality

We are all unique, created in God's image and called to work for the common good.

The Church makes her own the attitude of the Lord Jesus, who offers his boundless love to each person without exception. During the Synod, we discussed the situation of families whose members include persons who experience same-sex attraction, a situation not easy either for parents or for children. We would like before all else to reaffirm that every person, regardless of sexual orientation, ought to be respected in his or her dignity and treated with consideration, while 'every sign of unjust discrimination' is to be carefully avoided, particularly any form of aggression and violence. Such families should be given respectful pastoral guidance, so that those who manifest a homosexual orientation can receive the assistance they need to understand and fully carry out God's will in their lives.

Pope Francis: Amoris Laetitia paragraph 250, 2016

Although it is clear that the Church teaches that sexual intercourse finds its proper place and meaning only in marriage and does not share the assumption common in some circles that every adult person needs to be sexually active. This teaching applies to all, whether married or unmarried, homosexual or heterosexual, engaged, single through choice, widowed or divorced.

Catholic Bishops' Conference of England and Wales: Cherishing Life paragraph 113, 2004

The Church teaches that homosexual people must be accepted with respect, compassion and sensitivity. Catechism of the Catholic Church 2358. In addition...it must be quite clear that a homosexual orientation must never be considered sinful or evil in itself.

Catholic Bishops' Conference of England and Wales: Cherishing Life paragraph 111, 2004

It is necessary to distinguish between sexual orientation or inclination, and engaging in sexual (genital) activity, heterosexual or homosexual. Neither a homosexual nor a heterosexual orientation leads inevitably to sexual activity...

Cardinal Basil Hume: A note on the teaching of the Catholic Church concerning homosexuality paragraph 6, 1997

The particular orientation or inclination of the homosexual person is not a moral failing...

Cardinal Basil Hume: A note on the teaching of the Catholic Church concerning homosexuality paragraph 7, 1997

It is deplorable that homosexual people have been and are the object of violent malice in speech or in action. Such treatment deserves condemnation from the Church's pastors wherever it occurs. It reveals a kind of disregard for others which endangers the most fundamental principles of a healthy society. The intrinsic dignity of each person must always be respected in word, in action and in law.

Cardinal Ratzinger: Letter to the Bishops of the Catholic Church on the Pastoral Care of Homosexual Persons paragraph 10, 1986 (Congregation for the Doctrine of the Faith (CDF))

*The Church asserts the dignity of the human person is rooted in his created in the image and likeness of God. **Catechism of the Catholic Church 1700***

It also asserts the love of neighbour is inseparable from love for God.

Catechism of the Catholic Church 1878

The relevant statutory provisions are as follows:

2. Statutory Provisions

The Department for Education (DfE) issued advice in October 2014, entitled, *Preventing and tackling bullying*, click [here](http://www.gov.uk/government/publications/preventing-and-tackling-bullying) to view www.gov.uk/government/publications/preventing-and-tackling-bullying

The DfE guidance reminds schools and colleges of the statutory obligations to have measures in place to prevent all forms of bullying. These statutory obligations arise from the following legislation:

- Independent School Standard Regulations 2010
- The Equality Act 2010
- The Education and Inspections Act 2006
- The Communications Act 2003
- Criminal law provisions including Protection from Harassment Act 1997
- Safeguarding children and young people – the Children Act 1989
- The Malicious Communications Act 1988
- The Public Order Act 1986

Equality Act 2010

The Equality Act protects pupils from discrimination and harassment based on 'protected characteristics.'

The protected characteristics for the school's provisions are:

- Disability
- Gender reassignment
- Pregnancy and maternity
- Race
- Religion or belief

- Sex
- Sexual orientation

Pupils who are homosexual, transgender or other protected characteristics are protected by law from harassment and discrimination at schools and colleges. Schools, colleges and governing bodies have a duty to uphold the law. There is also protection for pupils who are victimized because their parents or siblings may have protected characteristics.

3. What is Bullying?

Bullying is a conscious and wilful repetitive act of aggression and/or manipulation by one person or more people against another person or people. It is also an abuse of power by those carrying out the bullying. If bullying is allowed, it harms the perpetrator, the target, and the whole school community as well as the culture of safety and wellbeing in the school.

3.1 The Nature of Bullying

Bullying is considered to be:

- Deliberately hurtful (including aggression)
- Repeated often
- Often difficult for individuals who are being bullied to defend themselves against

Bullying can take many forms:

- Physical: hitting, kicking, taking belongings
- Verbal: name calling, insulting, making offensive remarks
- Indirect: spreading nasty stories about someone, exclusion from social groups, being made the subject of malicious rumours
- Virtual: such as phone, social media, “outing”, “phishing” and other forms of cyberbullying

3.2 People may bully others because of varying perceived differences:

Bullying can be due to:

Sexism, racism, religion or belief, academic ability, gender identity, homophobia, disability, perceived characteristic (e.g. hair colour or weight) or because of an associate (family member or friend), or vulnerability.

3.3 What is Homophobic Bullying?

The Department for Children, Schools and Families (DCSF) (now DfE) produced guidance Safe to Learn: Embedding anti-bullying work in schools 2007, pages 16, 18 & 19 for schools on homophobic bullying that states the following:

Homophobic bullying is a specific form of bullying and occurs when bullying is motivated by prejudice against lesbian, gay, bisexual, transgender or questioning people (LGBTQ), or against those perceived to be lesbian, gay, bisexual, transgender and questioning. It can also be targeted towards pupils who are seen to be different in some other way, for example, because they may be considered shy

by other pupils. In this way, a person's identity is used to abuse them and homophobic bullying can therefore be experienced by all pupils, regardless of their sexuality.

The bullying suffered can include verbal and physical abuse by an individual or group towards an individual or group of people. It can consist of:

- Verbal abuse such as suggestive remarks, 'teasing'
- Non-verbal abuse such as mimicry, offensive gestures, or body language
- Ignoring or excluding someone because they are gay, lesbian, bisexual, transgender, questioning or thought to be gay, lesbian, bisexual, transgender or questioning
- Display or distribution of offensive material or graffiti
- Threatened or actual physical abuse or attack
- Unwanted physical contact, including sexual contact
- Threats and/or abuse made because of gender identity
- Bullying by proxy
- Cyberbullying, including via social media and text messaging

Homophobic bullying can occur in schools, colleges and manifests itself in several different ways.

3.4 Who experiences Homophobic Bullying?

Anyone can experience homophobic bullying:

- Young people who are lesbian, gay, bisexual, transgender or questioning (LGBTQ)
- Young people who are thought to be lesbian, gay, bisexual, transgender or questioning
- Young people who are thought to be different in some way, for example, might work hard, or may not be as good at sport, or may have a particular hobby or interest
- Young people who have parents/carers or friends or family who are lesbian, gay, bisexual, transgender or questioning
- Teachers and other school staff, who may or may not be lesbian, gay, bisexual, transgender or questioning.

Homophobic bullying can also occur when a bully uses homophobic language to describe something, for example, "those trainers are so gay." In this context general hurtful action is delivered in a way that is homophobic. The wide use of 'gay' to illustrate 'something bad' creates a hostile environment at school where difference and diversity is not respected.

3.5 Who does the bullying and why?

There is no one type of person who bullies in this way.

Pupils may attempt to justify homophobic bullying because:

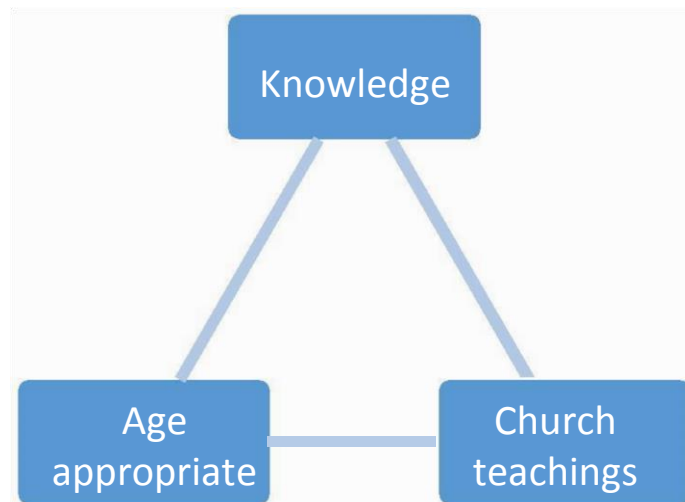
- They think that lesbian, gay, bisexual, transgender or questioning people should be bullied, because they believe lesbian, gay, bisexual, transgender or questioning people are "wrong" or different
- They do not think there is anything wrong in bullying someone because of their sexual orientation. This may in part be motivated by an incorrect interpretation of what is taught by the faith to which they belong

- They do not realise that it is bullying
- They may have low self-esteem, poor communication skills, and were possibly bullied themselves

All forms of homophobic behaviour and bullying is not acceptable in school, in the workplace or in society more generally.

4. How should Catholic schools and colleges deal with homophobic bullying?

In order to be able to address this matter, there is a need for the triangulation of knowledge, age-appropriateness and the Church's teachings. As is similar in Relationship and Sex Education, although this area is covered across all ages of pupils, the information that is shared and discussed with a Year 2 pupil is likely to be different to the information that is shared with a Year 10 pupil.



4.1 Scenario 1 – Primary School: Key Stage One

This scenario and responses in italics are from Ofsted's document *Bisexual and Transgender Issues: Inspecting provision and outcomes for pupils in school* – Flexible Learning Materials Feb 2012

Year 1 are making cards for Mothering Sunday. Sandeep says she wants to make two cards because she has two mummies. Some of the other children laugh and one calls her a lesbian. In order to diffuse things, Sandeep would be better that she only makes one card.

Sandeep's request is fair and a valid one an school ensures good quality and diversity it should take account of Sandeep and her parents/carers. Not all pupils are heterosexual, and neither are all parents and carers. The school has a duty to cater for all pupils and for all parents and carers.

Suggested preparatory work with class before activity

This is an opportunity with the class to stress the importance of people who perform 'mothering' roles, such as carers, grandparents, other relatives, nannies and/or au pairs (male and female), godparents and family friends.

Possible way of tackling the matter on the day of the incident

- Teacher should deal with the name calling. It was an inappropriate word used to hurt/or cause upset
- Teacher should reassure child 'of course you can'

Whole class activity at another time

- Discuss the idea that there are many types of families for example, single parent families (with father only, or with mother only), one or two grandparents, parents who live with a child and a parent who does not live with the child, step families, adoptive families, foster families, surrogate families, guardianships (including with grandparents, other relatives and family friends), a family with an orphaned child/children and two parent families. There is love within all types of families.

Church teachings

- Discussion about how we are all unique and created in the image of God
- Discussion about God's love for all
- Marriage (age-appropriate)
- Maybe also extend the task by having children draw their families and people who care for them followed by prayer circle thanking God for those who care for us

4.2 Scenario 2 – Primary School: Key Stage Two

Everything is "gay" these days. Do I have to challenge every word?

This question and response is from FAQs from DCSF's Safe to Learn: Embedding anti-bullying work in schools 2007.

Homophobic language is common and its use is often casual, but it is very difficult to respond to more serious forms of homophobic bullying if certain words and usage are allowed. Homophobic language also contributes to a culture of intolerance, and may have an impact on how young people feel about themselves. It is therefore necessary to have a "zero tolerance" approach to homophobic language, regardless of how it is used. Staff should make it clear that homophobic language is not tolerated by the school and that a 'hierarchy of sanctions' will be followed if it continues.

Possible ways of tackling the matter

- This is a case of name calling and explain that the derogatory use of this word is not acceptable, as such use of the word creates an environment in which being gay is constantly being likened to something that is negative, inferior and/or pejorative □ Is the word used in a positive context?

- Discuss the meaning of the word
- In line with the appropriate policies at school, how does the school deal with recognition, prevention, responding and monitoring to any form of homophobic language?
- School should stress the importance of human dignity and name calling is contrary to showing such dignity

Church Teachings

- Discussion about how we are all unique and created in the image of God
- Discussion about God's love for all
- Jesus taught us that we must love our neighbour as we love ourselves and that we must treat others as we wish to be treated

4.3 Scenario 3 – Secondary School

This question and response is from FAQs from DCSF's Safe to Learn: Embedding anti-bullying work in schools 2007.

Tom is 16 and is openly gay. He has a boyfriend at another school. Sometimes they meet after school at the school gates and kiss. Tom has been receiving text messages and emails calling him a "bender" and saying...and "we're gonna get you ... And your boyfriend...queer! He has been pushed and jostled in the school corridors and his bag has been vandalised. A few parents have also complained about Tom kissing his boyfriend in front of their children.

Possible way of tackling the matter

- This is a case of homophobic bullying and a safeguarding matter. Threats have been made.
- Does the school have a policy that addresses public display of affection for all its pupils? If such a policy exists, all pupils are bound by it. If there is no policy about public display of affection, then all pupils are entitled to public display of affection.
- The school needs to deal with the parental complaints being mindful that its response must reflect the school's current policies and must not breach the Equality, or Data Protection legislations.

Church teachings

- Discussions about human dignity, chastity and homosexuality.
- *The Church makes her own the attitude of the Lord Jesus, who offers his boundless love to each person without exception. During the Synod, we discussed the situation of families whose members include persons who experience same-sex attraction, a situation not easy either for parents or for children. We would like before all else to reaffirm that every person, regardless of sexual orientation, ought to be respected in his or her dignity and treated with consideration, while 'every sign of unjust discrimination' is to be carefully avoided, particularly any form of aggression and violence. Such families should be given respectful pastoral guidance, so that those who manifest a homosexual orientation can receive the assistance they need to understand and fully carry out God's will in their lives.*

Pope Francis: Amoris Laetitia paragraph 250, 2016

- *The Church teaches that sexual intercourse finds its proper place and meaning only in marriage and does not share the assumption common in some circles that every adult person needs to be sexually active. This teaching applies to all, whether married or unmarried, homosexual or heterosexual, engaged, single through choice, widowed or divorced.* **Catholic Bishops' Conference of England and Wales: Cherishing Life paragraph 113, 2004**
- *The Church teaches that homosexual people must be accepted with respect, compassion and sensitivity. Catechism of the Catholic Church 2358. In addition.....it must be quite clear that a homosexual orientation must never be considered sinful or evil in itself.*
Catholic Bishops' Conference for England and Wales: Cherishing Life paragraph 111, 2004
- *It is deplorable that homosexual persons have been and are the object of violent malice in speech or in action. Such treatment deserves condemnation from the start of wherever it occurs. It reveals a kind of disregard for others which endangers the most fundamental principles of a healthy society. The intrinsic dignity of each person must always be respected in word, in action and in law.*
Cardinal Ratzinger: Letter to the Bishops of the Catholic Church on the Pastoral Care of Homosexual Persons paragraph 10, 1986 (Congregation for the Doctrine of the Faith) (CDF)
- The Church asserts that *'The intrinsic dignity of each person must always be respected in word, in action and in law.'* **Cardinal Ratzinger: Letter to the Bishops of the Catholic Church on the Pastoral Care of Homosexual Persons paragraph 10, 1986 (CDF)**

5. Examples of what schools are doing to avoid any bullying

Schools may wish to highlight things they do to promote inclusive values. Here are some examples:

- Ensure safeguarding of every pupil at school
- Have a Mission Statement that is inclusive
- Highlight the Church teachings in the Religious Education curriculum, for example the Ten Commandments, apply to all people
- Stress that God's grace applies to all
- Promote mutual respect for all
- Have a clear Behaviour Policy that outlines what is not acceptable
- Have a robust Anti-Bullying Policy that ensure that all eight protected characteristics in the Equality Act 2010 are included in an age appropriate manner
- Implement the Anti-Bullying Policy when required
- Provide appropriate training so all staff become skilfully able to tackle any form of bullying, understand the Equality Act and Church teachings
- Ensure the school's British Values Policy is upheld (highlighting the rule of Law, Individual Liberty, mutual respect and tolerance of those with different faiths and beliefs)
- Ensure that there is a whole school approach to policies (i.e. Safeguarding, Relationship and Sex Education, Behaviour Policy, Anti-Bullying, Homophobic Bullying, Mission Statement etc. are all interconnected)
- Ensure all pupils are listened to by the adults in school
- Promote emotional wellbeing being central to child development

5.1 Other suggestions

Schools and colleges may wish to highlight how bullying is tackled on a subject by subject basis. There needs to be age appropriate coverage of diversity, which should occur as a general part of school life.

5.2 Primary Schools

In primary schools, some curriculum areas such as those listed below may lend themselves to have discussions about homophobic bullying.

- Religious Education (RE) – Belonging – Family
- Relationship and Sex Education
- Personal Social Health Education (PSHE)
- Circle Time
- Drama Groups
- Literacy

5.3 Secondary Schools

- Religious Education (RE)
- Relationship and Sex Education
- Citizenship (if applicable)
- Personal Social Health Education (PSHE)
- History
- English Literature
- Drama

Staff may need reassurance that there are no legal or canonical restrictions on discussing issues about lesbian, gay, bisexual, transgender and questioning within the curriculum. It is always essential to inform the pupils about the Church teachings, whilst ensuring that there is no inadvertent promotion of homophobia within the school.

5.4 Sensitive issues

Schools may choose to identify aspects of the Relationship and Sex Education programme that are deemed sensitive and may be raised by pupils. These can all contribute in combatting homophobic attitudes and behaviour. Below are examples of some sensitive issues:

Physical and emotional changes during puberty
Managing changing relationships with family and friends
Sexual relationships
Contraception
Assessing risks, sexual activity
Sexually transmitted infections, including HIV/AIDS
Paedophilia
Sexuality
Pregnancy and abortion
Loss and change e.g. divorce, bereavement
Marriage

In order to develop the confidence of staff to promote discussions a number of techniques might be helpful including:

- Establishing ground rules
- Professional development on the teachings of the Catholic church
- Distancing techniques e.g. creating a character, storyboarding
- Specialist support where appropriate e.g. school nurse, theatre group
- Regular CPD opportunities for staff to attend and discuss issues openly

To assist staff in answering more sensitive questions, staff may be asked to respond within the framework outlined above. Ground rules could be negotiated and agreed with pupils from the outset. Any discussion or negotiation and responses would have to be done in an age appropriate manner.

5.5 Other approaches to consider

Schools and colleges should encourage a culture whereby pupils are able to approach staff with concerns about bullying of themselves and/or about their friends.

This is a list of some of the resources that may be used by schools and colleges to promote such a culture. It is not an exhaustive list:

- Newsletters
- School diaries/journals
- Social media
- School website
- Use of plasma screens around schools
- Email to designated staff at a school email address such as *anti-bullying@*
- Posters around schools/colleges

There may be different scenarios which may occur within schools and colleges, for example, a member of staff may notice and be concerned about a pupil who is subject to homophobic behaviour. There is a statutory duty for that member of staff to report concerns to the school's safeguarding officer. Another example being, a pupil may approach a member of staff confidentially and disclose that they are the subject of homophobic bullying. The member of staff has a statutory duty to report the matter.

The school's safeguarding officer may choose to report his or her concerns to another member of staff or an outside agency. Any member of staff, providing support for a pupil may also need to be supported professionally. The most important aspect is that all pupils know that they are able to approach an adult who will listen to them and take their concerns seriously and that the adult who provides the ongoing support for the pupil has the pupil's trust and the support of the senior leadership within the school.

Here is a list of people whom pupils may wish to have discussions with about bullying in school. It is not an exhaustive list:

- Chaplaincy team
- Pastoral care team
- Trusted teacher in school
- Safeguarding officer
- School nurse

- Community policy officer

6. Frequently Asked Questions

These FAQs can also be found in DCSF's guidance *Safe to Learn: Embedding anti-bullying work in schools 2007* and have been adapted.

1. Some parents/carers do not want us to respond to homophobic bullying. What do we do?

No parent/carer wants their child to be bullied. Nor do they want to hear that their child is a bully. Regardless of their views on LGBTQ, or sexual orientation, parents and carers have to understand that schools have a responsibility to keep pupils safe. Preventing and responding to homophobic bullying is essential if schools are going to fulfil their responsibilities. It is important to consult parents/carers about any steps to prevent homophobic bullying. Parents/carers also need to understand that homophobic bullying can affect anyone, regardless of whether or not they are LGBTQ.

2. We have to respect cultural and religious difference. Does this mean pupils can be homophobic?

Some religions or cultures (other than Catholicism) believe that homosexuality is wrong and LGBTQ people are not entitled to the same rights as heterosexual people. However, no religion or culture believes that bullying, including homophobic bullying, is ever acceptable. There can therefore be no justification for homophobic bullying. All young people can experience homophobic bullying, regardless of their sexual orientation, religion, or views, and they deserve to be protected. Tolerance and kindness should be integral to any school. A person can hold whatever views they want, but expressing views that denigrate others is unacceptable and does not confirm to values of the Catholic school or society more generally.

3. Primary school pupils are too young to understand. Surely we should not mention gay people?

Primary school pupils may be too young to understand their own sexual orientation but it is likely that some primary school pupils will know someone who is LGBTQ. This might be a member of their family, godparents, or family friends. Homophobic language is used in primary schools without the pupils necessarily realising what it is that they are saying. Primary schools should respond to homophobic bullying in an age-appropriate way, whilst demonstrating that it is not acceptable in school. The same strategies can be used to tackle all forms of inappropriate language.

4. I think a pupil may be LGBTQ. What should I do?

It is important that you do not ask pupils about their sexual orientation, or assume that they are necessarily troubled by it. If a person does come out to you, it is important to be supportive. That way, they will be more likely to tell you if they are experiencing bullying. Creating a school ethos where all pupils feel respected is central to giving pupils the confidence to talk to staff if they need to. Use group discussion and classes to reiterate the school's anti homophobic bullying policy.

5. How should I treat the non-biological parent of a pupil?

Like any other parent. Non-biological parents have the same rights and responsibilities as a step parent. It is important that schools treat non-biological parents in the same way as biological parents, and they feel able to be involved in school life and activities. Some non-biological parents may apply to adopt a child. Some others may apply for a parental responsibility order; this enables them to sign official forms from school for example.

6. Our child is about to start primary school. Should we tell his teacher that we are a same-sex couple?

You do not have to tell the school that you are a same-sex couple, but telling them will enable them to ensure that your child is included and supported. Telling the school will also enable them to keep an eye on your child, and intervene swiftly and effectively if there is any homophobic bullying. Schools' primary concern is the children in their care, not their views on their family arrangements.

7. What about transgender people?

Gender identity and sexual orientation are two different things. Gender identity may describe a person's gender. Sexual orientation describes whether a person is heterosexual, lesbian or bisexual. The description of someone as transgender refers to their gender identity. Some young people come to realise that their biological gender is not the same as the gender with which they identify, that is, they are born a girl but feel like a boy, or born a boy and feel like a girl. Some transgender young people can be heterosexual, lesbian, gay or bisexual, but like all pupils may experience bullying and should be protected from it. Transgender pupils may not conform to accepted gender norms and roles and therefore may experience homophobic bullying as a result. It is important to be alert to the sort of bullying they may experience and protect them accordingly.

The American Psychological Association defined the following terms in 2011:

Gender identity refers to one's sense of one's gender identity and biological sex are as transsexual or as another transgender category.

Gender expression refers to the way in which a person acts to communicate gender within a given culture; for example, in terms of clothing, communication patterns and interests. A person's gender expression may describe gender roles, and may or may not reflect his or her gender identity.

Gender Reassignment

A person is considered transsexual, and considered to be undergoing gender reassignment if: *the person is proposing to undergo, is undergoing or has undergone a process (or part of a process) for the purpose of reassigning the person's sex by changing physiological or other attributes of sex. Equality Act 2010 section 7.*

During the passage of the Gender Recognition Bill the Catholic Bishops' Conference of England and Wales prepared a Briefing note, (CBCEW Briefing note on the Gender Recognition Bill from a Catholic Perspective, paragraph 11, 2004). Whilst the Briefing was prepared specifically to respond to the proposal to allow legal recognition of the

acquired gender there is reference to the Church's view of its response to transsexual people. The relevant paragraph, which gives the Catholic perspective on gender reassignment is as follows:

“Transsexual people are fully entitled to help and support from the community, and as people suffering and in need have a special claim to help from the Christian community. In their interests and the promotion of the common good of society, there is a natural response to ease their suffering by providing appropriate medical and psychological help and support, and for those who choose to do so, to ease their life in society when they choose to live permanently as a member of the opposite sex.”

Church teaching on transgender

The Church has not, as yet, made a definitive statement about transgender or gender reassignment. Within the context of this policy the pastoral care of pupils and staff in our schools remain paramount.

8. We do not have any LGBTQ pupils at this school. Why would this be relevant?

Homophobic bullying can affect anyone regardless of sexual orientation. Anyone who is thought to be LGBTQ, or just thought to be “different” can be called “gay” or experience homophobic abuse. It is likely that your school will have LGBTQ pupils, even if they have not yet “come out”. Even if you do not have any LGBTQ friends or family or may be aware of media coverage of LGBTQ issues and therefore it is relevant to all pupils. Finally, there are LGBTQ people in the world (and in the workplace) and therefore tackling homophobic behaviour is essential to a pupil's wider education.

9. How do schools with a religious character respond to homophobic bullying?

Along with all schools, schools with a religious character condemn and will not tolerate any form of bullying, including homophobic bullying, for at the heart of a successful Catholic school is Christ, who is love and bullying can have no place in such communities.

References from the guidance

1. Cardinal Basil Hume (1997): *A note on the teaching of the Catholic Church concerning homosexuality*
2. Catholic Bishops' Conference of England and Wales (2004) *Apply Equality Law in Practice: Guidance for Catholics and Catholic Organisations*
3. Catholic Bishops' Conference of England and Wales (2004) *CBCEW Briefing Note on the Gender Recognition Bill from a Catholic Perspective*
4. Catholic Bishops' Conference of England and Wales (2004) *Cherishing Life*
5. Catholic Church. (1987) "*--And the truth will make you free*": *Documents of the Congregation for the Doctrine of the Faith: letter to Bishops of the Catholic Church on the pastoral care of homosexual persons.*
6. Catholic Education Service (Feb 2015) *Catholic Values and British Values*
7. Department for Education (Nov 2014) *Promoting fundamental British values as part of SMSC in schools*
8. Department for Education (Oct 2014) *Preventing and tackling bullying,*
9. Department for Children Schools and Families (2007) *Safe to Learn: Embedding antibullying work in schools*
10. Ofsted (Sept 2013) *Exploring the school's actions to prevent and tackle homophobic and transphobic bullying*
11. Ofsted (Feb 2012) *Lesbian, Gay, Bisexual and Transgender issues: Inspecting provision and outcomes for pupils in school – Flexible Learning Materials*
12. Ofsted (Jan 2015) *School Inspection Handbook*
13. Ofsted (Apr 2015) *Inspecting safeguarding in maintained schools and academies*
14. American Psychological Association definition of terms (Feb 2011) *Sex, Gender, Gender identify, Sexual Orientation*
15. Vatican (1994) *Catechism of the Catholic Church*, London: Geoffrey Chapman

Useful Resources

Catholic Children's Society

(Westminster)

73 St Charles Square

London W10 6EJ Tel:

0208 969 5305

www.cathchild.org.uk

ChildLine

ChildLine is a free, 24-hour helpline for children and young people in the UK.

National Helpline: 0800 1111 www.childline.org