

A large crowd of people, mostly young men, is shown in a monochromatic orange tint. They are looking in various directions, some towards the camera, some away. The image has a soft, slightly blurred quality, suggesting a large gathering or a public event.

Fluent

*'I would love to live
Like a river flows
Carried by the surprise
Of its own unfolding.'*

*From Conamara Blues by John O'Donohue, published by Doubleday.
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DRAFT

North Lincolnshire Local Authority
Promoting Diversity:
Policy and Guidance For the Prevention of
Homophobic Bullying 2006

For Schools and Young People's Settings

“**Lesbian, Gay Men, Bisexual
and Trans People are:**

Black, white, dual heritage,
daughters, sons,
aunts, mothers, sisters, brothers, fathers, uncles, nephews,
nieces, friends,
colleagues, workers, non-waged,
students, teachers,
customers, differently-abled,
jewish, hindu, sikh, muslim, christian, gentile,
of all religions and none, old and young,
women and men,
and from
every political perspective.”

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Introduction

Education for Diversity

North Lincolnshire Local Authority believe in a coherent approach to Equality with respect for the principles of diversity, equality and social inclusion and cohesion foremost in all Local Authority places of residence, learning and recreation.

Schools and children's and young people's settings should be places where diversity does not mean discrimination and where the dignity of all individuals is respected.

Local Authority places of residence, learning and recreation like the rest of society are made up of individuals who hold a spectrum of values, beliefs and opinions. Some of these may be based on prejudice and may be discriminating. Homophobia is an example of such a prejudice. Homophobia can be defined as an irrational dislike, hatred or fear of and behaviour towards individuals who are lesbian, gay, bisexual or transgender (LGBT). Homophobia when it occurs, in any of its forms can be damaging not only to individuals but also to the ethos of the establishment and works against the promotion of social harmony in society. This behaviour can result in negative consequences, which have ranged from damage to self-esteem to premature death.

Drivers for Change

Section 28 referred to provisions in the Local Government Act 1988, which made it illegal for local authorities to promote the teaching of the acceptability of homosexuality as a 'pretended family relationship'. Section 28 was taken off the statute book in September 2003 after a long-standing campaign against it by many organisations including teachers' unions. Local Authorities have always had a duty to protect children from all kinds of abuse, including



homophobic abuse and although Section 28 did not apply to schools, its legacy has been an unacceptable climate of anti-lesbian/gay prejudice, which will take some time to overcome.

The introduction of the Sex Discrimination (Gender Reassignment) Regulations 1999, and the Employment Equality (Sexual Orientation) regulations 2003 outlaw discrimination and harassment in the workplace on the grounds of actual or perceived sexual orientation.

The new regulations mean that issues of homophobia and homophobic bullying and harassment in the workplace can now confidently be addressed.

Schools & Young People's Settings

Implications and responsibilities in the area of education

It is recommended schools and all young people's settings refer to the recent legislation and guidance detailed in Appendix One, and beginning with reference to *current terminology around homosexuality and homophobic bullying appendix two* and the fuller list of resources being attached as appendices to this guidance document.

It is important that all children and young people are prepared for life in a multicultural diverse society where bullying, prejudice and discrimination are not tolerated. Good education, whatever the setting, means adherence to the principles of diversity, equality and social inclusion.

North Lincolnshire Local Authority believes in and supports a coherent approach to tackling bullying, including homophobic bullying and discrimination in all schools and educational settings.

Supporting LGBT pupils and adults in educational settings involves ensuring that LGBT issues are included in all areas of their work, from the creation of policies and procedures to the ethos and delivery of the curriculum, and that training opportunities are offered to all employees.

This document can be used as a guide and reference in the shaping of individual policies and action plans. The Local Authority is committed to an education and care system, which gives justice, equality and a quality education to all. It is confident that this document will contribute to this goal.

Understanding the need to prevent homophobic bullying in all schools & young people's settings

Definition of Homophobia and Homophobic bullying

Homophobia at its most benign, involves passive resentment of LGBT men and women. In its most destructive form it involves active victimisation. Such attitudes can also affect anyone who is perceived to be homosexual or who does not conform to stereotypical standards of masculine or feminine behaviour.

A **Homophobic Incident** is any incident, which is perceived to be homophobic by the victim or another person and/or that is directed to impact upon those known or perceived to be lesbian, gay, bisexual or trans people. [See Appendix 2]

Homophobic Bullying is often present in an environment that fails to challenge and respond to homophobia. It can take the form of rumour mongering, social isolation, text messaging and frightening looks, as well as more obvious forms of bullying. It does not just affect young people who identify as LGBT. In any young people's settings, homophobic bullying can directly affect any young person whose life choices, interests or needs do not conform to traditionally accepted gender norms, as well as adult members, and anyone who may have friends or relatives, who are LGBT. This can in turn affect all members of the community by giving out the message that bullying is tolerated, and that their own environment is unsafe.

Challenging and responding to homophobia will also help address concerns regarding gender-based bullying and stereotypical images of masculinity and femininity.

What are the effects resulting from Homophobic bullying

Key points from relevant research

There is a growing body of evidence to suggest that gay, lesbian and bisexual young people are vulnerable in schools. The research suggests that young people face many challenges when developing a lesbian, gay or bisexual identity and that these challenges can, for some, adversely affect their psychological well-being. For a



minority the challenges can lead to suicidal ideas, self-harm and even suicide itself.

The common experience is that there is still a stigma attached to developing a gay or lesbian identity. As a result, gay and lesbian adolescents may experience different types of stresses and difficulties from their heterosexual counterparts. There can also be extra stress caused by family attitudes, victimisation and ostracism of peers. The arising pressures make the task of developing a positive self-image more challenging for most gay and lesbian young people. For these reasons, the well-being of gay and lesbian young people should be an important consideration for all those who work with them.

On top of this, the growing body of research evidence highlights homophobic bullying as a significant issue for schools. Professor Ian Rivers, (Edinburgh University), a leading UK researcher in this field, has noted that:

- Experiences of homophobic bullying in school are often long term, systematic and perpetrated by groups of peers;
- Victims have been unlikely to report to teachers or someone at home – leading to increased perceptions of isolation;
- Much of the prejudice, discrimination and victimisation that lead to many of the difficulties associated with developing a non-heterosexual identity are encountered at school.

A UK study by Stonewall reported that 48% of respondents aged under 18 years had experienced violence with 90% having experienced name calling because of their perceived sexual orientation. Of the violent attacks reported, 50% involved fellow students and 40% took place at schools.

Professor Ian Rivers has studied lesbian, gay, bisexual and transgender adults' experiences of bullying when they were at school. Participants in the study reported name calling (82%) and being ridiculed in front of others (72%) as the most frequent forms of bullying suffered. Teasing was also reported by a large number of participants (58%) while slightly more (60%) reported being hit or kicked at school. 49% recalled having their belongings stolen by their tormentors.

Participants also frequently reported indirect bullying. 59% said that rumours had been spread about them. 52% said they were often frightened by the way a particular person looked or stared at them. 27% reported being isolated by their peers. Participants who also reported indirect bullying also reported being bullied within the school building. Being frightened by a look or by rumour mongering were associated with bullying taking place in corridors, classrooms and changing rooms in schools. Large numbers of participants recalled being tormented within their classrooms (66%), along corridors (68%) and in the changing rooms before or after sports lessons (52%).



21% of participants mentioned being sexually assaulted. In these cases, there was little evidence from the responses that the school and/or teachers had been aware of this and able to take action. The reports of sexual assaults at school were associated with bullying taking place in changing rooms.

There were some differences associated with gender. Gay, bisexual or trans- gendered men were more likely than lesbian and bisexual women to recall being hit or kicked, ridiculed publicly, and being called names at school. Lesbian and bisexual women were more likely than men to recall that no one would speak to them.

Further references:

- The NASUWT's Policy, Advice, and Support Document : 'Tackling Homophobic Bullying' 2004 states that the effects of homophobia on teachers and pupils may lead to:
 - Low self-esteem
 - Loss of health
 - A culture of fear
 - Self Harm
 - Pupil indiscipline
 - Pupil or staff absenteeism
 - Reduced staff productivity
 - Staff turnover
 - Poor teaching performance
 - Reduced learning outcomes
 - Stress
- The National Union of Teachers (Publications): Supporting LGBT Students Tackling Homophobic Bullying Negotiating for Equality Can be found at www.teachers.org.uk.
- 'Time to Think 2004' Hazel Wallace, a project with Hu Clarke at The Metro Centre: First Realisation - "Over half of respondents realised they were LGB between 12 and 14 years of age. On average females realised earlier than males (12^{1/2}years and 12^{3/4}years). Of the sexualities, lesbian realised earliest and those who are unsure realised latest."
- A health needs assessment (NHS Greater Glasgow) of young gay, lesbian and bisexual young people in Glasgow – "Something to tell you" Summary Report 2002 found that:
 - of those who considered suicide: Women 32% and Men 19% 'This suggests that LGB people are between 6 to 11 times more likely to commit suicide than mainstream groups'.
 The survey concluded that 'Education Departments must consider their commitment to changing the culture and ethos of schools through: policy and procedure development; monitoring of incidents; provision of an independent counselling service; anti/bullying complaints procedure; open dialogue with

other agencies and young people and positive campaigning linked with PSE

- Stonewall – January 2005 at the launch of ‘Education for All’ a nationwide initiative addressing homophobia and homophobic bullying in schools: “Evidence now demonstrates that young gay people with six GCSE passes are more likely to leave school at 16 than their peers. Many of those who leave cite experience of bullying and violence and have had a history of absenteeism as a consequence. That compromises children’s life chances forever” - Ben Summerskill.
- GAYLIC (Gay and Lesbian Youth in Calderdale) Calderdale and Kirklees: Careers – Needs Assessment Tool Report – have found that many LGB young people in their area are highly vulnerable, particularly in the following areas: lack of parental support; homelessness; victimisation (inside and outside school and within families); mental health problems; alcohol and drug problems; sexual health. [NAT Report September 2005].

Key Principles in Education for Diversity

Education in any setting is the key to creating a just society which values all the people living and working in it. It is important that in any educational or care establishment, the key principles are agreed with all adults, students, pupils, their parents/carers and the communities to which they belong, and that everybody involved works towards a shared vision and common goals.

- Everyone, irrespective of class, race, religion, culture, gender, sexual orientation or disability have an equal right to develop and achieve their full potential.
- Education curricula should have a broad global perspective, which validates world wide contributions to knowledge and civilisations.
- Education should enable pupils to understand the social and economic processes, which have led to prejudice against minority groups and social factors that are associated with sexual and other forms of discrimination and harassment. Learners should be encouraged to

reflect on the impact of social discrimination and the need to promote justice for all.

- Education is concerned with knowledge, skills, attitudes and values. All those involved in education and care must have a clear understanding of the non-discriminatory attitudes and values to be developed in young people, through the educational opportunities and experiences offered.
- Social, linguistic and cultural diversity are strengths to be utilised by teachers, educators and carers in enriching and enhancing children’s learning.
- All schools and young people’s settings should implement an agreed policy on equality of opportunity and access. The effectiveness of strategies for tackling abuse, harassment and isolation on the grounds of gender, religion, race, sexual orientation or disability should be regularly monitored. (Reference Appendix 6 - Sample School Policy and Appendix 7 - a Checklist for Creating an Action Plan).
- An education and care system should be a partnership between schools, young people’s settings, parents/carers and the local community, recognising the existence of complementary expertise and knowledge available. Partnerships with the home, provide opportunities for families to appreciate the values underpinning education and to develop a shared perspective on the importance of social, linguistic, racial, religious and cultural diversity.



North Lincolnshire Local Authority is committed to:

- Maintaining an education and system of care which is demonstrably fair to all pupils, students, users and employees of whatever race, religion, gender, sexual orientation or disability;
- Fostering the principles of justice and equality in all students, users and employees;
- Preparing young people and adults for life in the culturally diverse society to which they belong, and as citizens in an interdependent world;
- Recognising the reality of homophobia in all its forms. Demonstrating that homophobia has no place in education and care by actively striving against it. Being aware that homophobia is damaging to society in general and more specifically to those individuals or groups against which it is directed;
- Ensuring that the operating mechanisms and processes in Local Authority establishments and administration, including employment and recruitment, reflect a positive pro-equality and pro diversity standpoint;
- Promoting the self-esteem, self-motivation and personal responsibility to self and others of all pupils, young people and adults, regardless of race, gender, sexual orientation, religion or culture, within the education and care system;
- Encouraging all institutions and local communities to contribute to the development of education which is truly diverse
- Ensuring an adequate level of professional development and training to enable all employees to recognise and address homophobia in all its forms and offering support in managing incidents of homophobic bullying and harassment;
- Providing an appropriate level of support to meet the specific needs of all young people with regard to their race, sexual orientation, gender, culture and religion.

Reporting Procedures and Mechanisms, Support and Advice

In the case of an incident occurring, schools and young people's settings act in accordance with agreed policy. This may be a separate policy on the prevention of Homophobia and homophobic incidents but also an integral part of the establishment's diversity, anti-bullying, discipline or behaviour policy. Such a policy should determine the action to be taken, who needs to know and a clear means of recording all diversity incidents.

In the case of schools, when a homophobic incident occurs, or is alleged to have occurred, procedures can be undertaken in accordance with the suggested Pathway of Action (Appendix 3).

If the incident is between adults, existing procedures should be followed, eg staff disciplinary, dignity at work or complaints procedures.

In cases of rumour, suspicion or minor verbal incidents, an informal record of concern is kept in accordance with agreed policy.

The Police can be contacted merely as at request or for advice to make an official report of a crime. If contacted, they will assess each incident on its own merits and will give appropriate advice or, in serious cases, take appropriate action. The Police will need details of any previous incidents involving either party even if this is the first involvement of the Police. There are no hard and fast rules as to what action may ensue if the Police are requested but the following issues will be considered by them in making any decision:

- The severity of the incident, eg has a criminal offence been committed? – If not, then the Police may still want to give appropriate advice



- If a crime has occurred, are there any aggravating factors, eg how old is the victim/perpetrator; is there any previous history involving either parties?
- Will there be further implications as a result of any Police action?
- What are the views of the school or young persons' setting?

[See True Vision - a national hate crime reporting system in Humberside from April 2006.

<http://www.report-it.org.uk>

See also Appendix 11 - Resources]

In the case of a school, the Local Authority and Chair of Governors should be informed immediately and in writing of serious or sustained homophobic incidents. Schools should complete a Diversity Serious Incident form (see appendix 4) and return it to the named officer. Schools and young people's settings may wish to monitor low level minor incidents of a homophobic nature as part of their behaviour policy.

There will be an opportunity to discuss the frequency and nature of homophobic incidents at the school's review meetings with the Local Authority or the School Improvement Partner.

On receipt of the Diversity Serious Incident form, the LA may contact the school and offer support where appropriate. A database of all reported homophobic incidents will be maintained by the LA. This will be reviewed termly by the Senior Management Team and include consideration of the number and nature of incidents. A report will be given to the Head of Education, Learning and Achievement who will report to the Director of Children's Services. Where necessary, support or professional development will be offered. Such a database will also inform education development planning priorities if appropriate. The LA will collate the data included on Diversity Serious Incident forms together with returns from other young people's settings.

Dealing with Homophobic Incidents - A Checklist

The checklist below highlights some specific areas of activity that schools and young people's settings may wish to consider in dealing with, and preventing homophobic incidents and may be

useful as a focus for discussion at a staff or governors' meeting.

- Are all reports of homophobic incidents and harassment treated seriously and consistently by all staff?
- Are staff provided with opportunities to discuss homophobia and homophobic incidents to ensure that they are sensitive to their causes and effects?



- Are there opportunities for all pupils to discuss homophobia and homophobic incidents and to develop strategies for countering them?
- Do pupils, parents/carers, governors and staff all take responsibility for dealing with homophobia in their own settings and reporting homophobic incidents?
- Is there a range of appropriate sanctions, understood by all, for adults, pupils and students who undertake homophobic activities in the school or other young people's settings?
- Is it understood and accepted that any act of discrimination or harassment carried out by a member of staff is a matter of professional misconduct?
- Do the governors regularly monitor developments with regard to policy and practice in this area, and the responses to any homophobic incidents that occur?
- Is there a member of staff of the senior management team responsible for ensuring that policy and practice in this area is carried out effectively on a day to day basis?

Checklist for the Supportive School and all young people's educational settings: Ethos and Principles, Policies and Curriculum

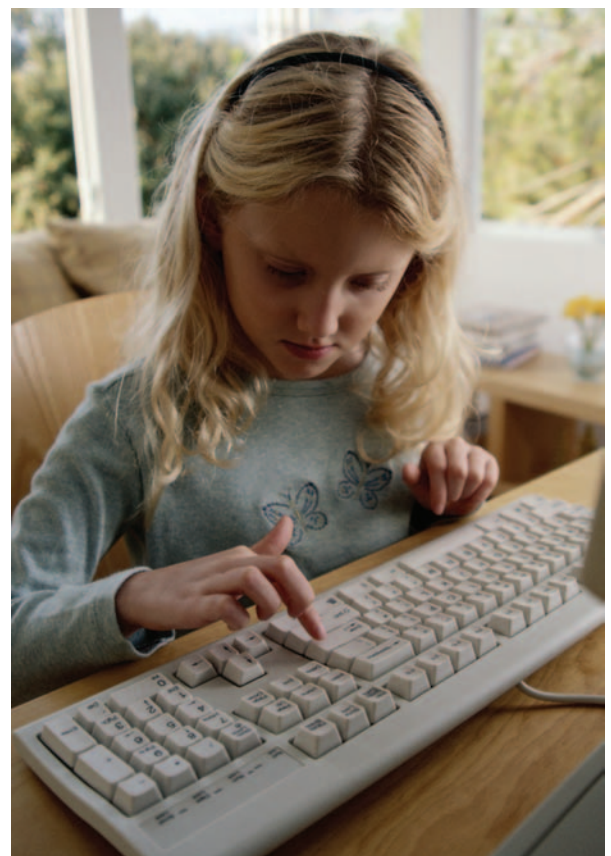
Ethos and Principles

- Everyone in is valued equally.
- Every opportunity is taken to provide simple basic justice.
- Homophobic comments, jokes or any inappropriate reference to a person's gay/lesbian, bisexual or trans identity are challenged whatever the context or intention.
- The individual identity of each young person is nurtured.
- The individual's yearning for significance is acknowledged and supported.
- The ethos of the setting permeates the whole approach to dealing with harassment and everyone involved (staff, governors, parents and young people) understand their responsibility to implement the policy.

Policies

- The school and other young people's settings have policies to show that incidents of homophobia will not be tolerated. Clear procedures exist within the policies, and their action plans, to deal with homophobic bullying incidents when they occur. (Reference Appendix 6 - Sample School Policy and Appendix 7 - Checklist for Creating an Action Plan.
- The approach for dealing with incidents extends to all members of the community – governors, staff, parents, pupils, students and visitors.
- Everyone in the community has the clear understanding that they have a responsibility to monitor and tackle homophobic bullying and harassment.
- There is a consistency of approach so that everyone involved is aware of what is expected of them.

- It is understood that a response to an incident should be made at the time an incident occurs or is reported.
- Any follow-up responses to an incident are made within an agreed timescale.
- Schools and all young people's settings endeavour to sustain a positive anti homophobic environments which demonstrate a respect for diversity, reflect how all people are equally valued and where no harassment will be tolerated.
- The policies are written in a way that all adults and young people in the community understand what is being said.
- Monitoring and recording of incidents is used to inform and guide the establishment's own approach and development in this area.
- Staff and young people have the right to be free of prejudice and discrimination
- Provisions made by the school or young people's setting are accessible to staff and pupils of all sexual orientation.
- All settings do their best to be aware of and make provision for individual needs.





homophobia and they model appropriate behaviour with regard to tackling and preventing homophobia and homophobic bullying.

The Role of the Curriculum in Places of Learning (Reference Appendix 10 - Curriculum Enrichment)

- There is a belief that there is a wide range of strategies which teachers can adopt in the classroom with all children and young people, to support an approach to dealing with and addressing homophobia and discrimination.
- There is a critical examination of all resources to ensure that stereotyped viewpoints of individuals and of groups of people are not being perpetrated.
- The curriculum provides opportunities to challenge pupils to think about their attitudes. It will enable staff to correct misinformation and to raise awareness of the implications of prejudice and discrimination.
- There are high expectations of all its pupils and confidence in their ability to achieve is made known to them. The Local Authority strives to ensure that each individual's learning and social needs are met.

Staff Development

In conclusion, managers in young people's settings should ensure that:

- All staff are aware of North Lincolnshire Council's Diversity Policy and as part of this, the Local Authority's Policy on the Prevention of Homophobia and Homophobic Bullying. Staff are aware of sexual orientation and gender identity education and of their responsibility to implement and support these policies.
- All staff recognise the underlying principles behind the establishment's own policy on

Appendix 1

Responsibilities of the Council, Schools and Young People's Settings

Employment: Relevant Legislation

Acts of homophobic bullying may result in a range of criminal or civil claims against the employer and the bullying individual.

Employment Equality (Sexual Orientation) Regulations 2003

This legislation outlaws discrimination, harassment and victimisation in employment and vocational training on the grounds of sexual orientation. It means that employers are required to protect employees against workplace bullying and harassment on these grounds. The Sexual Orientation Regulations apply to discrimination on grounds of sexual orientation towards persons of the same sex (lesbians and gays), the opposite sex (heterosexuals) and the same and opposite sex (bisexuals). They cover discrimination on grounds of perceived as well as actual orientation (i.e. assuming – correctly or incorrectly – that someone is lesbian, gay, heterosexual or bisexual). The Regulations also cover association, i.e. being discriminated against on grounds of the sexual orientation of those with whom you associate (for example, friends or family). The regulations apply to all schools and colleges in the public and private sector. In most cases, complaints must be made to employment tribunals, though in cases involving institutes of further or higher education proceedings must be brought in the county or sheriff court. Once an alleged act of discrimination has taken place, the time limit for bringing a claim in the employment tribunal is three months; in the county or sheriff court it is six months.

Sex Discrimination (Gender Reassignment) Regulations 1999

It is unlawful to discriminate against a person for the purposes of employment or vocational training on the ground that that person intends to undergo gender reassignment, or has at some time in the past undergone gender reassignment.

Unfavourable treatment means treating a person less favourably on gender reassignment grounds than you treat, or would treat, a person for whom no gender reassignment grounds exist. This will also apply to recruitment unless a genuine occupational requirement exists.

Gender Recognition Act 2004

This Act gives transgendered people the right to change their gender definitively for all purposes... this will be done via Gender Recognition Panels.

Health and Safety at work Act 1974

All employers have a duty of care to their employees. This means that they must work to ensure the physical and mental health and well-being of all employees. Employers are also required to assess the work-related risks to the health and safety of their employees and to take appropriate action in the light of such an assessment.

This duty of care means that employers should have in place a workplace harassment policy and procedure which is properly implemented. Such policies and procedures should include reference to homophobic bullying.

In law, employers are also responsible for the conduct of their employees during the course of employment. This is known as their 'vicarious liability'. The employer is still responsible even if the unacceptable conduct is committed without their knowledge or approval. The employer can be held liable under both criminal and civil law unless it can be shown that all reasonable steps have been taken to limit unwarranted behaviour.

Common Law

Employers can be sued for damage under common law where an employee suffers personal injury because of bullying carried out by a member of staff, unless they can satisfy the court that the bullying individual acted 'outside the course of his employment'.

Sex Discrimination Act 1975, Race Relations Act 1976 and Race Relations (Amendment) Act 2000

Where there is a sexual or racial element to bullying behaviour, an employer could be held vicariously liable for the actions of the bullying employee even if the employer was not aware of

the bullying behaviour. Under statutory provisions within the Race Relations (Amendment) Act, public bodies including schools, colleges and LEAs) must also work to ensure equality of opportunity.

Protection from Harassment Act 1977

This legislation makes it unlawful any behaviour, regardless of intent, which causes another person personal harm or distress, for example by:

- Threatening, abusive or insulting words or behaviour, or disorderly behaviour;
- Displaying any writing, sign or other visual representation which is threatening, abusive or insulting;
- Stalking.

Where such harassment takes place, a record of the incident should be kept and the matter reported to the police.

Employment Protection (Consolidation) Act 1978

An employee may complain to an industrial tribunal of constructive dismissal in circumstances where workplace bullying has led him/her to leave his/her employment

Wednesday 18th January 2006 European Union Joint Resolution against Homophobia

The resolution, titled Homophobia in Europe, was tabled by five political parties and passed by 469-149 votes with 41 abstentions.

The long measure defines “homophobia” as an “irrational fear and aversion of homosexuality and lesbian, gay, bisexual and transgender people based on prejudice, similar to racism, xenophobia, anti-Semitism and sexism” It calls on member states to take action “in the fight against homophobia sexual orientation discrimination and to promote and implement the principle of equality in their society and legal order”.

Additionally for Schools and Young People’s Settings: Present Guidance and Good Practice

The Children’s Act 2004, the ‘Every Child Matters Framework’ and the publication Guidance on Exclusions March 2004, ‘Bullying: Don’t Suffer in Silence’ DFES 2002, the ‘Youth Matters - green paper’ - published on July 2005 and the recent Department of Health’s Healthy Schools publication ‘Stand up for us’

November 2004, can help schools and their governing bodies and other young people’s settings to challenge and respond to homophobia in the context of developing an inclusive, safer and more supportive environment for all.

The OFSTED framework for inspection from September 2005 requires inspectors to report how a school is promoting the five outcomes of ‘Every Child Matters’ DFES 2004.

The ‘Every Child Matters ’ (DFES 2004)

Outcomes:

- Being physically and mentally healthy
- Staying safe and being protected from harm and neglect
- Enjoying and achieving
- Making a positive contribution by being positively involved in community and society
- Economic well-being

Guidance on Exclusions March 2004: The Education (Pupil Exclusions) (Miscellaneous Amendments) (England) Regulations 2004

This guidance is a revised version of *Improving Behaviour and Attendance: Guidance on Exclusion from Schools and Pupil Referral Units*, which was issued in January 2003 (Ref: DfES/0087/2003), and which replaced Chapter 6 and Annex D of Circular 10/99, issued in July 1999 and the letters subsequently amending it.

This document takes into account recent changes in legislation and includes new material on preventing, and alternatives to exclusion and reintegrating excluded pupils which draw upon good practice reported to the Department by schools and LEAs. On managing behaviour in schools: ‘Schools need to have policies, procedures and staff training in place that will promote good behaviour and prevent bad behaviour. Such behaviour policies need to be widely publicised so that pupils, all school staff and parents are aware of the standards of behaviour expected of pupils and the range of sanctions’. More information on this guidance is available through the website:

<http://www.dfes.gov.uk/behaviourandattendance/>

‘Bullying: Don’t suffer in Silence’ DFES 2002

This is a guide to understanding bullying issues, roles and responsibilities and how to tackle bullying and discrimination in their many forms.

‘Stand up for us’ DFES and DH (Department of Health) November 2004

Stand up for us aims to help schools challenge and respond to **homophobia** in the context of developing an inclusive, safer and more successful school environment for all. **The issues and practical approaches outlined in this resource apply equally to early years settings, primary, secondary and special schools, off-site units and pupil referral units. It is intended for anyone who works in these settings.**

From ‘Stand up for us’:

“Tackling bullying effectively, e.g. through peer counselling and listening; promotion of social, emotional and behavioural skills; cooperate learning; and the consistent application of rules and sanctions...will contribute to wider benefits of improved behaviour; attendance and achievement.

A school that ignores any form of bullying, fails to challenge discriminatory behaviour or does not support all the members of its community is likely to feel unsafe to every person in it.

Content, secure pupils are more likely to thrive academically and to continue to do so into adult life. In contrast, bullying causes anxiety and misery and negates an individual’s capacity to learn.

Positive action in support of all staff, including those who identify as LGB, is likely to have benefits for staff recruitment and retention”.

The DFES: Sex and Relationship Education Guidance (DFES 0116/2000)

Effective sex and relationship education is important in helping young people make responsible and well-informed decisions about their lives. It enables young people to develop self-respect as well as respect for others.

- Paragraph 1.30 confirms the duty upon schools to develop an inclusive sex and relationship education programme:
“It is up to schools to make sure that the needs of

all pupils are met in their programmes. Young people whatever their developing sexuality, need to feel that sex and relationship education is relevant to them and sensitive to their needs. The Secretary of State for Education and Employment is clear that teachers should be able to deal honestly and sensitively with sexual orientation, answer appropriate questions and offer support”.

- Paragraph 1.32 of the DFES Guidance also makes clear the need for schools to deal with homophobic bullying, making clear the emotional distress and harm caused by bullying related to sexual orientation.
- Paragraph 1.21 of the Guidance makes clear that schools should have a duty to educate young people about the diversity of family and personal relationships and the need to ensure that all are equally respected and valued:

“The Government recognises that there are strong and mutually supportive relationships outside marriage. Therefore, children should learn the significance of marriage and stable relationships as key building blocks of community and society. Teaching in this area needs to be sensitive so as not to stigmatise children on the basis of their home circumstances”.

Education for All Stonewall 2005

Education for All is a campaign launched in 2005 in partnership with FFLAG and LGBT Youth Scotland to ensure access to education in Britain is not limited by a person’s sexual orientation. (FFLAG (Families and friends of Lesbians and Gays) is dedicated to supporting parents and their gay, lesbian and bisexual sons and daughters).

Stonewall offers:

Ten things schools can do to create an inclusive culture:

- Acknowledge and identify the problem of bullying
- Develop policies that acknowledge the existence of homophobic bullying
- Promote a positive social environment
- Address staff training needs
- Provide information and support for pupils

- Integrate sexual orientation into curriculum planning
- Use outside experience
- Encourage role models
- Don't make assumptions
- Celebrate achievements

Appendix 2

Current Terminology Around Lesbian, Gay, Bisexual and Transgender Issues

NB These definitions like all terminology are subject to change sometimes over quite short periods of time and represent only general concepts of meaning at the time of publication.

Heterosexuality, is the term given to the expression of attraction and the associated sexual behaviour of those who have relationships with members of the opposite gender.

Homosexuality, is the term given to the expression of attraction and the associated sexual behaviour of those who have relationships with members of their own gender whether male or female. (Adj: Lesbian, Gay)

Bisexuality, is the term given to the expression of attraction and the associated sexual behaviour of those who have relationships with members of both genders. (Adj: Bisexual)

Homophobia, is a fear or dislike of someone who is Lesbian, Gay or Bisexual (LGB). It can vary in intensity from passive resentment to active victimisation. Also in current use the term - Biphobia.

Heterosexism, describes the presumption that everyone is heterosexual. It refers to a culture in which individuals, families and their lifestyles are categorised according to a heterosexual mode. Examples include the assumption that a male pupil will have, or be looking for a girlfriend or that a female parent, when talking about her partner is referring to a male. Such a culture can make LGB pupils and staff feel marginalized, and not valued or understood within the school community.

Transgender, a gender identity in which a person strongly identifies with the opposite sex and may cross dress, yet may not want to undergo sex change surgery.

Transsexual, a gender identity characterised by a persistent sense of discomfort and inappropriateness with one's anatomical sex. There is an obsessive need to change one's sex organs and live and dress as a member of the opposite sex.

Transvestite, a person whose behaviour is characterised by a persistent, often compulsive urge to wear clothes of the opposite sex.

NB Trans (transsexual, transgender and transvestite) issues primarily about gender identity, not about sexual; orientation.

Transphobia, is a fear or dislike of someone who has a gender identity, which can be described as transgender or transsexual.

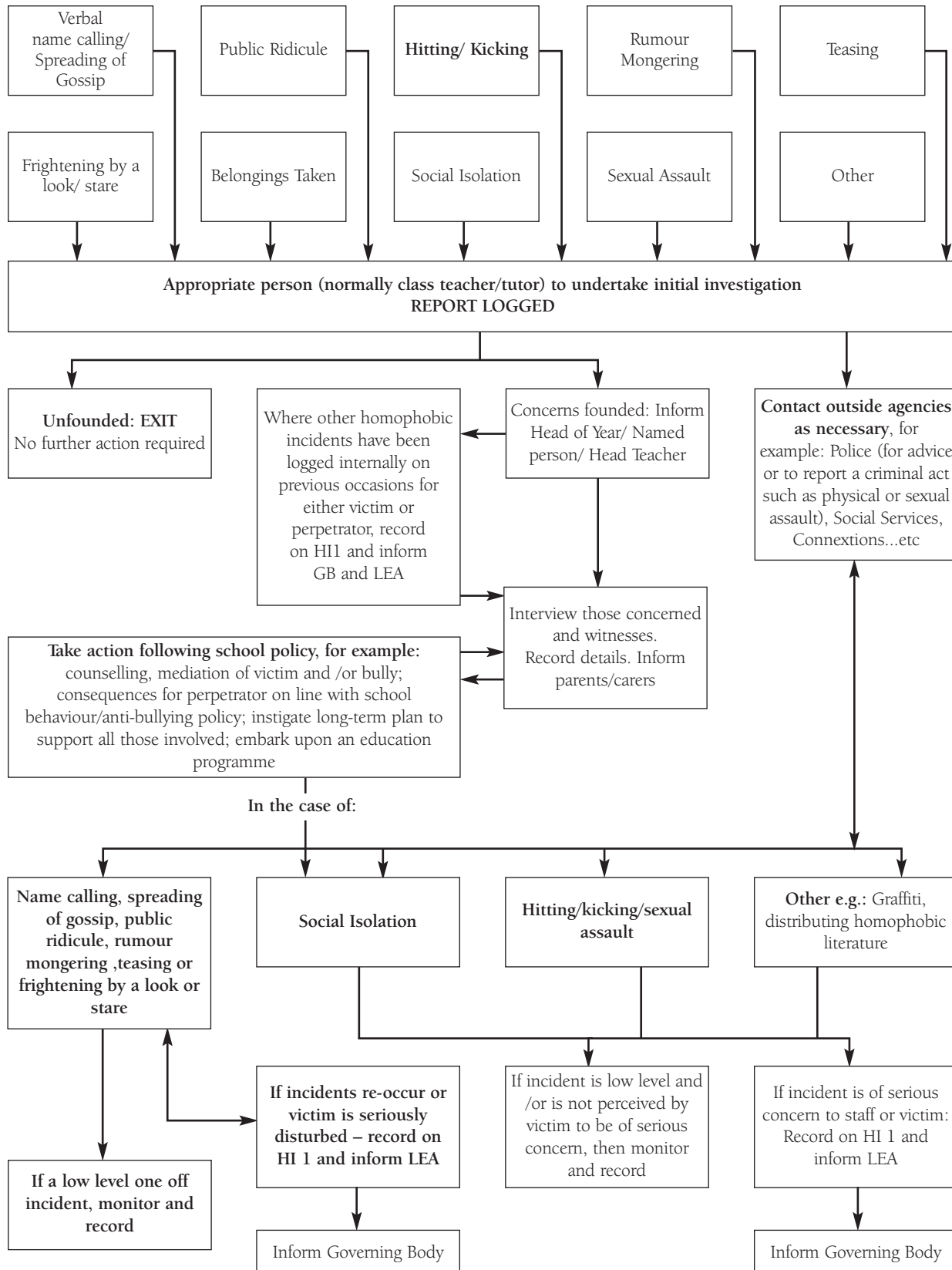
Hermaphrodite, a person who has the sexual characteristics of both the male and the female. The individual may have ovaries and testes in various combinations.

Bicurious, a curiosity or interest in what it would feel like to be bi-sexual, i.e. having a sexual relationship with either male or female. This may take the form of experimentation or wondering. The concept of bi-curiosity has been highlighted in the media in recent times as celebrities blur their sexual orientation.

Appendix 3

Pathways of Action for Dealing with Homophobic Bullying Incidents involving School Children (Schools)

All rumours and/or reports of incidents of homophobia may be investigated



Appendix 4 [Under consideration]

D11 [At present R11]

Diversity Serious Incident Report Form

An Incident Report Form is legally required for racist incidents but recommended for other aspects of diversity

For use where there is an incident of homophobic or racist bullying, or any other form of bullying, discrimination and harassment you wish the Authority to know about

Name of school/young persons' establishment/service

.....

Date, Time and Location of Incident.....

.....

Type of Incident/Abuse (Please tick) Racist Homophobic Disability
 Religious Gender Other

Please make brief notes of incident and include effects on victim/recipients, medical treatment required, counselling undertaken, etc. If necessary, please attach additional sheet and any action taken, e.g. warning, removal of graffiti etc.

.....

.....

.....

NB It may be useful to record, if known and relevant in any type of incident of bullying, discrimination and harassment, details of the ethnic background, religion, nature of disability or sexual identity of those involved.

Nature of Abuse (please tick):

Serious or sustained verbal abuse /name calling/joke making/spreading rumours or lies/ stalking Graffiti or Text or IT related abuse

Circulation of offensive literature/ wearing of offensive badges and insignia Refusal to work/study with another pupil

Serious or sustained physical or sexual attack/fight or threat/sustained ostracism

Others (specify):.....

.....

Was the incident reported by (please tick): Observer of incident? Victim of incident?

Other (please specify, e.g. parent/carer, teacher etc):

.....

Action Planned/taken

| | | | |
|---------------------------------|--|---|--|
| Discussion with those involved? | Discussion with staff of school (staff meeting etc)? | School senior management team meeting/action? | Involvement of external agencies? |
| With Governors? | With pupil/s class(es)? | With pupil's parents/carers? | Has the matter been discussed beyond school? |

Further advice and help required from Authority? (Tick as necessary) YES NO

Telephone Learning Services Support Team: 01724 297189

Signed:..... Post Held:

Date:

Signed (Head teacher):

COMPLETED FORMS SHOULD BE RETURNED AS SOON AS POSSIBLE TO **RUTH BOHIN,**
HEWSON HOUSE (EDUCATION, LEARNING & ACHIEVEMENT) WITH A COPY TO THE CHAIR
 OF GOVERNORS
PLEASE MARK ENVELOPE 'PRIVATE AND CONFIDENTIAL'

Appendix 5 [Under consideration].

D2 [At present RI 2]

North Lincolnshire Council –Record of Low Level Racist and Diversity Incidents
Return for the Summer/Autumn/Spring Term 200-

Name of School

Please complete the return even if you have not had any incidents during the term

Number of 'low level' Racist incidents recorded and dealt with by the school.

Number of others

Please give a brief description of the nature and range of the incidents, e.g. name calling, wearing of racist insignia, graffiti and action taken

.....
.....

Number of serious and sustained incidents recorded and dealt with by the school
(these should have been reported immediately on form D11 (RI1) to me and the Chair of Governors).

Nil Return for Racist Incidents only

The school has had no incidents of a racist nature during the term.

Signed Head Teacher Date

The above information should be reported each term to the School Governors

Please return to Ruth Bohin at Hewson House as soon as possible, and before the last day of each full term

Fax number: 01724 297242

Appendix 6

Sample School Policy for the Prevention of Homophobia and Homophobic bullying – can be adapted to individual school and other settings

Introduction

This policy will sit in conjunction with the School's Policies on Race Equality and Diversity, Anti-bullying, Behaviour, Inclusion and PSHCE. These policies, wishing the best for each pupil and adult in our school, explain how we monitor and promote equality within our school and community and are exemplifications of the values we uphold.

Statement of Beliefs

We work hard to foster an ethos of understanding and tolerance of each other with our with different ways of seeing and doing things always seeking our common understandings and interests and those things which bind us together rather than divide us.

Parents and governors are encouraged to be fully involved in the life of the school and in the continuation of basic beliefs, principles and values which the school strives to promote through the education of its children.

THIS POLICY upholds the principles as defined in the Government/ Department of Health Publication: 'Stand Up for Us' November 2004, North Lincolnshire LEA's Guidance Document for Homophobic Incidents in Schools which in turn upholds and promotes the principle outcomes for all children in 'Every Child Matters' DFES 2004. These are:

- Being physically and mentally healthy
- Staying safe and being protected from harm and neglect
- Enjoying and achieving
- Making a positive contribution by being positively involved in the community and society
- Economic well-being

We believe at.....School that all children and staff should be treated with respect and feel safe with regard to their individual identities. Children have a right to receive their education in an atmosphere free from humiliation, oppression or personal abuse including that relating to their sexual identities. Parents should feel confident that if homophobic bullying or homophobic incidents occur, they will be fully investigated and dealt with and help and support will be given.

Definition

Schools like the rest of society are made up of individuals who hold a spectrum of shared and also differing values, beliefs and opinions. Some of these may be based on prejudice and may be discriminating.

Homophobia can be defined as an irrational dislike, hatred or fear of and behaviour towards individuals who are lesbian, gay, bisexual or transgender or individuals who are perceived by others to be so. This behaviour can result in negative consequences, which have ranged from damage to self-esteem to premature death.

Our AIMS therefore are to:

- To promote justice, equality of opportunity and fair treatment and thereby allow all pupils and staff irrespective of their sexual orientations to achieve the level of success and self respect which they deserve while retaining the integrity of their own identities;
- To make pupils aware of the meaning of homophobia and to establish an environment where the school becomes effective in reducing prejudice and raising self esteem;
- To contribute towards a sense of citizenship and prepare children for living in diverse societies;
- To promote an understanding of the variety of community and personal cultures, valuing the contribution that each individual is capable of making to society;
- To provide a safe and welcoming place for all its members;
- To provide an environment where homophobic assumptions attitudes and behaviours are always challenged;

- To provide a curriculum which emphasises the positive aspects of all cultures and to give children the confidence to challenge homophobia and to know that all forms of bullying and prejudice can and must be eradicated;
- To work in partnership with the Local Authority to promote all aspects of equality for all children and to take appropriate action to deal with any form of homophobia that may occur within the school;
- To recognise that pupils themselves and their families are often the most important resource for the school and that their experiences are valued and shared.

Challenging Homophobia in our Schools

The AIMS will be achieved through the following good practice:

[With reference to key areas from 'Stand Up for Us' DFES/DH 2004]

Leadership, management and managing change

- Creating a vision – striving to engender an ethos in which homophobia is as unacceptable as racism or sexism;
- Involving all staff and pupils in implementing that vision;
- Modelling the kinds of behaviours we would wish pupils and staff to demonstrate e.g. understanding, respect, self awareness;
- Valuing the whole school community and being sensitive to the needs of individuals who have Lesbian, Gay, Bisexual or Trans Identities;
- Enabling staff professional development.

Policy Development

- Homophobic behaviour is clearly identified as such;
- Homophobic abuse and harassment is not acceptable behaviour and will not be tolerated;
- Preventative action is taken to reduce the likelihood of such incidents occurring;
- Perpetrators will be dealt with effectively

through the school's behaviour, anti-bullying and other relevant policies;

- Individuals who are bullied or suffer from discrimination will receive support;
- The frequency and nature of the incidents are monitored and recorded within the school and the local education authority.

Curriculum Planning and Resourcing

- There are opportunities across the curriculum to challenge pupils to think about their attitudes, to correct misinformation and to raise awareness about the implications of prejudice and discrimination;
- Issues such as homophobia will be discussed in the broader context of health, justice and equality recognising the possibility of exposing young people who may already be the targets of homophobic bullying or who have experienced the same within their families or particular communities.

Teaching and Learning

- Recognition that teaching and learning has a significant impact, both on how children especially those in minority situations engage with and progress in the school, but also on the attitudes of the whole school population;
- Crucially staff need to demonstrate that they personally feel secure enough to challenge homophobia, to explain why such behaviour is unacceptable, to answer young people's questions about Lesbian, Gay, Bisexual and Transgender identities honestly and to talk about the subject openly and without embarrassment;
- Professional development opportunities will be made available to help address this.

School Culture and Environment

- Recognition that the school ethos influences every aspect of school life and can be a key determinant in the success of the work to challenge homophobia and other forms of discrimination;
- Managing religious sensitivities: Most religions and faiths are based on fairness and justice. The key issue is to address not so much the

perceived differences in addressing homophobia and sexuality but rather the need to challenge discrimination and promote respect and equality for all young people, regardless of race, religion, disability, gender or sexual preference.

Giving pupils a voice

- Children and young people can be involved in many aspects of the school's programme to challenge and respond to homophobia and discrimination in any form. Children become committed as they clarify their understanding of issues and the extent and impact of bullying and discrimination on individuals and communities.

Provision of pupils' Support Services

- As well as action at whole school and class levels, individuals who experience homophobic bullying will be given individual support to help them overcome its effects

Staff Professional Development , Health and Welfare

In order to be effective, whole school approaches to tackling homophobia:

- Must ensure all staff react consistently, sensitively and appropriately to homophobic incidents and are able to offer support to pupils;
- Ensure all staff are able to challenge the derisive use of language around gender and sexuality rigorously as they would challenge the use of such language round race and ethnicity for example;
- Recognise that cultural change does not happen overnight and colleagues need to be supported and challenged in order to become more sensitive to the importance of diversity and inclusion issues;
- Ensure that members of staff who may themselves be Lesbian, Gay, Bisexual or Transgender are supported in their chosen roles in school and are not assumed to be automatic role models for young people and their developing sexual identities.
- Professional development training is offered in order to ensure the above.

Partnerships with Parents, Carers and Local Communities

- Parents and carers play an important role in a whole school approach to tackling homophobia;
- The school will be sensitive to the fact that parents and carers may be Lesbian, Gay, Bisexual or Transgender and will seek ways of consulting and involving parents carers and members of the local community when responding to homophobia and homophobic bullying. At the same time the school will be clear about its overall approach to homophobia and to issues of diversity, tolerance, fairness and equality for all its pupils and staff.

***ACTION PLAN/** Assessing, recording and celebrating achievement

The school recognises that stopping homophobic bullying, or changing a culture of homophobia whether in the school or its community will take time. Progress will be seen as developmental and linked to the School Development Plan for 2005-2008. Along the way the school will celebrate the many achievements possible, for example, by:

- Rewriting or updating the school's anti-bullying and other related policies with a pro-active approach to tackling homophobia and homophobic bullying.
- OUTCOME:** Support of governors; staff awareness training; involvement of connected services e.g. Connexions, school health services; pupils have access to information leaflets about safer sex that are relevant to Lesbian, Gay and Bisexual pupils.
- Involving pupils in the audit process and target setting.
- OUTCOME:** Pupils feel confident to give feedback and this informs development work within the curriculum to address homophobia and homophobic bullying; pupils are pro-active in producing their own anti bullying charters.
- Increasing the number of positive images round the school that challenge stereotypes and traditional images of families, relationships and communities.
- OUTCOME:** A broader education round diversity issues and deeper understanding of diversity in society.

- Using impact assessment methodology to assess the effectiveness of the school's work.

OUTCOME: Through the use of data both qualitative and quantitative such as the number and nature of reported incidents, parental feedback, pupil questionnaires and surveys, views of Connexions Service personal advisors and community nurses, the school is better informed and prepared to implement policies designed to tackle homophobia and homophobic bullying.

Responsibilities

The school is committed to the promotion of good community relations and will strive to tackle all forms of discrimination and to promote equality of opportunity for all.

In encouraging pupils to meet their full potential we will work with parents and carers and the wider community to tackle homophobia and to promote good practice.

The Head Teacher Responsibility

The Head Teacher will ensure that this policy and its associated procedures for challenging and eliminating homophobia are followed and that all members of the school community, parents and carers are aware of this policy.

The Governing Body

The Governing Body plays a key role in developing and reviewing school discipline and behaviour policies as well as supporting specific measures for promoting good behaviour. DFEE Circular 10/99 'Social Inclusion: Pupil Support says that 'the governing body should advise the Head Teacher of their views on specific measures for promoting good behaviour. *This might include such issues as bullying, racial or sexual harassment, and maintaining regular attendance*'.

Governing bodies must by law have regard to Annex B of Circular 10/99 when drawing up discipline policies and advising the Head Teacher. This Annex explains the importance of a good school behaviour policy making clear the boundaries of what is acceptable and unacceptable in the school.

Staff Responsibilities

All staff teaching and non-teaching should be vigilant in class, in the school buildings and in the grounds round the school at all times, in order that homophobic behaviour does not go undetected.

All staff should investigate any allegations of homophobic bullying or discrimination and take the pupil's concerns seriously. Attitudes must be changed.

All staff should take action as soon as possible and ensure that all interaction and investigation is carried out privately, i.e. away from the group.

Staff should remain calm and take time to listen impartially to all involved avoiding any stereotype labelling of the action or pupils involved. After an incident all pupils concerned may need support to reinforce self image, self belief and self esteem.

Pupils who have been bullied may need a variety of support mechanisms to help them recover from incidents.

All incidents of homophobic and other forms of bullying should be routinely recorded and a note made of any action taken. More serious incidents should be reported immediately to the LEA for their information and/or support. The school will invoke sanctions where necessary as detailed in its Behaviour Policy.

Pupil Responsibility

All pupils should adhere to the school's Behaviour Policy. Pupils who perceive themselves to be victims of homophobia and pupils who witness homophobic behaviour have a responsibility to report this.

Pupils should ask staff for help in defusing a difficult situation. They should not retaliate but should ask for help from members of staff.

Additional Support

All staff will be given appropriate training on the causes, effects and methods of dealing with homophobia and homophobic bullying within the Healthy Schools ethos.

There will be support for Lesbian, Gay, Bisexual and Transgender staff who wish to be open about their identity and an endeavour to ensure the staff room culture is not prejudiced and promotes Diversity.

Staff disciplinary procedures for dealing with homophobia and homophobic bullying in a manner consistent with other breaches of equal opportunities will be pursued according to school and LEA procedures. This covers both staff to staff

and staff to pupil incidents.

The school will identify areas where homophobic bullying can occur ensuring health and safety risk assessments are in place and unsupervised areas in the school are kept to a minimum.

Supporting pupils who disclose information about their sexuality

Pupils disclosing information about their sexuality have the right to be treated sensitively, with respect and in confidence. Pupils may choose to come out to particular members of staff because they trust them or because it would be difficult to ask support from another person such as a parent or someone they do not know. All staff should understand that this can be a huge step for young people and be prepared for such an event and react appropriately and supportively guided by the school's own pastoral system of support.

Monitoring and Relationship to other Policies

The school will assess and monitor the impact of this policy on individual pupils, parents and carers and staff in line with procedures for monitoring the effectiveness of the overall activity of the school in relation to the confidence, well-being and achievement of all its pupils.

Approved by governors _____

Review date _____

*(See following Appendix 7:
Homophobic Bullying – A Checklist for Creating an Action Plan)

Appendix 7

Homophobic Bullying – A Checklist for Creating an Action Plan within the Policy

These are some suggestions for what might be included in an Action Plan for tackling homophobic bullying. Much will depend on your situation; your staff, young people and parents. The point of this checklist is to act as a prompt and for you to select the parts that are pertinent to your setting.

Checklist for an Action Plan

- Carry out audits of staff and young people.
- Work towards a school culture that accepts diversity.
- Make sure that children have someone they can talk to if they are being bullied.
- Establish a recording system for homophobic bullying incidents.
- Establish structures to ensure all incidents are recorded in the established system.
- Decide which member of staff will be responsible for ensuring the recording system is working properly.
- Make parents/carers aware of the steps being taken with the reasons why.
- Define a school policy based on the Local Authority guidelines.
- Provide staff training.
- Make governors aware of the need to deal effectively with incidents of homophobic bullying.
- Include the development within the School Development Plan.
- Take action to reduce the number of homophobic bullying incidents.
- Identify a member of staff to act as pupil counsellor.

- Put a system in place for following up victims of bullying to ensure that support has been effective – review support provided if necessary.
- The issue has been discussed by the school council and their views have been taken into account.
- Review the curriculum to ensure that there is no casual or implied acceptance of homophobia – the curriculum and the resources should be positive about diversity.
- Provide training for all staff on recognising and responding to incidents.
- Establish a policy to deal with perpetrators of homophobic bullying.
- Establish the attitude the school should have to Lesbian, Gay, Bisexual or Transgender parents/carers and review what is happening – does the reality match the vision?.
- Link the development of a policy for dealing with homophobia to the Healthy Schools Initiative.
- Have ‘Bully Boxes’ available so pupils can report incidents if they are worried about approaching an adult directly.
- Add the issue to the next governor meeting agenda.
- Monitor any incidents over a period of time to determine if the policy is effective.

Appendix 8

Case Study ONE - Student

I am currently a year 11 student at secondary school. The moment I realised I was gay was in February 2004. The only people I felt it safe to declare it to were my two best friends at the time, who I might add, were both male. They were people I was most close to at the time. It was the strangest thing to tell them and I told them over text messaging as I didn't think I could have handled telling them face to face. Their reactions were to be expected really – reactions that I had expected from best friends – shock but not put off completely by the fact that I was gay, different and not heterosexual like they all were. I was pleased that they didn't get totally put off by my news, but I felt a little edgy about them knowing this; I thought they might not want to be friends with me any more as they may feel nervous being around me in case I were to do anything to them which was of course absurd! The next time I saw them they were still somewhat shocked, but still my friends all the same. Eventually of course I told other friends and other people who weren't really friends, and as was to be expected, word got around school quicker than a teacher fleeing from immense amounts of paperwork! Sadly though, that's where the understanding stopped. There were people who took it the wrong way. Some people saw me as a threat to them. PE was an absolute killer and it got to a point where I couldn't do PE any more and I just simply refused to take part any more. Anyway, at this point not everybody knew about my sexuality, merely the few who had had chance to hear it on the grapevine. At this point I had to take a long period off school due to a string of mental health problems; and when I returned everyone was asking me about the issue of my sexuality all wanting to know if I was a 'Gay Boy' or not. Of course I wasn't going to deny it. I wasn't ashamed! Eventually I got into Year 10 and was told I had to do PE whether I liked it or not; so I was offered the chance to get changed in a different place from everyone else. This really didn't help; I still had to stand there dressed in shorts and a shabby T-shirt and run around playing sports with these other boys – something I detested. Now however PE isn't such a problem any more due to my sneaking off every lesson to sit in the girls' groups and do random sports with them, which is something I enjoy a whole lot more as I don't have to be playing all the 'manly' sports and

making physical contact with people who are uncomfortable with me. Now I still get abuse from the younger students who don't understand being gay as it is but think of it as something dirty, and abnormal. However it doesn't really affect me as I know they don't understand it all yet. As for the people my age, they've grown up and left me alone. Rather than abuse I now just get left to be myself; which is all I ever wanted.

My message to gay youngsters who are feeling confused, upset, ignored, bullied or perhaps even left out is to talk to someone. I know how everyone says you should talk to someone about it and it never seems a good idea, but you have to understand that if you don't it's only going to frustrate you! Talk to a best friend but if you don't feel you can trust them, or you think they would look on you differently, tell a member of staff at your school – someone you get along with, and if you don't get along with anyone who works at your school, then just go to chat with someone who is somehow connected with inclusion, or perhaps your school's Connexions worker or someone who is there primarily for supporting students who have problems! I personally found that the people that I talked to at my school were very supportive and understanding; and were all keen to help me. Don't let it wallow inside you! There is nothing to be ashamed of being homosexual/bisexual or unsure! I personally think that people should fall in love with people, not sexes. Remember there is always someone who will be on your side; you are never alone.

Case Study TWO - Adult

[From “Breaking Down the Barriers” – The Educational Institute of Scotland]

I have been working in my current school for about 18 years...my gay sexuality is known to most of my colleagues. The senior management is aware of this also...I have lost count of the number of times I have had poof, bender or gay boy mumbled at me in the corridor or shouted at me across the playground. Recently I attended a performance in the local theatre accompanied by a gay friend. On approaching the theatre I could see a group of pupils in the shadows. Once they recognised me I heard my name being mentioned then poof, bender shouted at the top of their voices. It was distressing. On another occasion I was walking with a group of colleagues to the local Tesco. I was singled out for abusive treatment. My name alone was constantly repeated

and gay bastard and other abusive terms shouted at me. The group created so much noise, that members of the public turned round to see what the commotion was about. It was a particularly humiliating experience especially since I was singled out. I was unable to identify the pupils as they were hiding behind bushes. I reported the matter to the Head teacher. I am confident in who I am and confident in being a gay man but incidents like this do knock me.

Case Study THREE - Adult

How Equal Opportunities applies to the Transgendered

To earn a few bob
I applied for a job
Transgendered is my tag
I read Equal ops in the mag
Sorry, you missed the closing date
Your application was a little late
We have issues regarding Gender
Please return to sender
Equal Opportunities is our boast
You are over-qualified for the post
We know this is a bind
Your application we cannot find
Our public image is important to us
Employing a T.S. could cause a fuss
Some excuses masking prejudices are the reason
Why transgendered People struggle through the seasons
Only if prejudice can be overcome at source
Can transgendered people achieve equality in the work force

Employee in North Lincolnshire Council's Social Services

Appendix 9

Aspects of Sexual Orientation and Homophobic Bullying currently covered by the North Lincolnshire Sex and Relationships Multi Agency Team

The legal age to have sex whether you are straight, gay or bisexual.

The proportion of homosexual people in our society, (currently 1 in 10 people). Why are they not more visible in our local communities?

Why do some people try and hide their true sexuality? (Fear of homophobia, who instigates homophobic bullying and why etc).

Why do young people often assume they do not know any gay men, people who are bi-sexual or lesbians?

Why people can't switch their sexuality and why lesbians and gay men can't just become straight.

Most gay people know they are gay from puberty.

Myths around sexual activity between gay and lesbian people.

How we can support friends who are gay, lesbian or bisexual.

Is the media promoting young people to become bi-curious? How to identify and (if appropriate) resist media and peer pressure.

Full Training for these discussions is given as part of the 2 day North Lincolnshire Authority SRE training course. A half day module on Sexuality for School Staff is also available.

Appendix 10

Curriculum Enrichment

The curriculum should include appropriate coverage of sexuality, although teachers must be sensitive to the age and emotional development of pupils and to the cultural practices and religious beliefs of families. Discussions about homophobia and other kinds of bullying and abuse may be included in a number of curriculum areas including Health Education, Sex and Relationships Education, Personal and Social Education, English, History, Media Studies, Modern Studies and Citizenship, and Religious and Moral Education.

The aim of such discussion is to allow children to develop the skills, values and knowledge which they need in order to protect themselves from harassment and abuse of all kinds and to become non-abusing individuals themselves. However, these skills and values will only be useful if they are unambiguously linked to knowledge and understanding about the contexts in which they can be applied. For example if children learn to be assertive in one bullying context, say of racial bullying, those same children may not necessarily understand the same skill can be employed in other situations they may find themselves in, such as homophobic bullying.

(Reference Appendix 11 - Lesbian, Gay Bisexual and Trans History Month).

Appendix 11

Resources for Schools and Young People's Settings

For further information/ enquiries please contact:

Avanti Books

Resources Guide
8 Parsons Green
Boulton Road
Stevenage
SG1 4QG

Bullying: don't suffer in silence

Smith, P. London
<http://www.dfespublications.gov.uk/cgi-bin/dfes>

Children, Families and Schools – Guidance and Recommendations on Preventing and Responding to Bullying

Anti Bullying Project, Policy Working Group, 2002
Brighton and Hove Regeneration Partnership

CHRYSALIS

(Working for the rights and perspectives of lesbians, gay men, bisexual and transgender people. Training available)
Tel: 0207635 0476
Chrysalis03@yahoo.co.uk

Circular 10/99 Social Inclusion : Pupil Support

Department For education and Employment (1999)
<http://www.dfes.gov.uk/circulars/10-99>

Citizenship at Key Stage 3 & 4: Initial Guidance for Schools

DFES and Qualifications and Curriculum Authority (2000)

DFES (2004) Every Child matters: next steps

London: Department for Education and Skills
www.dfes.gov.uk/everychildmatters/pdfs/EveryChildMattersNextSteps.pdf

DFES Publications

PO Box 5050
Sherwood park
Annesley
Nottinghamshire
NG 15 0DG
Tel: 0845 602 2260
Email: dfes@prolog.uk.com

DFEE Regulations 1999

A Guide to the Sex Discrimination Gender reassignment

DFEE Publications Centre
PO Box 5050
Annesley
Nottingham
NG15 00DJ
Tel: 0845 602 2260

D H Publications Order Line

Tel: 08701 555455
Fax: 01623 724524
email: dh@prolog.uk.com

Education Action Challenging Homophobia

Office 24
14 Clifton Down Road
Bristol,
BS8 4BF
www.eachaction.org.uk
info@eachaction.org.uk
Tel: 0117 974 3795

Education and Equal Opportunities Department

The National Union of Teachers

Hamilton House
Mabledon Place
London
WC1H 9BD
www.teachers.org.uk
Tel: 0207388 6191

Education for All

Tackling Homophobia in Schools Stonewall

educationteam@stonewall.org.uk

FFLAG: Families and Friends of Lesbians and Gays

FFLAG
PO Box 84
Exeter
EX4 4AN
www.fflag.org.uk
Tel: 01454 852418

Gay's the Word

Lesbian and gay bookshop
[Homophobia: Problems and solutions]
66 Marchmont Street
London
WC1N 1AB
sales@gaystheword.co.uk
www.gaystheword.co.uk
Tel: 44-020-7278 7654

GAYLIC**Gay and Lesbian Youth in Calderdale
Needs Assessment Tool Report**

Janet Bridget September 2005
Calderdale and Kirklees Careers
[Comic Relief and Action Halifax]
http://www.hud.ac.uk/stu_svc/counselling/website%20guide.htm#htm

IMAAAN UK

Website for LGBT advice and support (includes Faith Groups support)
Website: www.imaan.org.uk

**Information for Schools on Homophobic
Bullying****Anti Bullying Network: February 2004**

Contact Andrew Mellor at the Anti Bullying Network
Tel: 0131 651 6100
<http://www.antibullying.net/homophobic2.htm>

**Joint Action Against Homophobic Bullying
(JAAHB) Project**

436 Essex Road
PO Box 285
Exeter, Devon
EX1 2YZ
jaahb@intercom.freeserve.co.uk
Bullying Help line: 01392 20 10 18

LAGER

Lesbian and Gay Employment Rights
Unit 1G
Leroy House
London
N1 3QP
www.lager.dircon.co.uk

Lesbian and Gay Switchboard

020 7837 7324
A confidential 24 hour help line

Lesbian, Gay, Bisexual and Trans History Month

An annual event in the calendar year usually held in February. This is supported by the DFES, the DTI and Amnesty International 'as a positive and exciting way of discovering the diversity of LGBT communities.'

Website: www.lgbtthistorymonth.org.uk

Letterbox Library

71-73 Allen Rd
Stoke
Newington
London
N16 8RY
Website: www.letterboxlibrary.com
Tel: 0207503 4801/4803/4804/4805
Fax: 020 7503 4800

Mermaids

For transgendered Children, their families and carers: support and information for gender variant children and teens, their families and friends.
Website: www.mermaids.freeuk.com

**Millenium People, from HIBISCUS BOOKS
[secondary]**

122-126 High Road
London
NW6 4HY
Tel: (0044) 0207 6920643
Fax: (0044) 0207 692 0683
Email: hibiscusbooks@hotmail.com

Madeline Lindley Ltd

Book Centre
Broadgate
Broadway Business Park
Chadderton
Oldham
OL9XA
Great Manchester

**National healthy Schools Programme
Wired for Health**

www.wireforhealth.gov.uk

**Non-Disclosure and Hidden Discrimination In
Higher Education****Strebler M, O'Regan S – December 2005**

IES Report 424
<http://www.employment-studies.co.uk/summary/summary.php?id==424>

**OFSTED Report Bullying: effective action in
secondary schools 2003****OFSTED Report into Sex and Relationships
Education in Schools, 2000**

OFSTED Publication Centre
Tel: 07002 637 833
Fax 07002 693 274
Email: freepublications@ofsted.gov.uk

PCET 2003 – re: DIVERSITY

Visual Resources for Schools & Colleges
27 Kirchen Road
London
W13 0UD
UK
Tel: 020 8567 9206
Fax: 020 8566 5120
Email: info@pcet.co.uk
Website: www.pcet.co.uk

Press for Change

(campaigning for respect and equality for all trans people)
BM Network, London WC1N 3XX

QCA Publications

PO Box 99
Sudbury
Suffolk
CO10 6SN
Tel: 01787 884 444
Website: <http://www.nc.uk.net>

Religions and Sexual Orientation

<http://www.answers.com/topic/religionandsexual-orientation>

Safe for All: best practice guide to preventing homophobic bullying in secondary schools

By Ian Warwick and Nicola Douglas, Education Policy Research Unit, Institute of Education, University of London

SAFRA

Muslim women's support group
Website: www.safraproject.org/-8k

Schools Out!

(Working for Lesbian, Gay, Bisexual and Transgender equality in education)
London
WC1N 3XX
secretary@schools-out.org.uk
www.schools-out.org.uk

Scholastic Ltd

Westfield Road
Southam
Warkwickshire
CV47 0RA
Tel: 01926 813910 Fax: 01296 817727

Sex and Relationship Education Guidance

DfEE 0116/2000, Department for Education and Employment 2000 (DfEE)
Now Department for Education and Skills (DfES)
<http://www.dfes.gov.uk/sreguidance>

Show Racism the Red Card

(now also tackling homophobia in football)
PO BOX 141
Whitley Bay
NE26 3YH
Tel: 0191 2971555
Web: www.TheRedCard.org

'Social exclusion, Absenteeism and sexual minority youth'

Rivers, I (2000)
Support for Learning 15 (1): 13 – 17

Social inclusion: reaching out to bisexual .gay and lesbian youth

Mullen, A (1999) Reading, Berkshire: ReachOUT

“Something to Tell You”

A Health Needs Assessment of Young Gay, lesbian and Bisexual People in Glasgow.
NHS Greater Glasgow
Summary Report 2002
Glasgow Women's Library
http://www.show.scot.nhs.uk/gghb/PubsReps/Reports/something_to_tell_you.pdf

Stand up for us

Challenging homophobia in schools
Department of Health and Department for Education and Skills 2004
www.wiredforhealth.gov.uk

Stonewall

46 – 48 Grosvenor Gardens
London
SW1W 0DH
www.stonewall.org.uk

'Tackling Homophobic Bullying in Schools'

Mullholland, A (2001)
Bolton: Bolton Homophobic Bullying Forum
(unpublished report)

Tackling Homophobic Bullying

NASUWT – Policy, Advice, Support (2004)
 Hillscourt Education Centre
 Rose Hill
 Rednal
 Birmingham
 B45 8RS
 nasuwt@mail.nasuwt.org.uk
 Tel: 0121 453 6150

“Tackling Bullying: Listening to the views of children and young people”

Summary Report 2005 DFES Website

Teachernet: Homophobia and sexual orientation in Schools

<http://www.teachernet.gov.uk/wholeschool/behaviour/homophobia>

‘The bullying of sexual minorities at school; its nature and long-term correlates’

Rivers, I (2001)
 Education and Child Psychology 18 (1): 33 - 46

The Football Association: Homophobia Football for All – TheFA.com/FootballForAll**The Grass Roots Group**

Diversity workbook: respect for people
 diversity@grg.com www.grg.com
 Tel: +44(0) 1442 829400

The Metro Centre

Unit 401
 49 Greenwich High Road
 London
 SW10 8JL
 Tel: 020 8265 3311
 E-mail: hu@t-metro.co.uk

TRUE VISION

Hate Crime reporting system being launched in the Humberside Police area in April 2006
<http://www.report-it.org.uk>

Unification Church Views of Sexuality

<http://www.answers.com/topic/unification-church-views-of-sexuality>

Acknowledgements**Working Party**

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Main Contributing Documents and Organisations

“Breaking Down the Barriers” – Education Institute of Scotland

DFES (2004) Every Child matters: next steps

Education for All Tackling Homophobia in Schools: 2005 - Stonewall

GAYLIC Gay and Lesbian Youth in Calderdale: Needs Assessment Tool Report – September 2005

Information for Schools on Homophobic Bully Anti Bullying Network: February 2004

OFSTED Report into Sex and Relationships Education in Schools 2000

SCHOOLS OUT! National: Working for LGBT equality in Education

“Something to Tell You” A health Needs Assessment of Young Gay, Lesbian and Bisexual People in Glasgow Summary Report February 2002

Stand up for us: Challenging homophobia in schools DH/DES November 2004

Tackling Homophobic Bullying NASUWT – Policy, Advice, Support (2004)

CHRYSALIS - A training organisation working in the area of Equalities, including the rights and perspectives of lesbians, gay men, bisexual and transgender people.