

Anti- Homophobic, Biphobic and Transphobic Bullying Fund

Invitation to Compete

July 2016

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# Introduction

This document sets out the purpose, aims, evidence and criteria for applications to the new Homophobic, Biphobic and Transphobic (HBT) Bullying Fund. The Fund responds to evidence that suggests young people who identify as Lesbian, Gay, Bisexual or Trans (LGB&T) are more likely to experience bullying[[1]](#footnote-1), and that this type of bullying has significant effects on educational attainment, truancy and absence levels and emotional wellbeing.

Up to £2.8 million will be available for the programme over three years from September 2016 to 31 March 2019.

Building on the success of the Government’s pilot HBT Bullying programme, which ran between 2015-2016, the Government Equalities Office (GEO) and Department for Education (DFE) is launching a second round of funding.

The previous programme tested and piloted a wide range of new, innovative approaches including but not limited to: whole school approaches; a series of teacher-training conferences; a series of events and activities to raise pupil-awareness; and cascaded learning models.

Emerging evidence from the evaluation of the pilot found that overall the programme was successful in improving school staff capacity and confidence to tackle HBT bullying. Further findings by theme included:

* + **School policy development** – Where senior school staff where sceptical or unsure about the importance of HBT bullying policy, training for governors and senior leadership teams helped generate commitment.
	+ **Awareness, understanding and confidence of school staff** - Survey data showed that the awareness and understanding of staff in relation to HBT bullying improved. This increased their perceived confidence to challenge bullying, especially in relation to challenging the use of HBT language by pupils.
	+ **Teacher capacity and cascaded learning** - Survey data indicated that building capacity among teachers to prevent and tackle HBT bullying was the most successful part of the programme. This included building teacher knowledge and skills as well as better provision of teaching resources.
	+ **Raising pupil awareness** - Attempts to improve pupil awareness of HBT bullying and its effects among pupils through one-off activities and events were not as successful as other programme activities targeted at school staff.

The data also suggested that interventions were more effective when they moved away from a “one-size fits all approach” and were adaptable to the individual circumstances of schools.

This second phase of the programme seeks to further refine and build on that evidence base of what works, to reduce the incidence of HBT bullying in both primary and secondary schools in England. It seeks to do this by transforming the culture of how schools prevent and address HBT bullying in a **sustainable** way.

As such, this new programme will have a new and specific focus in funding organisations to deliver **two models** of intervention across schools.

* **Model One**: A “Whole School Approach” to addressing HBT bullying
* **Model Two**: Targeted training for school staff, in order to build their confidence and capacity to prevent and respond to HBT bullying and build inclusive school environments.

Applicants, including from consortiums, are invited to submit innovative bids that demonstrate how they will deliver a mixture of **both models** across schools in England. Funded initiatives will be required to demonstrate how they will conduct a survey of schools to identify a sample of school groups that will receive the intervention. Successful applicants will need to determine whether to deliver either model one or model two in each targeted school - depending on the level of need and intervention required to tackle homophobic bullying. Please note that we will not accept bids that only focus on one of these models.

This dual approach builds on the evaluation recommendations, which called for a new programme that is adaptable to the individual circumstances and needs of schools. It also moves away from delivering one-off assemblies and workshops for pupils towards a more sustained school-led system approach.

This is an ambitious programme which seeks to drive collaboration and joined-up working to embed and spread good practice.

In assessing the bids, we will compare applications against the evaluation criteria, to ensure the highest quality projects are funded, as well as a good spread of projects across regions in England and across primary and secondary schools. Further detail about the criteria is outlined throughout this document.

# The grant requirement

This section focuses on what the department requires from applications to the HBT Bullying Fund.

Purpose

The overall purpose of this ambitious programme is to reduce the incidence of HBT bullying in primary and secondary schools in England by transforming the culture of how schools prevent and respond to HBT bullying in a **sustainable** way.

Aims

The programme aims to do this in three main ways:

* To **prevent** HBT bullying from happening in the first place;
* To effectively **respond to** HBT bullying when it does occur;
* To create an **inclusive school environment** for LGB&T pupils and families.

While the Department will accept applications focused on interventions in just primary or just secondary schools - the overall programme will seek to fund a spread of projects across primary and secondary schools in England.

The programme also aims to build the evidence base on what works to reduce HBT bullying. In order to do this, we will work with grant recipients to monitor and evaluate the impacts of their activity.

## Overarching criteria

All bids must be able to demonstrate how they will support or make a difference to preventing and responding to HBT bullying and creating an inclusive school environment.

Applicants must clearly set out how they will deliver both a whole school approach and staff training to achieve the **programme outcomes** set out on page 13 onwards. They are required to submit an evidence-based logic model for proposed interventions – using the template provided in Annex A of the application form. This must clearly detail the inputs, activities and outputs associated with the intervention.

We are also seeking applications which meet **all** of the following high level criteria and clearly demonstrate how they will:

* **Survey schools** at the outset. Projects will need to assess in schools the levels of: knowledge and support to addressing HBT bullying among school leadership teams; the extent of policies already in place; and evidence of need
* Use this survey to **recruit a sample** of appropriate groups of schools they will target through either a whole school approach or through training. Projects must ensure high levels of participation from a minimum of 200 schools over the life of the 3-year programme. [You will need to set out how many schools you will reach through a whole school approach (model one) or just training (model two)].
* **Reach schools which currently have no, or ineffective, measures** in place on HBT bullying – not just schools that are already committed to the programme aims
* Collect **baseline data** – including reported incidents of HBT bullying in schools - on the whole sample of identified schools
* Work with schools to develop a method for **disseminating learning** and good practice between and beyond these school groups
* Ensure **sustainability** beyond the duration of the grant funding, by attracting further funding and supporting **schools that “graduate”** from the project to effectively embed good practice
* Provide good value for money

We will also score applications more highly if they meet **one or more** of the following criteria\*:

* Design and produce quality-assured resources for schools and teachers to capture learning - in agreement with the Department.
* Show how it will recognise and galvanise the range of expertise and specialisms within the LGB&T charitable sector
* Involve joint or consortium working – across the voluntary and community sector or across different sectors, for example with schools

## Evaluation of bids

The following scoring matrix will be used to assess bids.

|  |  |  |  |  |
| --- | --- | --- | --- | --- |
| **Corresponding question in Application Form** | **Criteria** | **Score (0-5)** | **Weighting** | **Weighted Score** |
| 3.3 | Experience and track record of delivering anti HBT BTbullying projects  |  | 3 | **15** |
| 3.5 | Evidence application has considered how it will meet the three programme outcomes.  |  | 3 | **15** |
| 3.6 and 3.7 | Evidence of a considered approach as to how the project will: survey schools; recruit and retain a sample of 200+ schools; and collect baseline data |  | 2 | **10** |
| 3.8 | Ability to reach schools which currently have no, or ineffective, measures in place on HBT bullying  |  | 2 | **10** |
| 3.9 | Will disseminate learning and good practice  |  | 1 | **5** |
| 3.10 | Will ensure sustainability beyond the duration of the grant funding, by attracting further funding and by supporting schools that “graduate” from the project to effectively embed good practice  |  | 1 | **5** |
| 4.9 | Effective management and governance arrangements in place, including to identify and manage risk |  | 2 | **10** |
| 4.5 and 4.6 | Evidence of value for money and inclusion of detailed budget and breakdown of spend |  | 1 | **5** |
| 3.11 | The extent to which the bid meets one or more of the desirable criteria mentioned above\* |  | 2 | **10** |
|  | **Total** | **/45** |  | **/85** |

**Score Guidance:**

**Score of 5:**

A score of 5 will reflect that bidders as well as addressing all, or the vast majority, of requirements will demonstrate a deep understanding of the project.  All solutions offered are linked directly to project requirements and show how they will be delivered and the impact that they will have on other areas/stakeholders.  Proposals will contain novel or creative ideas which are realistic and which would enhance the service provision.  To award a score of 5 bids would exceed normal expectations and should clearly be seen as offering value added solutions.

**Score of 4:**

A score of 4 will reflect that bidders will have addressed, in some detail, all or the majority of requirements as stated in the specification.  Evidence will have been provided to show not only what will be provided but will give some detail on how this will be achieved.  Bidders should make clear how their proposals relate directly to the aims of the project and be specific, rather than general, in the way proposed solutions will deliver the desired outcomes.

**Score of 3**:

A score of 3 will again address the majority of the requirements as stated in the specification but will lack some clarity or detail in how the proposed solutions will be achieved.  Evidence provided while giving generic or general statements is not specifically directed toward the aims/objectives of this project.  Any significant omission of key information will point towards a score of 3.

**Score between 1 or 2:**

A score in this range will reflect that the bidder has not have provided evidence to suggest how they will address a number of or elements of the requirements.  Tenders will in parts be sketchy with little or no detail given on how they will meet project requirements.  Evidence provided is considered weak or inappropriate and it is unclear on how this relates to desired outcomes.

**Score of 0:**

A score of 0 will result if no response is given and/or if the response is not acceptable and/or does not cover the required criteria.

## Grant awards

Up to £2.8 million is available for this programme. Funding will be available for three years (until 31 March 2019). We expect that organisations will progressively develop alternative sources of funding to become self-sustaining.

Grants are open to voluntary, community and social enterprise organisations. Other organisations can be part of a partnership or consortium bid (but not the lead organisation) made on a “not for profit” basis. The impact of the activity and any direct delivery of the services must be in England only.

The exact number and size of individual grants will depend on the range and quality of bids received. There is a maximum grant award of £500,000 per bid for the entirety of the programme. Joint applications are welcome with the maximum bid still applicable, so a joint bid by two or more organisations could be made for up to £500,000.

Grants will be awarded for all eligible direct project costs (revenue funding). Capital expenditure will not be eligible.

Usually payments are made in arrears on a quarterly basis; however, payment schedules will be organised between the department and grant recipient in advance. The department will consider paying a small proportion of the funding upfront to successful organisations which would not otherwise have the means to deliver their project and will agree a suitable profile for the remaining funding. The department will claw back any money for which the organisation does not provide adequate evidence of being spent as agreed.

The Department will specify the format for providing management information as part of the process of issuing the grant agreements.

# Background

The UK has made enormous strides towards equality for LGB&T people. We have one of the world’s strongest legislative frameworks to prevent and tackle discrimination; we have the highest number of openly LG or B parliamentarians in the world; and more than 15,000 couples have chosen to marry or convert their civil partnerships to marriage since the Marriage (Same Sex Couples) Act was introduced in 2013.

Yet homophobia, biphobia and transphobia remain significant barriers to achieving substantive LGB&T equality. Young people who identify as LGB are more likely to experience bullying than those who are heterosexual; analysis of data from the Longitudinal Survey of Young People in England shows that between the ages of 14-16, young people who later went on to identify as LGB had a 56% chance of having been bullied in the past year compared to a 45% chance for their heterosexual peers.[[2]](#footnote-2) Research by Whittle, Turner and Al-Alami (2007) found extensive bullying of transgender pupils: out of a non-representative online survey of 872 trans people, 64% of trans men and 44% of trans women reported experiencing some kind of harassment or bullying at school[[3]](#footnote-3).

One form of bullying is the casual use of HBT language; this is a behavioural issue that can negatively affect all pupils, not just LGB&T pupils. Young people who are perceived to be different are also often the victims of this type of bullying and the stigma that association carries.

The costs to individuals and society in not addressing HBT bullying are significant, affecting educational attainment, truancy and absence levels and emotional wellbeing. This limits the equality of opportunity for LGB&T people – a key priority for societal equality – and places economic costs on society.

The Government expects schools to take a strong stand against all forms of bullying. All schools are required by law to have a behaviour policy which sets out how they will do this, as well as outlining measures to encourage good behaviour.

The Government does not set out a particular approach to tackling bullying that schools should follow. Schools are free to develop their own anti-bullying strategies.

What is the evidence base?

To understand about what was effective in reducing HBT bullying in schools, the GEO commissioned NatCen Social Research in 2014 to conduct an evidence review and primary research among teachers, pupils and providers of anti-HBT bullying initiatives. The research highlighted the perceived importance to using and developing a strategic, long-term, ‘whole-school’ approach to tackling HBT bullying, which involved incorporating LGB&T people in teaching across the curriculum in age-appropriate ways from an early age. It also found that teaching to address HBT bullying appeared to work better where staff were knowledgeable about LGB and/ or T issues and/or had received training on sexual orientation and gender identity and drawn on information about previous good teaching practice in tackling bullying. The research however did not find robust evidence of what works to reduce HBT bullying in schools. The findings can be found [here](https://www.gov.uk/government/uploads/system/uploads/attachment_data/file/367473/NatCen_Social_Research_-_HBT_bullying_-_analytical_report.pdf).

To, therefore, develop the evidence base further, the GEO commissioned an independent evaluation of the 2015-2016 pilot programme. This is due to be published shortly. The interim findings have been used to shape this grant specification. An open session will be scheduled in July where bidders can attend to hear and discuss learning and findings from the first phase of the programme and its evaluation. Please contact LGBT.team@geo.gov.uk if you are interested in attending this session and further details will be provided.

# Further information on what we are looking for

Going beyond a ‘one size fits all’ approach, applications are expected to demonstrate how they will further develop and go about offering both model one and model two to schools.

If successful, applicants will conduct surveying to determine whether to deliver either model one or model two in each targeted school - depending on the level of need and intervention required to tackle homophobic bullying.

**Model One**: Whole School Approach

This is the most intensive model, needed where schools are not advanced in efforts to prevent and tackle HBT bullying. Activities are focussed on:

* Supporting school senior leadership teams to make tailored changes to their policy and curricula. *This corresponds to outcome 1: More schools have policies and curricula embedded, which are targeted at preventing and tackling HBT bullying and building inclusive LGB&T environments*
* Provision of training to staff. *This corresponds to outcome 2: More teachers and non-teaching staff report they feel supported, confident and capable of preventing and tackling HBT bullying and building more inclusive school environments.*
* Engaging pupils. *This corresponds to outcome 3: More pupils report that they feel confident in reporting HBT bullying, feel more resilient towards bullying, and feel their school is inclusive towards LGB&T pupils and families.*

**Model Two**: Staff training only

This is the least intensive model, for schools where there is existing knowledge and support among senior leadership teams to prevent and respond to HBT bullying. This approach therefore builds on any existing practice already taking place in the school. It will provide staff training and support to further improve awareness, confidence and competence to prevent and address HBT bullying. Training activity may include student teachers linked to or associated with the identified school groups.

This corresponds to outcome 2 only: *More teachers and non-teaching staff report they feel supported, confident and capable of preventing and tackling HBT bullying and building more inclusive school environments.*

**INTENDED OUTCOMES AND PROJECT COMPONENTS**

Applicants should set out an evidence-based logic model for proposed interventions. Please use the template in Annex A of the application form. This must clearly set out and explain the inputs, activity, outputs and outcomes associated with the intervention.

We are looking for project proposals that clearly demonstrate how they will achieve the intended outcomes set out below. The Department will look for clear evidence and rationale that projects are likely to be effective in achieving these outcomes. More refined activities and key performance indicators will be agreed in discussion with successful applicants.

**Outcome 1:** More schools have policies and curricula embedded, which are targeted at preventing and tackling HBT bullying and building inclusive LGB&T environments

To achieve this outcome, initiatives should focus on supporting schools’ senior leadership teams to embed effective **school policies and curricula**. As a minimum initiatives should show in their logic model how they will deliver the following components. These components were identified in the pilot evaluation as active ingredients and features that were believed to have contributed to this outcome:

* At each school a survey or an **assessment of need** is conducted to identify bespoke changes needed to policy, reporting and curricula
* School **leaders** are involved and engaged in any reviews of policy, curricula and staff training
* Schools are supported to implement and measure policies and curricula that **prevent** HBT bullying
* Schools supported to implement practical and actionable **reporting and monitoring** of HBT bullying
* School policies and curricula implemented to support the **everyday inclusion** of LGB&T children, young people and families
* Staff and pupils are **aware of and committed to** policy and curricula changes

We are particularly keen to see applications which demonstrate plans to effectively **engage pupils in the process**.

**Outcome 2:** More teachers and non-teaching staff report they feel supported, confident and capable of preventing and tackling HBT bullying and building more inclusive school environments.

To achieve this outcome, initiatives will focus on conducting staff training. As a minimum initiatives should show in their logic model how they will deliver the following components. These components were identified in the pilot evaluation as active ingredients and features that are believed to have contributed to this outcome:

* Direct **face-to-face training** to a mixture of teaching and non-teaching staff which **fosters group learning and responsibility**. This training should focus on:
* Improving awareness and understanding of the **impact** of HBT bullying
* Improving understanding of the link between homophobia, biphobia and transphobia and **sexism**[[4]](#footnote-4).
* Increasing confidence and capacity to **challenge HBT language and behaviour**
* Improving commitment and capacity to make LGBT identities part of **everyday** school life

While not a requirement, initiatives may also wish to design training that includes the following format that was identified as effective in indicative findings of the evaluation:

* Dedicated time for teachers to start developing a strategy and action plan for their schools or time to practically explore how to use resources
* Post training support or follow-up to assist in the implementation of learning
* Training provided to more than one representative in a school

Or training that includes the following content:

* An overview of legal, statutory and regulatory obligations
* Use of facts and figures around the nature and extent of HBT bullying or personal accounts to generate greater understanding of the harm
* Activities that explore and challenge gender and LGB&T stereotypes
* Examples and case studies of how LGB&T usualisation and/or HBT bullying has been addressed in other schools
* Specific or separate information on transgender identities
* Strategies to tackle HBT language and bullying and practical guidance on how to implement these

Applications are permitted to include training activity for student teachers linked to or associated with the identified school groups.

**Outcome 3:** More pupils report that they feel confident in reporting HBT bullying, feel more resilient towards bullying, and feel their school is inclusive towards LGB&T pupils and families

To achieve this outcome, initiatives should focus on engaging pupils in whole school approaches. We will also welcome approaches that:

* strengthen pupil referrals to existing school and community support services
* or provide direct support to pupils experiencing bullying or issues associated with pupils’ LGB or T identity

However, funding will **not** be granted for project staff to deliver assemblies or classes.

**DIAGRAM 1: METHODOLOGY FOR MEETING REQUIREMENTS AND INTENDED OUTCOMES**

# The application process

Organisations must prepare applications in accordance with this document and the application form. All information requested on the application form must be provided to enable your application to be fully considered.

Your application is not an agreement or contract. Meeting the selection criteria does not guarantee funding. Funding is limited and applications will be assessed and prioritised according to the extent to which they meet the selection criteria. Only high quality applications are likely to be considered for funding.

## How to apply

Eligible organisations must submit a bid using the application form available on [Contract Finder](https://www.contractsfinder.service.gov.uk/Search) alongside this guidance. The application form must be submitted in a format that is compatible with Word 2003/ PDF. The maximum size for email attachments is 5MB.

### Supporting documentation

Please submit your application form by e-mail to LGBT.team@geo.gov.uk.

Your proposal must arrive by **noon on 5 August 2016**. You will receive an automatic email response letting you know that your bid has arrived with us. Late proposals will not be considered so please factor in the time it takes to receive your e-mail. We will aim to announce the final results of the competition by end of August (see timetable below for key stages of the application process). This is a guide and, whilst the department does not intend to depart from the timetable, we reserve the right to do so at any time.

### Timetable

Set out below is the proposed timetable for organisations interested in bidding. This is a guide and, whilst the department does not intend to depart from the timetable, we reserve the right to do so at any time.

|  |  |
| --- | --- |
| Fund opens for applications  | 8 July 2016 |
| Deadline for organisations to submit proposals to DfE  | Noon 5 August 2016  |
| Applicants notified of results of bids  | 21 August 2016  |
| Work plans negotiated and agreed with successful bidders | August 2016 |
| Grant Funding Agreements agreed and signed  | September 2016  |
| Funded activity begins  | September 2016 |

### Inducements

Offering an inducement of any kind in relation to obtaining this or any other grant with the department will disqualify your application from being considered and may constitute a criminal offence.

### Costs and expenses

You will not be entitled to claim from the department any costs or expenses which you may incur in preparing your proposal whether or not your proposal is successful.

### Feedback

Following the award of grants, feedback will be available to unsuccessful bidders on request.

### Freedom of information

The department is committed to open government and to meeting its responsibilities under the Freedom of Information Act 2000. Accordingly, all information submitted to the department may need to be disclosed in response to a request under the Act. If you consider that any of the information included in your proposal is commercially sensitive, please identify it and explain (in broad terms) what harm may result from disclosure if a request is received, and the time period applicable to that sensitivity. You should be aware that, even where you have indicated that information is commercially sensitive, we may still be required to disclose it under the Act if a request is received. Please also note that the receipt of any material marked ‘confidential’ or equivalent by the department should not be taken to mean that we accept any duty of confidence by virtue of that marking. If a request is received, we may also be required to disclose details of unsuccessful proposals.

### Management information

The successful grant recipients will be asked to provide management information to meet the needs of the Department. These will be subject to further negotiation but the Department’s minimum information needs are:

* + Quarterly written reports on achievement of key outputs and milestones as set out in the Delivery Plan, which will be agreed between the department and grant recipients
	+ Regular monitoring data
	+ Two meetings per grant-funded year with DfE policy leads to review overall performance, including progress the grant-funded organisation is making towards securing financial sustainability for the project once DfE funding ends.

The Department expects applicants to set out in their proposal how intended outputs and outcomes (identified as part of the logic model) will be measured. Organisations which are subsequently awarded a grant will be required to provide accurate, timely and robust monitoring data.

Independent evaluation

The Department will be funding an independent evaluation of specific interventions. The evaluation will involve an experimental design which will enable us to determine whether changes in outcomes can be attributed to the intervention.

Successful applicants will be required to work collaboratively with GEO and the research contractors commissioned by the GEO to conduct and deliver this evaluation. This process is likely to involve the creation of a clear counterfactual (ie what would have happened in the absence of an intervention) – and could be achieved through randomisation. This would mean schools across the whole sample will be allocated to one of two groups – early intervention groups (intervention group) or delayed intervention groups (control group). In order to do this effectively, grant recipients may be required to have clearly agreed their sample within the first four months and work carefully with schools to agree a timetable for delivering interventions.

Applicants are therefore **not** required to submit a separate evaluation for each initiative.

### Grant funding agreement

We will provide all organisations which are successful with the DfE grant funding agreement. This agreement will set out our expectations of all successful applicants and all bidders will be required to accept the final version in full. A grant funding agreement with each successful organisation will be finalised in September 2016.

### State aid

State Aid rules must be adhered to. State Aid is a European law term which refers to forms of financial support from a public body or publicly-funded body, given to organisations engaged in economic activity on a selective basis, which has the potential to distort competition and affect trade between member states of the European Union. Unauthorised State Aid is unlawful aid and if public authorities award State Aid in breach of the rules, the European Commission has the power to require repayment with interest from the aid beneficiary. State Aid may be permitted if it falls under a certain threshold. This is known as de minimise aid. Currently the total de minimise aid granted to any one organisation must not exceed €200,000 over any period of three financial years.

We consider it unlikely that the funding to be provided under this scheme would be considered State Aid. However, applicants should form their own view, taking advice if necessary, as to whether the funding they receive is unlawful State Aid. Furthermore, if you have received State Aid from any public body in the previous three financial years you must let us know on the application form. If your organisation has received State Aid in the previous three financial years below the de minimise threshold, this could possibly limit the amount for which you are eligible.

### Government efficiency controls: marketing and advertising and consultancy

As part of the Government’s commitment to deliver value for money in public spending, bidders should be aware that there are restrictions on what grant funding can be used for in relation to all paid-for communications, marketing and consultancy activities. The controls apply to most communications activity including printing and publications, events, PR and digital communications activity, and engagement of consultants. Exemptions may be granted for essential activities where cost-effectiveness can be evidenced and where other no cost or low cost options have been exhausted.

### Marketing and advertising

Exemptions for expenditure under £100k can be approved within DfE where proposed communications related activity is judged to be critical to delivery of the project and meeting agreed national priorities for the Government.

Exemptions for expenditure over £100k require clearance within DfE and also the Cabinet Office in line with the Government’s Marketing and Advertising Efficiency Controls. Therefore organisations whose proposals fall into this category may need to provide further information which might result in a delay in clearing funding.

### Consultancy

Consultancy exemptions under £20k can be approved within DfE. Consultancy over £20k may require DfE and Cabinet Office clearance.

Cabinet Office guidance on the controls can be accessed at: [**http://www.cabinetoffice.gov.uk/resource-library/cabinet-office-controls-guidance**](http://www.cabinetoffice.gov.uk/resource-library/cabinet-office-controls-guidance)

# Clarification for bidders

To supplement the information in the Fund guide, we have included below information which will keep up to date should we receive any questions from potential bidders.

* We are following the DfE procurement rules for the competition of these grants.
* We will consider how the different bids fit together as a whole when evaluating them to take account of the overall impact that projects will have when making decisions on funding.
* The funds should be used to provide something additional to what already exists, not subsidising core costs. However, agencies can use the funds to pay for new staff costs if staff are reallocated to work on the project.
* Our Grant rules do not allow alterations to bids once they have been submitted. We have to consider individual bids on their own merits.
* The government’s usual position regarding ownership of IPR is that copyright in any materials produced using public money is vested to the Crown with the material being made available to anyone under the Open Government License. We would be happy to discuss any alternative proposals in advance of submitting your bid.



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1. Henderson, M. (2015) Bullying among lesbian, gay and bisexual young people in England, Institute of Education. For trans bullying, see Whittle, S., Turner, L. and M. Al-Alami (2007) Engendered penaltie4s: transgender and transsexual people’s experiences of inequality and discrimination. The Equalities Review. [↑](#footnote-ref-1)
2. Henderson, M. (2015) Bullying among lesbian, gay and bisexual young people in England, Institute of Education. [↑](#footnote-ref-2)
3. Whittle, S., Turner, L. and M. Al-Alami (2007) Engendered penaltie4s: transgender and transsexual people’s experiences of inequality and discrimination. The Equalities Review. [↑](#footnote-ref-3)
4. The evaluation of the pilot programme identified a need for preventing HBT bullying to be linked with work to tackle gender stereotyping and sexism. [↑](#footnote-ref-4)