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Tackling homophobic, biphobic and transphobic bullying among school-age children and young people.

Findings from a mixed methods study of teachers, other providers
and pupils



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Contents.

Acknowledgements	3
Glossary	4
Executive summary	5
1 Introduction	10
1.1 Context and aims	10
1.1.1 Context	10
1.1.2 Defining homophobic, biphobic or transphobic bullying	11
1.1.3 Prevalence and the effects of homophobic, biphobic and transphobic bullying	12
1.1.4 Existing research and how this study fits in.....	13
2 Overview of methodology	14
2.1 Research aims	14
2.2 Research design	14
2.3 Understanding and using this research report.....	15
2.4 Typology of initiatives	17
2.4.1 Structure of the report	18
3 Preventative or proactive approaches	19
3.1 Leadership and management of change	19
3.1.1 Senior management or Head teacher support	20
3.1.2 Partnership with parents and local communities	21
3.1.3 Staff champions	22
3.1.4 Support from government	22
3.2 Policy development	23
3.2.1 Transphobic and biphobic policy	24
3.3 Curriculum planning for teaching and learning	25
3.4 Staff training	26
3.4.1 The use of specialist providers in the delivery of staff training	27
3.5 School ethos	28
3.6 Student voice	29
3.7 Provision of student support services	30
3.8 Chapter summary	31
4 Interactive, discursive and reflexive teaching	34

4.1	Teaching to reduce HBT bullying	34
4.1.1	Approach to reducing bullying	34
4.1.2	Types of delivery.....	35
4.1.3	Effectiveness of delivery	37
4.1.4	Nature and membership of teaching groups.....	39
4.2	Teacher confidence and competence	41
4.2.1	Confidence to discuss sexual orientation and gender identity in schools	42
4.2.2	Confidence and comfort discussing sexual orientation and gender identity	44
4.3	Teaching on Cyber Bullying	46
4.4	Chapter summary	47
5	Playground or school life approaches	50
5.1	The school environment.....	50
5.2	The Virtual School and Reducing Cyber Bullying.....	54
5.3	Chapter summary	55
6	Reactive and supportive approaches	57
6.1	Reactive approaches	57
6.1.1	Recording and reporting bullying incidents.....	58
6.1.2	Increasingly severe sanctions against bullies.....	60
6.1.3	Restorative justice	60
6.1.4	Support related to the bullying incident(s)	61
6.2	Support related to sexual orientation and gender identity	63
6.3	Chapter summary	64
	Reference List.....	66
	Appendix A: Technical Methodology	69
	Rapid evidence assessment.....	69
	Online mapping exercise	70
	Telephone interviews with teachers and other providers	73
	School-based case studies.....	75
	Appendix B: Tables	78
	Appendix C: Mapping Exercise Questions.....	85
	Appendix D: Topic Guides.....	94

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Glossary

GEO	Government Equalities Office
HBT	Homophobic, biphobic and transphobic
LGB & T	Lesbian, gay, bisexual and transgender
LGB or T	Lesbian, gay, bisexual or transgender
PSHE	Personal, social and health education
SEAL	Social and emotional aspects of learning
SRE	Sex and relationship education

Executive summary

This report provides the findings from a qualitative study of *'What works in tackling homophobic, biphobic and transphobic (HBT) bullying among school-aged children and young people?'*. The **study** involved:

- A **rapid evidence assessment** to establish the types of anti-HBT bullying thought to be happening;
- An **online mapping exercise** to see which types of initiatives were being used, which generated 247 responses;
- **Depth interviews** with 20 teachers and other providers involved in the delivery of anti-HBT initiatives across a range of schools;
- **Four school case studies**, with each case study involving
 - observation of initiatives designed to prevent or reduce HBT bullying;
 - interviews or groups with staff;
 - groups with pupils who had received an intervention or been involved in the delivery of teaching
 - and interviews pupils who had sought because they were bullied because of their real or perceived sexual orientation.

The study was conducted between April and July 2014. The findings represent the range of views expressed about what worked or didn't work in tackling HBT bullying. The study does not constitute an evaluation of what works in the strictest sense and the findings should be interpreted in this light.

The **findings** were organised around four main approaches to tackling HBT bullying:

- Preventative or proactive approaches
- Interactive, discursive and reflexive teaching
- Playground or school life approaches
- Reactive and supportive approaches

The main ways in which specific approaches were thought to be effective based on the views of participants and the literature reviewed are summarised below.

PREVENTATIVE OR PROACTIVE APPROACHES

Policies that gave school staff confidence to tackle HBT bullying

- More and better work to tackle homophobic bullying was happening in schools where staff felt confident that government and school policies supported the work they were doing.
- We found there was much less work on transphobic bullying and did not identify any work specifically on biphobia.
- Some schools used government guidance, aspects of the Equality Act 2010 (e.g. the Public Sector Equality Duty¹), requirements for Ofsted inspections to show evidence of

¹ The Public Sector Equality Duty places a responsibility on public bodies in England, Scotland and Wales, to eliminate unlawful discrimination, promote equality of opportunity and foster good relations

challenging homophobia² and empirical evidence on HBT bullying to gain support from their Head Teacher. This was considered essential to drive work forward.

- Despite some reservations expressed, it was possible to undertake anti-HBT bullying in culturally and religiously diverse schools. This was the case if the work was part of a wider school ethos and policies that included respect for others, for equality and diversity and for fairness and justice.
- Work was also thought to be more successful in culturally diverse schools if links were made with other groups who experience prejudice and intolerance. In particular, school staff said that they thought it helped to draw out similarities between homophobia, biphobia and transphobia and racism or intolerance towards different religions.

A whole school, integrated approach to HBT bullying

- Evidence reviewed and our findings suggested that the prevention and/ or reduction of HBT bullying was seen as more successful when teaching about LGB and T people was incorporated into teaching throughout the curriculum in age-appropriate ways from an early age.
- Successful prevention of HBT bullying was widely regarded to need a strategic, long-term approach in schools, including relevant equality and bullying policies that included sexual orientation and gender identity.
- Taking a ‘whole school’ approach to tackling prejudice against LGB and/ or T people across the whole curriculum was regarded as working better than only using stand-alone teaching on HBT bullying specifically.
- The whole school approach was considered to ‘normalise’ or ‘usualise³’ LGB and T people as part of the everyday life making HBT-bullying less likely to occur.
- Teachers and providers thought that teaching about LGB and T people, their families and relationships in age appropriate ways from an early age could be *complemented* by focusing specific teaching around HBT later.
- Teachers and providers thought that the best age to teach specific HBT bullying work was the last years of primary school. This was when children were considered to be sufficiently mature to understand the issues but before prejudices may set in.

INTERACTIVE, DISCURSIVE AND REFLEXIVE TEACHING

Training and teaching

between groups sharing ‘protected characteristics’. Public bodies include schools, local authorities and government. Sexual orientation and gender reassignment are protected characteristics.

² The Ofsted School Inspection Handbook (2014) requires schools to make available their records and analysis on bullying, including homophobic bullying (p. 14). It also says inspectors should consider the effectiveness of the action of school to prevent discriminatory and derogatory homophobic language when thinking about the safety and well-being of children (p,54):

<http://www.ofsted.gov.uk/resources/school-inspection-handbook>

³ Some participants preferred the term ‘usualise’ rather than ‘normalise’ because they thought it implied working towards an implied norm. However, ‘normalisation’ can also imply making discussion of LGB and/ or T people part of *everyday* discussion in the sense that it is an ordinary part of conversation and no longer seems unusual.

- Teaching to address HBT bullying appeared to work better where teaching staff had received training on sexual orientation and gender identity and drawn on information about previous good teaching practice in tackling bullying.
- Good teaching to address HBT bullying happened where staff were knowledgeable about LGB and/ or T issues and/ or had received training. This meant that they felt comfortable and confident to teach about HBT bullying, and the wider issues related to sexual orientation and gender identity, that it often raised.
- It was considered to be better to separate work on transphobic bullying from homophobic bullying so that the different issues aren't confused and confusing for pupils.
- Involving pupils in the design and delivery of anti-HBT bullying assemblies, equalities groups or discussions helped to increase pupil learning, to produce ownership of the work and to give the messages more credibility.
- Factors that were thought to make teaching on HBT bullying more successful were:
 - Discussing the subject in the context of topical lessons or social issues to make the learning more engaging;
 - Inclusion of formats such as smaller groups that allowed pupils to ask questions and discuss the issues with less pressure of a perceived group 'norm';
 - Discussion of the range of harmful effects from HBT bullying and not just the most extreme cases to make them more authentic to pupils.
- The same approaches to teaching were regarded as good ways to address HBT cyber bullying but with the addition of emphasising the legal implications of sending malicious messages and how pupils could be 'tech savvy' (e.g. reporting and blocking).

PLAYGROUND AND SCHOOL LIFE APPROACHES

- Staff working in schools found that conducting an annual assessment of bullying at the school - including whether there was HBT bullying - allowed their schools to consider ways of making the physical and social environment of the school less susceptible to such bullying.
- A positive social environment that was seen by school staff and pupils to make HBT bullying less likely to occur included:
 - Creating a visibly LGB & T-friendly school environment (e.g. by displaying pictures of LGB & T people or having an equalities notice board);
 - Providing positive LGB and T role models from outside and, where possible, from inside the school;
 - Staff and pupils learning ways to consistently challenge HBT bullying as it happens (especially the use of HBT language).
- Teaching staff thought that peer support or befriending for pupils who may be, or feel, isolated and need help to would reduce their chance of being bullied.
- We found that schools didn't always need to have specific initiatives to tackle HBT bullying, provided that there was active inclusion of consideration of issues related to sexual orientation and gender identity as part of wider initiatives (e.g. assessment of levels of bullying, promoting equality and diversity, addressing derogatory language).
- Specific initiatives to tackle HBT bullying were considered by teachers and providers to be vital where there was a perceived or identified rise in HB or T language or behaviour in or around the school.

REACTIVE AND SUPPORTIVE APPROACHES

Reporting, recording and punishment

- Reporting and recording of HBT bullying was seen by school staff to work better where there was:
 - a clear, agreed definition of bullying within the school;
 - clear policies for reporting and recording different types and levels of bullying, including HBT bullying;
 - some form of action taken in all cases;
 - response to reports of HBT bullying in a *consistent* way so that teaching aimed at preventing or reducing such bullying wasn't undermined.
- Having an approach to sanctions for HBT bullying that addressed the possible different causes was considered by teachers and providers to make punishments more successful.
 - Where bullying arose from ignorance or prejudices, it was considered by teachers and providers to be important to include an educational element about why HBT bullying is wrong.
 - In repeated or more severe cases of HBT bullying, teachers and providers thought consideration should be given to:
 - investigating if there are safeguarding issues for pupils who have bullied in case they are learning bullying behaviour and intolerance at home;
 - employing increasingly severe sanctions including the involvement parents to reinforce that such behaviours are not acceptable at the school.

Support for pupils who have been bullied

- Taking a lead from the pupil about what they want to happen within a range of possible options so that the bullying isn't made worse for them and meets their needs.
- Signposting pupils who need support about sexual orientation or gender identity to local LGB and/ or T youth groups and other resources. Pupils interviewed said this would help to avoid feelings of isolation or the use of inappropriate adult dating sites to seek companionship and affirmation.

WHAT SPECIFIC THINGS CAN GOVERNMENT DO?

- Ensure that all school staff, and especially teaching staff and Head Teachers, are aware that the government supports: (a) schools tackling HBT bullying and; (b) being able to discuss issues related to sexual orientation and gender identity that arise. Reinforce the legal framework under the Equality Act and Public Sector Equality Duty that supports this.
- Encourage schools to adopt a ‘whole school’ approach to HBT that addresses prejudice against LGB and T people from an early age in age-appropriate ways rather than stand-alone teaching on HBT bullying only.
- Support schools by signposting government reviewed resources - including training and teaching resources - or by facilitating sharing good practice between schools (e.g. through LGB and/ or T teaching networks).
- Provide examples of schools that have:
 - successfully integrated teaching about LGB and T people, their relationships and families into their wider curriculum on equality and diversity, which may help to reduce the perception that such work isn’t possible in culturally and religiously diverse schools;
 - created visibility of LGB and T people within the school;
 - encouraged pupils to report or block cyber bullies and print screen shots of HBT bullying emails or online messages to be displayed on school notice boards as examples of inappropriate and possibly criminal messages.
- Recommend teaching that uses existing smaller group formats to discuss HBT bullying such as Quality Circle Time and programmes like Social and Emotional Aspects of Learning.
- Promote good practice related to the assessment, reporting and recording of HBT bullying where it facilitates action at the school or local level. Encourage schools to ensure that these practices are inclusive and sensitive to sexual orientation, gender identity and bullying based on homophobia, biphobia and transphobia.
- Ask Ofsted to ensure that all Head Teachers and school staff are aware that they should be able to: (a) provide records and analysis of *whether or not* there is homophobic bullying at their school; and (b) describe their actions to challenge homophobic language that is derogatory or discriminatory.
- Provide examples to schools with good practice in relation to sanctions for bullies that educate and safeguard as well as punish.
- Encourage local authorities and other local stakeholders to ensure that appropriate local LGB and/ or T youth groups or information are available for pupils who are being bullied because they identify as LGB or T but feel they cannot get all the support they need within their school.
- Consider what needs to be done specifically to tackle transphobic bullying in schools in order to reduce the view that the topic is too challenging or too complex to deal with.

1 Introduction

This report presents the findings from a qualitative study carried out to explore what works in tackling homophobic, biphobic and transphobic (HBT) bullying among school-age children and young people in England and Wales. The purpose of the research was to identify and critically assess the effectiveness of initiatives to prevent and respond to HBT bullying, and identify any barriers that have limited the effectiveness of approaches to reducing HBT bullying. Through the research we have begun to identify what was considered by participants as good and bad practice in this area. This included the perceptions of teachers and other providers involved in the delivery of anti-HBT initiatives, as well as the children and young people who were involved in the delivery and/ or on the receiving end of initiatives.

Throughout this research we have used purposive sampling to uncover the range and diversity of initiatives that were used and that were perceived as effective or not. We have not indicated the prevalence of initiatives used nor have we indicated the prevalence of participant views on their effectiveness because this would not be meaningful within the scope of the qualitative approach. Instead the study provides the first attempt to systematically collect the views of those working on the front line in anti-HBT bullying initiative delivery (teachers and other providers), and also of those receiving them (children and young people). It fills gaps identified in the literature around what works in tackling and preventing HBT bullying and *why*: a knowledge base which, up until now, was mostly made up of the views of expert stakeholders about what underpinned effectiveness in tackling HBT bullying in schools. We see this work as complementing and building upon prior research rather than superseding it.

1.1 Context and aims

1.1.1 Context

The UK Government is committed to improving the lives of lesbian, gay, bisexual and transgender (LGB&T) people. The Coalition's Programme for Government, published in May 2010, states "*We will help schools tackle bullying in schools, especially homophobic bullying*". In the government document titled, 'Working for Lesbian, Gay, Bisexual and Transgender Equality' (June 2010), they also pledged:

"As part of our drive to promote good behaviour in schools, we will ensure schools can effectively tackle bad behaviour and bullying with a particular focus on identifying and tackling homophobic and transphobic bullying. The new Public Sector Equality Duty included in the Equality Act 2010 would require schools to consider how to focus on this issue."

The Government Equalities Office (GEO) has lead responsibility for sexual orientation and transgender equality policy across government. This involves leading on legislation, advising government departments and agencies and producing research and guidance for both government and stakeholders. In 2014, the GEO commissioned NatCen Social Research, an independent research agency, to conduct research to look

at 'What works in tackling homophobic, biphobic and transphobic bullying among school-age children and young people?'

1.1.2 Defining homophobic, biphobic or transphobic bullying

There is no single definition of homophobic, biphobic or transphobic (HBT) bullying and the government urges that schools should have their own definition of bullying⁴. For the purposes of this research, a working definition of HBT bullying was used, and is shown below⁵.

Homophobic, biphobic or transphobic bullying can be defined as behaviour or language which makes a person feel unwelcome or marginalised because of their sexual orientation or gender identity, whether actual or perceived, or because of their association with people who are, or perceived to be, gay, bisexual or transgender (e.g. children of same-sex couples).

For young people, HBT bullying can exist in the form of verbal abuse through to death threats and takes place in and around schools, but also using electronic technology (so-called cyberbullying). This bullying does not only affect young people who identify as LGB or T, but also those who are perceived to be LGB or T (e.g. because their choices, interests or needs do not conform to accepted gender norms). Some behaviours that have been associated with HBT bullying include:

- verbal bullying: being teased or called names;
- rumour-mongering;
- being compared to LGB or T celebrities, caricatures or characters that portray particular stereotypes of LGB or T people;
- threat of being exposed (or 'outed') to friends and family as LGB or T even when this is an incorrect perception;
- being ignored or left out (i.e. indirect bullying or social exclusion);
- the use of inappropriate sexual gestures; and
- physical bullying: hitting, punching, kicking, sexual assault, and threatening behaviour.

All of the above, bar actual physical bullying, can also happen via email, text and on social networking sites (i.e. cyberbullying).

While being aware of these definitions this study did not limit itself to the definition and examples outlined above. Instead, we explored participants' own definitions of HBT bullying; which often focused on the use of the word 'gay' in a derogatory sense, but which also included reference to wider prejudice against LGB and/ or T people and verbal and physical abuse both off and online.

Another issue in relation to HBT bullying is that many of the types of behaviour associated with it are common to other forms of bullying (e.g. racist bullying). It could potentially therefore be argued that a generic approach to bullying is sufficient. The Government has issued advice on behaviour and bullying which is kept under regular

⁴ <https://www.gov.uk/bullying-at-school/bullying-a-definition>

⁵ This excludes bullying in the workplace

review⁶. However, it is important to know whether there are additional opportunities for the provision of additional specific support to tackle HBT bullying for those schools who seek it, beyond that which has already been developed (e.g. Department for Children, Schools and Families, 2007; GIRES, 2008).

1.1.3 Prevalence and the effects of homophobic, biphobic and transphobic bullying

Research by *Stonewall* has shown that homophobic bullying is still a significant issue for most lesbian, gay and bisexual (LGB) young people.⁷ The recent Stonewall Teachers Report (2014) found that almost nine in ten secondary school teachers, and almost half of primary school teachers surveyed, report pupils in their schools having experienced homophobic bullying. The report also suggests that there has been progress however. Nine in ten primary and secondary school teachers reported a duty to prevent and respond to homophobic bullying.

Research evidence reviews that NatCen conducted for the Equality and Human Rights Commission in 2008 both showed the LGB and T people experience high levels of bullying with a range of negative effects in education and on other life chances more generally^{8,9}. These reviews found that lesbian, gay, bisexual and transgender (LGBT) people may experience awareness of their sexual orientation or gender identity (or a sense of being different) as early as 11-12 years, although many often do not come out until their teens or later. Pupils who experience bullying are at greater risk of missing school, can be less likely to stay in full time education, are less likely to be healthy, feel safe and make positive contributions to their community (Department for Children's Schools and Families, 2007). Some additional negative consequences have been associated with homophobic bullying, in relation to emotional and psychological harm such as nervousness, anger and elevated rates of self-harm and actual and attempted suicide (Warwick et al., 2004).

Given these negative effects it is important that the government has supported attempts to tackle HBT bullying in schools. In 2011 the Department for Education issued streamlined advice to head teachers, school staff and governors on preventing and tackling bullying. The advice outlines schools' legal requirements and responsibilities in regard to behaviour and bullying. Although bullying itself is not a criminal offence the advice refers to legislation such as the Protection from Harassment Act 1997, the Malicious Communications Act 1988, the Communications Act 2003, and the Public Order Act 1986 which mean that some types of harassment and bullying could be a criminal offence. The advice also refers to the Equality Act (2010) which

⁶ <http://tinyurl.com/disciplineadvice>; and <http://tinyurl.com/tackling-bullying-advice>

⁷ Stonewall (2012) *The School Report: The experiences of gay young people in Britain's schools in 2012*, Stonewall.

⁸ Mitchell et al. (2009) Sexual Orientation Research Review 2008: <http://www.natcen.ac.uk/our-research/research/sexual-orientation-research-review/>

⁹ Mitchell and Howarth (2009) Trans Research Review: <http://www.natcen.ac.uk/our-research/research/trans-research-review/>

schools' anti-bullying policies should comply with. The current Ofsted inspection framework also explicitly directs inspectors to look at schools' efforts to tackle bullying based on sexual orientation and gender identity and requires schools to demonstrate how they support the needs of distinct groups of pupils. The Equality Act (2010) and the Public Sector Equality Duty require schools in England, Scotland and Wales to have due regard to promoting equality, eliminating unlawful discrimination and fostering good relations between groups who share protected characteristics; this specifically includes discrimination on the grounds of sexual orientation, gender and gender reassignment.

1.1.4 Existing research and how this study fits in

Some valuable research has already been done on what types of school-based anti-bullying (including HBT bullying) initiatives exist and how well they work among young people¹⁰. This work produces useful typologies of strategies but does not specifically address how such initiatives might be received differently by LGB or T young people. There is also an array of best practice guidance around how to approach homophobic (mostly), biphobic and/or transphobic bullying¹¹; guidance on what works with children and young people to reduce instances of homophobic (mostly), biphobic and/or transphobic bullying; and case examples of what is considered good practice. However, it is not always clear what factors were used to judge what constituted *best practice* or what was considered to work, in what contexts, or in what circumstances. This research was therefore commissioned to review the evidence base and undertake research to identify the types of initiatives that exist in schools including perceptions of their effectiveness.

¹⁰ Thompson, F and Smith, P.K. (2010) *The use and effectiveness of anti-bullying strategies in schools*, Department for Education.

¹¹ Key among these are, Stonewall's educational guide: *Supporting lesbian, gay and bisexual young people*; Stonewall's *Primary best practice guide*; GIREs guide (supported by the Home Office) on *Transphobic Bullying*; Ofsted's *whole-school approach to tackling homophobic bullying and ingrained attitudes* (using the example of Stoke Newington School and Six Form College); and Stonewall's (2013) *Education Equality Index*, etc.

2 Overview of methodology

2.1 Research aims

The overall aim of this research study was to find out ‘*What works in tackling homophobic, biphobic and transphobic (HBT) bullying among school-aged children and young people?*’. This involved undertaking a critical evidence review and scoping exercise to help improve understanding about how best to *prevent* and *reduce* HBT bullying in schools and among children and young people of school age more generally. More specifically the research set out to provide insight into the following five specific research questions:

1. What kinds of anti-HBT bullying initiatives are being used in school settings, and/ or outside of schools, with specific reference to those aimed at reducing HBT bullying;
2. What are the factors associated with effective initiatives;
3. How effective are such initiatives in reducing both the prevalence of HBT bullying and the impact of HBT bullying on all children and young people (including those who identify as LGB or T or are perceived to be LGB or T or different);
4. What evidence is there that these initiatives are effective;
5. What examples are there of facilitators or barriers to the effectiveness of initiatives aimed at preventing and reducing HBT bullying.

2.2 Research design

To address the research aims, a mixed method approach was used comprising four discrete stages, each one feeding into the next:

- **A rapid evidence assessment:** 31 pieces of literature were thoroughly reviewed to inform a typology of initiatives and the design of the online mapping exercise. The evidence review has been written up separately¹² however the key messages are referred to throughout this report;
- **An online mapping exercise:** 247 individuals (teachers and other providers), working on the front line within schools, provided responses to a questionnaire mapping which initiatives are currently being used and views on their perceived effectiveness;
- **Interviews with teachers and other providers:** 20 in-depth telephone interviews carried out with teachers and other providers working with school-aged children to explore specific themes in more depth; and
- **School based case studies:** 4 school-based case studies, including observation of teaching and further exploration of what worked in tackling HBT bullying through groups and/ or interviews with staff; groups with pupils who had received or been involved with the delivery of initiatives; pupils who had sought help and support because they had been bullied because of their real or perceived sexual orientation¹³.

¹² INSERT REFERENCE TO EVIDENCE REVIEW.

¹³ We are not able to include any pupils who had been bullied specifically in relation to gender identity, although assumptions about gender were raised.

Full descriptions of each of the methods, including details about the samples achieved, can be found in Appendix A.

2.3 Understanding and using this research report

The remainder of this report has been organised around the key themes, or factors, that make up the typology of initiatives that emerged from the evidence review, the first stage of this research. Section 2.4, below, sets out this typology on which the research has been based. Within the chapters we have synthesised findings from all four stages of the research so as to present them as a coherent whole.

There are a number of messages that readers of this research report should note in respect to how the research was designed, carried out and what conclusions can be drawn from it.

- **A purposive approach to sampling:** It is important to be aware that qualitative and purposive sampling has been used throughout our own primary research and therefore care must be taken around the interpretation of the research findings. The sample designs for the three stages of primary research (the online mapping exercise, the telephone interviews with teachers and other providers and the school based case studies), are not representative and we are therefore unable to infer, from what we found, the prevalence of specific anti-HBT bullying initiatives or majority or minority views on what works. Instead we have described the range of initiatives being used amongst those who took part in this study and indicate where there appears to be consistency of message about delivery and what works across different types of school settings (primary and secondary for example).
- **Highlighting promising practice:** The research has enabled us to pick up a diverse range of promising practices from among the broad range of participants that took part. However, given that the research relied on participants volunteering to take part within specific localities, we cannot completely guarantee that all promising initiatives have been captured. We are confident, however, that we have successfully mapped the range of types of initiatives and can shed light on these from the perspectives of those involved on the front line (teachers, other providers and young people). This confidence is based on the fact that our research mostly concurs with what the existing evidence said about what worked or didn't work, although it has provided additional knowledge in these areas.
- **Little 'hard' evidence of effectiveness** – few of the initiatives that were discussed in the research had been formally evaluated. Our evidence is therefore based on teachers', providers', young people's and other stakeholders' views of what works based on their experiences, feedback from pupils and, to a limited extent, from observation of teaching and feedback from case studies. Nonetheless, the evidence review suggested that the views of those directly involved in delivery and in receipt of anti-HBT bullying initiatives were lacking. To this extent the research contributes to gaps in research about

the views of teachers, providers and young people but cannot be regarded as a definitive account of what constitutes fully effective practice.

A generic approach to bullying in schools vs. an approach specific to homophobic, biphobic or transphobic bullying – An important policy question relates to whether it is best to invest resources in anti-bullying initiatives and initiatives in general, or more specifically in relation to homophobic, biphobic or transphobic bullying. This research suggests that a ‘one size fits all’ approach is unlikely to work across all types of schools as it very much depends on the individual school. Instead it should be recognised that schools operate in different environments (for example culturally, ethnically and religiously), and have different competing demands. Amongst those who took part in this research, opinions could broadly be grouped as:

- - Those who saw addressing HBT bullying as a matter of course – for example by being relaxed about it in teaching and ensuring that issues related to sexual orientation and gender identity were included as part of everyday teaching and the monitoring of bullying.
 - Those who felt there was a specific need to address HBT bullying because of a perceived or identified rise in HBT language or behaviour.

The former approach was sometimes preferred by some schools because school staff believed it was ‘easier to sell’, and less likely to upset parents or the local community (this was an issue specific to schools in ethnically and religiously diverse areas). The approach was also considered to better support teaching throughout the curriculum and rather than a HBT bullying stand-alone teaching. This approach appeared to work better provided issues relating to sexual orientation and gender identity were actively integrated into everyday school life.

The latter approach was regarded by teachers, providers and pupils as necessary where there was an identifiable rise in HBT language or behaviour in order to actively tackle the issues head on.

Having now been able to identify what appears to be promising practice in preventing and tackling HBT-bullying, we would recommend that future work uses a large scale evaluation design to further shed light on this. This might, for example, involve a study including a sample of schools undertaking certain (seen to be) good initiatives with a control group (i.e. schools not using the initiative) as comparison. The aim would be to study the schools and their pupils before, after and during the intervention delivery so that impact could be measured. The design of such evaluation would need to ensure that the comparison schools and control schools were similar in terms of characteristics of the school and its pupils as well as the levels and type(s) of HBT bullying.

2.4 Typology of initiatives

Typology

The evidence review we undertook led us to the development of a typology of initiatives, which shape exploration of the issues in subsequent stages of this research (the mapping exercise, telephone interviews and case studies). Research by the Department for Education, in 2011¹⁴, found that school-based anti-bullying activities and initiatives could broadly be grouped into:

- Preventative or proactive whole school approaches
- Interactive, discursive and reflexive teaching
- Playground or school life approaches
- Reactive and supportive approaches

Through the evidence we reviewed, we built on this typology by adding an additional category related to specialist support required for pupils questioning their sexual orientation or gender identity. Our typology, integrates these supportive elements with the reactive strategies (see Table 1 below). The first two of the approaches above can broadly be seen as focusing on **preventative** work, whilst the last three can be seen to be **reactive** or those which deal with HBT bullying as it occurs. Our typology separates these categories for empirical clarity though in reality schools are likely to be using a combination of these different approaches at any one time. The remainder of this report is organised around this typology. For each type of initiative we synthesise findings from the written submissions, telephone interviews with teachers and other providers and school case studies.

¹⁴ Department for Education (DfE). (2011), The use and effectiveness of anti-bullying strategies in schools. London: DfE.

Table 1 Summary of the typology and the factors associated with each approach

Initiatives to reduce HBT bullying	Factors associated with the approach
<p>Preventative or proactive approaches focusing the ‘whole school’ or within the ‘whole community’.</p>	<ul style="list-style-type: none"> • Leadership and management of change • Policy development • Curriculum planning for teaching and learning • Staff training • School ethos • Student voice • Provision of student support services • Partnership with parents and local communities
<p>Interactive, discursive and reflexive classroom-based teaching by teachers or external providers that stood alone or were part of a ‘whole school’ approach.</p>	<ul style="list-style-type: none"> • Qualities of the teacher • Nature and membership of group discussions • Presentations and discussions by external providers
<p>‘Playground’ or school life approaches aimed at addressing HBT bullying where and as it happened in or around the school.</p>	<ul style="list-style-type: none"> • Making school playgrounds less tolerant to bullying behaviour • Challenging HBT language and behaviour every time they occur • Creating advocates among staff and pupils to intervene where they see HBT bullying
<p>Reactive and supportive approaches focused on recording of incidents, sanctions for the perpetrator and restorative justice after the event. This also includes signposting to resources and support for young people questioning their sexual orientation or gender-identity where such support was beyond the expertise of ordinary teaching staff.</p>	<ul style="list-style-type: none"> • Peer support or buddying • Putting in place an incident reporting and recording structure • Increasing sanctions against bullies • Restorative justice • Support within the school • Signposting to external support • Support for the victim as well as the perpetrator • Support within the school • Signposting to external support, including for cyber bullying resources

2.4.1 Structure of the report

Chapter 3 of the report explores preventative or proactive approaches at the level of the whole school, while Chapter 4 explores preventative approaches at the level of interactive, discursive and reflexive classroom-based teaching. Chapter 5 explores approaches related to reducing HBT bullying in the playground or in school life, while Chapter 6 looks more specially at how schools reacted to HBT bullying but in terms of sanctions for the bully and support for the person being bullied.

3 Preventative or proactive approaches

Preventative or proactive approaches aim to stop HBT bullying happening in the first place. A consistent theme from the evidence review was the importance of having an approach to challenging HBT bullying that involved activities across the whole school (Hardeep, et al., 2003, Department for Education, 2011, Welsh Government, 2011). The review also referred to poor or ineffective practices in the form of isolated teaching about HBT bullying (for example only in personal, social, health and economic (PSHE) education lessons) without support from positive teaching about LGB and/ or T people in other parts of the curriculum. Additionally, some suggested that the approach to HBT bullying needs to go beyond the school and be linked into the wider (whole) community (Barrie, 2013). A good way to do this was thought to be through multi-agency working with the children's services, the police and local LGBT organisations and, where possible, with parents too.

Support for the whole school approach was found across this study from the online mapping exercise and the telephone interviews with teachers and other providers. Two of the case study schools had taken a particularly 'holistic' approach to tackling HBT bullying and our observations and follow-up interviews suggested that it was working in preventing homophobia. Pupils who took part in a case study focus group also said they thought that teaching on HBT bullying wouldn't work without addressing prejudice against LGB or T people more generally.

The remainder of this chapter is organised around the factors associated with preventative or proactive approaches focusing on the 'whole school' or within the 'whole community'.

3.1 Leadership and management of change

Teachers and other providers often talked about the difficulty of getting work on HBT bullying off the ground and how important it was to have supportive management and leadership in this respect. Leadership and the involvement of senior managers, Head Teachers, school governors, local authorities and parents/carers was therefore seen as laying the foundation for initiatives which tackle HBT bullying at the school both among teachers and in the evidence review. The evidence review pointed to the importance of these stakeholders in the success of activities designed to tackle and prevent HBT bullying in a number of ways:

- **Senior management or Head Teachers** conveyed authority and a commitment to an initiative as well as ensuring funding for important changes in curriculum, training, teaching, enforcement of sanctions and support for pupils (Formby and Willis, 2011; Paul et al, 2010);
- **School governors** were important in supporting initiatives. It also helps to have a named governor supporting specific initiatives (Formby and Willis, 2011);

- **Local Authorities** helped to provide the resources and expertise to develop initiatives, for example by having anti-bullying coordinators who work across schools and act as ‘champions’;
- The involvement of **parents/ carers** was a good way of revealing any opposition to challenging HBT-bullying at the school and also addresses any concerns (Welsh Government, 2011). Involving parents and carers allowed the school to convey to them what the school’s policy is on HBT bullying so that they know what to do if their child is being bullied (Department for Education, 2014). Fear of complaints from parents did act as a barrier to the success of activities or initiatives (Formby and Willis, 2011), which was also confirmed in the interviews with staff and providers.

According to the literature, there appeared to be a degree of support for a named person or a group of ‘advocates’ to drive anti-HBT bullying work forward within the school (Morillas and Gibbons, 2010; Formby and Willis, 2011). There was some support for the idea of a ‘staff champion’ from the mapping exercise and interviews. However, there was a view among teachers who were LGB or T or PSHE specialists that we interviewed that this work shouldn’t just be left to them (see section 4.2.2). The championing of anti-HBT bullying needed to be seen across the whole school and not just linked to specific teachers.

3.1.1 Senior management or Head teacher support

Both teachers and other providers who participated in the mapping exercise and interviews indicated that they believed the support of senior management was important in providing a foundation for initiatives to build on. Having a clear lead from the Senior Management Team and/or School Leadership Committee, backed up by policies, was regarded by the teachers and other providers as essential for getting anti-HBT bullying initiatives started.

A primary school teacher in an inner city area, for example, spoke of how the senior management’s involvement in the school’s ‘No Outsiders’¹⁵ literacy programme had a ‘snowball effect’ meaning that it indicated to other staff that they should become more involved and committed:

‘So the, the commitment from the senior leadership - obviously myself included - it, .. became a sort of a snowball, if you like, that everybody sort of got on board, when they saw how committed that we [were] and that... we were going to do this work; it was really important that we believed in, in the sort of, the value of the work, and that, you know, that, that we felt our children would benefit from it’ (Primary school teacher).

Teachers and other providers who were interviewed reported that Head Teachers needed to be committed in order for initiatives to be resourced and supported properly. One secondary school teacher which we interviewed said that their Head Teacher

¹⁵ ‘No Outsiders’ was a project funded by the Economic and Social Research Council (ESRC) (September 2006 to December 2008), supporting primary teachers in developing strategies to address lesbian, gay, bisexual and transgender equality in their own schools and classrooms. The project was led by Elizabeth Atkinson and Renee DePalma at the University of Sunderland, in collaboration with Michael Reiss at the Institute of Education and Nick Givens and David Nixon at the University of Exeter. <http://www.esrc.ac.uk/my-esrc/Grants/RES-062-23-0095/read>

demonstrated her support for HBT bullying work by using inclusive language referring to LGB and T people when talking to other staff. This was felt to benefit the school by making them feel it was acceptable to do work on LGB and/ or T issues.

A lack of support and leadership in tackling HBT-bullying was identified in some of the interviews with teachers and other providers as a barrier to doing work. This lack of support did not have to be active resistance but could stem from:

- **Lack of a strategic approach** – no strategic direction from senior management in relation to staff training or skills that teachers needed to recognise and respond to HBT bullying.
- **Treatment of HBT bullying as a minor issue** – for example, failing to dedicate any time to work on the issue, which was particularly apparent based on the argument that students who identified as LGB or T would be rare.
- **Fear of the consequences** – a feeling from senior management that being explicit about LGB and/ or T issues and HBT bullying would result in negative consequences such as parents ringing up to complain.

Ways in which teachers and other providers felt that these barriers could be overcome included: demonstrating successful work that other schools were already doing to show it could be done; making references to legislation, such as the Equality Act (2010) to make staff realise that this is something they should already be doing; and appointing a particular member of senior staff to be responsible for taking the work forward.

3.1.2 Partnership with parents and local communities

The mapping exercise and interviews with teachers suggested that parents and local communities were not as widely involved in developing HBT bullying policy and initiatives as the literature suggested they should be. This was partly because school staff felt that it was sufficient that parents were simply informed about work which was taking place. Another part, however, was a reluctance to inform some parents in case they complained with this leading to a wider media ‘backlash’. Staff in one of the case studies mentioned that they would like to see more open lesbian and gay parents getting involved in supporting their schools work (e.g. as school governors).

Religious or faith group involvement

It is important to recognise that not all religions or faiths are hostile to homosexuality and transgender issues (Mitchell et al., 2009 p. 354-56; Hunt and Valentine 2008). Nonetheless, some religious views have been linked to the continuation of hostility towards LGB people (Mitchell et al., 2009 p. 85-86) and some schools participating said there was nervousness among the school staff about conducting work on HBT bullying in this context (see also section 4.2.1). Staff in one of the case studies – a school working in an ethnically and religiously diverse community, with a very comprehensive approach to challenging prejudice against LGB&T people across the whole school - talked about how parents from religious backgrounds could be ‘challenging’. Nonetheless, the school has successfully and openly engaged with parents, portraying the message that, whilst the school respects their religious beliefs,

it is not the role of the school to judge other ways of life. This message was said to have been happily received.

Two other ways schools had addressed concerns from religious parents and others in the community - according to teacher and provider interviewees - were:

- working with religious and faith leaders to agree on a message that discrimination of any kind is not acceptable, and publicising this message within the school;
- distinguishing between teaching about identity and sexuality and teaching about procreation and relationships via religious education.

Ways in which this work was integrated into teaching are discussed in chapter 4, (section 4.2.1.)

3.1.3 Staff champions

Although the literature indicates some support for a named person or group of advocates to drive this work forward, there were differences of opinion amongst telephone interview participants regarding whether there should be a staff ‘champion’: a member of staff who leads any anti-HBT bullying work.

Where this view was supported it was because teachers and other providers saw the need to drive the work forward or because there was felt to be a need to have a clear understanding of the issues. The view was less supported where the responsibility was seen to rest with a single member of staff who was LGB or T. Involving heterosexual colleagues as champions was also thought to ensure that pupils did not see their work as solely part of the ‘gay agenda’, as one primary school teacher put it.

3.1.4 Support from government

The literature review pointed to the need for schools to be clear about the policy and legal framework that supports anti-HBT bullying work delivered in schools (Department for Education, 2014 p, 3-5). Two main issues emerged among staff from the interviews and case studies:

- **The desire for government to promote the policy and legal backing for undertaking anti-HBT bullying more widely** - some teachers felt that government policy was not reaching the people who needed to hear it such as ordinary teaching staff not directly involved in HBT bullying initiatives. Some teachers and providers interviewed said that staff were hesitant to take on board anti-HBT bullying teaching or to take the issues sufficiently seriously without being clear that it was government policy.
- **The view that government could help more in supporting the work being done in schools** – for example, teachers sometimes had to struggle to produce teaching plans themselves so that work fitted within tight time constraints and an already crowded curriculum (see also section 4.1.3). They suggested the government could help in facilitating the sharing of existing good practice so that schools didn’t have to develop everything anew.

Interestingly, pupils raised the need for involvement of the government during the school case study visits. They made a number of suggestions about what the government could do. For example:

- **Make it clear that the government supports the view that it doesn't matter if a person as gay or lesbian not** – the use of videos or DVDs supported by the government was a common suggestion. A Year 6 pupil suggested this could be done by the government producing a video about the harmful effects of HBT bullying. A group of Year 10 pupils noted they had seen videos about 'racism' in PHSE but hadn't seen anything similar on homophobia. Others said members of the government should visit schools to get the message across and so staff and parents would take it more seriously. Another pupil said he thought the government should make people aware of HBT bullying via a television advertisement campaign.
- **Give support and raise the profile of anti-homophobia campaigns in sports such as football** – a group of Year 10 boys discussed the way in which homophobic bullying was not taken as seriously as racism, even though they felt it was just as bad. They gave the example of how the 'Kick Racism Out of Football'¹⁶ campaign was taken more seriously than the 'Rainbow Laces'¹⁷ equivalent campaign on homophobia.

3.2 Policy development

The evidence review pointed to the need for schools to use government guidance and the legal framework to establish clear school policies that embed work on HBT-bullying in their anti-bullying policies. It suggested that there was a need to:

- challenge the idea that everyone is heterosexual or adheres to a simple binary gender, or the idea that 'there are no LGB&T pupils in this school' (Warwick et al., 2004);
- reinforce the policy and legal framework by referring to measures under the Education and Inspections Act 2006, Equality Act 2010 and Malicious Communications Act 1988 (Department for Education, 2014);
- give support to HBT-bullying work by publicising local or national surveys that show the extent of HBT-bullying in schools (e.g. Stonewall Education Equality Index, 2013).

The literature identified four areas of important policy development, necessary to support anti HBT-bullying work:

- **Equal Opportunities Policy** (Stonewall Equality Index, 2013; Ofsted, 2013)
- **Inclusive anti-bullying policy** (Stonewall Education Guide, 2014; Hinduja and Patchin, 2011).

¹⁶ Kick It Out is primarily a campaigning organisation which enables, facilitates and works with the football authorities, professional clubs, players, fans and communities to tackle all forms of discrimination <http://www.kickitout.org/>.

¹⁷ In September 2013 Stonewall teamed up with Paddy Power to send rainbow laces to every footballer across all 134 professional clubs in the UK to show their support for gay players. http://www.stonewall.org.uk/what_we_do/9258.asp

- **Responsible electronic technology policy** (Childnet International, 2009)
- **Transitioning and gender identity policy** (GIRES, 2008)

According to the online mapping exercise and telephone interviews with teachers a clear anti-bullying policy that addresses HBT bullying as a matter of course is essential to being able to tackle HBT bullying successfully. At the same time, all staff, pupils and parents/carers need to be aware of the policy. Important considerations in writing the policy were:

1. Having definitions of HBT bullying that were clear and consistently applied;
2. Having a 'zero tolerance' approach to all types of bullying, including HBT bullying; and
3. Involving young people in the development of anti-bullying policies.

CASE EXAMPLE:

In a secondary school in the South of England students, students are responsible for the school's anti-bullying policy. It's developed by students, not staff. Students at this school had reviewed definitions of different levels of bullying in the schools policy and decided what the consequences of each level should be. The example given was name-calling.

The first level of this behaviour might be someone calling someone else a nasty name. The students' response was for the form tutor to call together a form group and talk about the way you should behave towards one another: without identifying who had said what.

The next level might be if the name-calling continued, where the students suggested getting the person who has had the language directed towards them together with a small group of their friends to talk about exactly what happened. Between them they would decide how to deal with it.

Although the teacher was referring to student involvement in a positive way, they did not give details of how effective this has been

The absence of a clear anti-bullying policy that specifically mentioned HB and/or T bullying, or its inconsistent application by staff, were mentioned as a barrier to tackling HBT bullying in the interviews with teachers. Staff at an independent school for boys discussed the way in which HBT bullying could sometimes be hard to define in a context where many boys saw using anti-gay words could be partly of friendly 'banter'. However, they acknowledged that 'low level' teasing could still be hurtful and could still offend, which implied the importance of having clear and well-adhered to definitions of bullying in place. (Issues relating to how policies were applied in relation to the reporting and recording of bullying are discussed further in section 6.1).

3.2.1 Transphobic and biphobic policy

Both the online mapping and the interviews with teachers indicated a lack of work being done in relation to policies to tackle transphobic bullying, with most of the focus being on homophobic bullying. That said, there was some evidence to suggest that policies on transphobia were starting to be developed. An LGB & T support worker who worked in schools within South Yorkshire, for example, spoke about the fact that they were developing an 'overarching equalities document' with the local council that could be sent to schools setting out how schools needed to respond to equality legislation

(viz. the Equality Act (2010) which could then be adapted. This document will include guidance on how to deal with homophobia and transphobia (as well as specific support resources for trans people). There was recognition from this support worker that guidance on transphobic bullying and support for trans people needs to be separated from homophobia and not treated as if it raised the same issues for LGB people. Some teachers also reported that trans people had separate needs which should not be subsumed under the broader category of LGBT (see also section 6.1).

There was no specific mention of policies on biphobia, principally because this was seen by some as a part of wider policies on sexual orientation and homophobia.

3.3 Curriculum planning for teaching and learning

Challenging HBT-bullying was thought to be most effective where there was specific mention of this in teaching and where there was a positive portrayal of LGB and/ or T people and/ or LGB or T families and relationships across the curriculum. A number of positive ways to integrate sexual orientation and gender identity into the curriculum were identified in the literature (see the evidence review for more detail and examples of these):

- Using historical or subject-based opportunities to challenge prejudices and promote equality (Department for Children, Schools and Families, 2007; GIRES, 2008)
- Talking about difference and diversity in society (Ofsted, 2002; Ofsted, 2013).
- Ensuring inclusion of identity-based bullying in the formal curriculum such as in PSHE lessons (Tippett et al., 2010).

The theme of positively portraying LGB&T people and their families in teaching and across the curriculum was also prominent in responses to the mapping exercise, in telephone interviews with further evidence of this being used in some of the case studies.

Teachers and other providers described the following attempts to prevent HBT bullying by using the curriculum. Although there was no hard evidence that these are effective, they were perceived to be having a positive impact:

- **By including LGB&T people, their lifestyles and issues that affect them generally, as well as homophobia, biphobia and transphobia specifically, in all areas of the curriculum** – This meant:
 - Incorporating LGB&T people into the curriculum in all lessons (from as early as reception, in an age-appropriate way, according to staff in one of the case studies), and not just in PSHE.
 - Making LGB and/ or T people more visible within the school so that students start to know about LGB&T people, and so that LGB&T pupils feel less isolated and alone (see section 4.1.1) – for example via the use of popular culture events as and when they arise as a way of discussing LGB&T issues in the classroom. The diver Tom Daley's 'coming out' was given as an example of

this, which promoted prolonged and memorable discussions in one secondary school.

- Ensuring that resources for students, such as books in the library, are reviewed to ensure there is sufficient range of content related to LGB&T people specifically.
- **Using the words ‘lesbian’, ‘gay’, ‘bisexual’ and ‘transgender’ in the curriculum and in teaching** – for example, intentionally weaving words like ‘gay’ into teaching sessions so that pupils become used to them being used and no longer snigger when they hear them. There were teachers interviewed who mentioned the words ‘normalise’ and ‘utilise’ in this context. ‘Normalise’, however, was disliked by some of these for the implication that it suggests that there is normal and abnormal. “*Who wants to be normal anyway?*” was how one secondary school teacher put it.
- **Using PSHE lessons to look at sexual orientation and gender identity** – this meant including discussion of sexuality, sexual orientation and gender identity; teaching pupils not to assume the heterosexuality of students; and avoiding specifying gender when teaching about relationships (for example, talking about ‘partners’, not wives and husbands, or showing pictures of same and opposite sex couples).
- **Using specific projects to challenge HBT stereotypes** – for instance, using arts projects to challenge perceptions about trans people and the literacy project ‘No Outsiders’ to challenge homophobic bullying and address gender stereotypes and same sex relationships through age appropriate books.

CASE EXAMPLE: Referring to LGB&T people in the curriculum and teaching was thought to have had a positive influence on pupils in one secondary school in the North West of England. A teacher, who took part in a telephone interview, talked about how teaching about the proper use of the word ‘gay’ had changed how pupils responded to it. Having observed a situation where the word was used in an assembly and where no pupils had laughed, she said:

“I ran an assembly with every year group - one year group at a time - in which I tied Mark Bingham, the man who’s responsible for pulling-flight.... United 93.... to the ground on 9/11 and Alan Turing. I said, ‘What have these two men got in common?’ Andthe students were able to say, ‘Well, they’re both heroes’. And I said, ‘Yes, but they’re also both gay’. It was the first time they’d ever heard the word used by staff when it wasn’t either, ‘Did you call said student gay’ or, you know..., some sort of joke. They’d heard it used in its proper context and nobody laughed”.

3.4 Staff training

The importance of staff training which covered sexual orientation, gender identity and the harmful effects of HBT bullying was a recurrent theme identified in the evidence we reviewed (Department for Education, 2014; Ofsted, 2013; Hinduja and Patchin, 2011). Without such training teachers can lack the confidence to teach about equality, in relation to LGB&T, and to effectively tackle HBT bullying. This can result in discomfort, embarrassment or lack of a clear understanding about what to do if their own sexual orientation or gender identity is questioned. (Further issues about factors affecting the confidence and competence of staff when teaching are discussed in section 4.2.2)

Appropriate training of staff and teachers was raised throughout this research as being essential for the success of anti-HBT bullying initiatives. Teachers interviewed by telephone, for example, talked about the idea of ‘normalising’ or ‘usualising’ LGB&T issues amongst teachers. This included educating teachers on the meaning of difference or sexual orientation and the impact that HBT-bullying can have on young people. Other areas that were identified, that could be achieved through staff training, included:

- developing confidence in staff to address LGB & T issues without putting their own personal beliefs across;
- making staff feel more comfortable to challenge homophobic, biphobic or transphobic comments;
- helping staff feel able to talk openly with students about gender and sexuality;
- educating pupils about the appropriate and inappropriate use of the word ‘gay’; making staff aware of what constitutes homophobic or transphobic or biphobic bullying; and the signs to look out among pupils to indicate its occurrence (no specific examples were given here).

Staff training about LGB & T issues and HBT bullying was felt, by some teachers interviewed by telephone, to be effective where it put teaching staff at ease and made them able to deal with students’ offensive homophobic comments. One teacher, at a secondary school in London, reported having conversations with staff about how training (which covered what difference means, sexuality and the impact on young people) had helped staff feel more at ease about trans issues and more determined to not tolerate offensive behaviour of students around HBT bullying. Whilst this training was perceived to have been useful, no evidence was provided, however, to suggest that staff were more effective in dealing with HBT bullying.

Challenges to effective training identified through the mapping exercise, telephone interviews and in school case studies included:

- **Difficulty in changing views of staff and challenging stereotypes** - it was sometimes hard for trainers to change the views of staff who held existing views or stereotypes or who are uncomfortable talking about LGB & T people.
- **Insufficient training time** – effective training needed dedicated time to deal with issues that were often challenging. Tagging training on to the end of team meetings was seen as unhelpful.
- **Absence of funding from government** – specifically for training on how to approach HBT bullying.
- **External experts who are not sensitive to time and resource restrictions facing teachers** (this is discussed further below).

3.4.1 The use of specialist providers in the delivery of staff training

There were examples given during the telephone interviews with teachers about the way in which the *delivery* of training impacted on its success with staff in terms of their engagement. Specialist LGB&T providers, delivering training, who are gay or trans

themselves, were considered by some teachers who were interviewed to have a positive effect on staff. Hearing the personal stories from LGB or T people in person was considered to challenge teacher stereotypes and convey greater credibility of their messages, which would then be passed down to pupils, by staff. In particular, specialist LGBT providers and/or trainers who are gay or trans themselves were considered to sometimes have a positive effect on staff.

Referring to the person delivering training and how this occasion has stuck in her mind ever since, a teacher at a pupil referral unit relayed a training experience:

“This guy was young...middle-20s, pair of jeans, suit jacket, slim...just took part in the whole session, and then after ...he went through all the different pronouns that you could use to describe yourself: him, her, she, it, you know, and asked every, every one of us how we'd describe ourselves, and then went through all the terms to do with LGBT...half of us knew what they were and half of us didn't. [He] then spoke about his own experience, and he was actually transgender, and you could have knocked me over with a feather”

Another teacher, at a special school in the North East of England, spoke of how the school had bought in a specialist LGB&T provider to deliver staff training. Subsequently staff reported feeling more confident to deal with the issues and more aware of what constitutes trans, biphobic and/or homophobic bullying.

3.5 School ethos

Having an ethos of good behaviour, respect for others and respect for diversity, difference and equality in schools emerged from the evidence review as a factor that made it easier to successfully tackle HBT bullying where it arose. A number of more specific issues were identified in the literature. (See the evidence review for more detail on these):

- **A school ethos of mutual respect** (Department for Education, 2014)
- **Taking a social justice and equality approach** – discussing HBT-bullying in the context social justice, equality and diversity which enables teachers and other educators to link with other forms of discrimination such as sexism and racism (Warwick et al., 2004)
- **Creating a school environment accepting of diversity and difference** (Stonewall, 2014; Tower Hamlets Council Communications Unit, 2011)
- **Stating that HBT-bullying is wrong even if this goes against cultural or religious attitudes.**

In the telephone interviews a number of teachers talked about having a ‘school mantra’ related to the inclusivity of the school. This was shown by integrating LGB & T issues into school life and making them part of the ethos of a school by celebrating diversity and difference in cultures, foods, music and sexual orientation. One primary school teacher, from a school in East London, for example talked about using Jenny Mosley’s¹⁸ ‘golden rules’, which meant that students knew how to behave towards one

¹⁸ Jenny Mosley consultancies provides training and other resources for schools <http://www.circle-time.co.uk/> .

another (e.g. be kind and helpful, etc.). This teacher reported that the school has no issue with any type of bullying, including homophobic and racist bullying, and placed importance on having a school mantra that everyone (staff, pupils and parents) is aware of and buys into. This reinforces messages of intolerance to any kind of bullying behaviour (directed towards racial and religious groups as well as those who identify as LGB&T).

Stating the school's ethos in written materials, such as handbooks, prospectuses and newsletter articles, posters and displays in the school were mentioned in current practice as reinforcing the messages to pupils about acceptable behaviour. The fact that a pupil had led an assembly on homophobic bullying and written a blog about it featured prominently in the annual report for one of the case study schools. The teacher interviewed felt this to be important because it was seen by parents and sent a message to them about the culture of the school.

3.6 Student voice

Involvement of young people in decisions about how to tackle HBT bullying, and the form of teaching and responses to bullying is regarded by experts in the field and from school case studies as more likely to ensure that activities or initiatives succeed, according to the literature (O'Higgins et al., 2005; Formby and Willis, 2012). The voice of students has been included in the design and delivery of bullying initiatives, to include HBT, in the following ways, according to the literature:

- Involving school councils in the development of anti-bullying policies;
- Setting up a School Diversity Forum or Anti-Bullying Committee
- Having an Anti-Bullying Crew (ABC) – where older students, for example years 10 and 11, are trained to support younger students and build relationships and offer support at lunch times through an anti-bullying club that is open to all.
- Initiating youth champions

Further information about these initiatives is given in the evidence review. (Discussion of the ways in which pupils were involved in the delivery of anti-HBT bullying is discussed in section 4.1.2).

The mapping exercise suggested that participants felt that giving students a voice in decisions about how to tackle HBT bullying came was important. Initiatives led by students were also viewed, by teachers who took part in this research, as having a bigger impact on other students. Teachers and other providers, in telephone interviews, talked about how it is useful to include students in the shaping of the curriculum (the content of PSHE lessons for example).

Teachers mentioned a number of ways that pupils had been involved in attempts to reduce HBT bullying, which were viewed (by teachers) as making a difference in terms of impact:

- **Student-led assemblies and classes** - anecdotal feedback from staff and students at one school, where an assembly had been delivered by a gay pupil teamed with a gay

teacher and focused on the proper and improper use of the word 'gay', indicated that this was perceived as effective in that it raised awareness and resonated with pupils because it wasn't 'preachy'. Feedback from Staff, too, said it made them think about how they used language. This was mentioned in relation to promoting good behaviour which leads to a reduction of the use of 'gay' in a derogatory way (i.e. a form of bullying).

- **Student group work and projects** – an example of this was from an academy in the South West of England where an Equalities Team (set up and run by students) put up posters around the school campaigning to stop the use of the word 'gay' as a derogatory term (a form of HBT bullying). The PSHE teacher said she believed this was successful because she had observed students quickly starting to question their own behaviour. In another secondary school in London the teacher talked about how the students had set up a 'Time to Talk' session in the school foyer during which students were invited to talk with sixth formers about their feelings (as part of a mental health initiative). Although this hadn't been aimed specifically at bullying, this teacher thought it was an effective model because it was simple and student-led, and could be used in the future and applied to the context of bullying.
- **Students as mentors, anti-bullying ambassadors, buddies and 'Zero Heroes'** – in one secondary school in the South West of England, positions of responsibility such as anti-bullying ambassadors, student mentors and buddies have been created in each school house. Student mentors are perceived as role models by other students. Although the teacher we interviewed said that it was "*very hard to get measurable outcomes*" on this work, they explained that school, tutors have reported the ambassadors and buddies are very effective and helping to identify and take action on HBT bullying. A teacher, via an open response to the mapping exercise, described a scheme to encourage students to speak out when they hear or see bullying of any type ('Zero Heroes'). There was no reference to the effectiveness in this instance, however.

Whilst it was considered important for students to have a say and take the lead, this work, according to some teachers and other providers in telephone interviews, is best delivered when done in partnership or collaboration with staff, governors and parents. These issues are explored further in the next chapter.

3.7 Provision of student support services

According to the evidence review, provision of support for students who were being bullied because they were LGB or T, or because they were thought to be LGB or T or because they are friends with LGBT people, was highlighted as an important part of preventing bullying from escalating and responding to it. This is discussed in more detail in section 6.2.

3.8 Chapter summary

Chapter 3 Summary of preventative or proactive approaches at the level of the 'whole school'		
Factor	Seen as working	Seen as not working
<p>Taking a whole school approach</p> <p>Challenging HBT bullying the prejudice that underlies it across the whole school</p>	<ul style="list-style-type: none"> ○ Having an approach to challenging HBT across all the schools activities and involving the whole school so that anti-HBT bullying initiatives are better supported. 	<ul style="list-style-type: none"> ○ Isolated teaching on HBT bullying only that isn't sufficiently supported by anti-HBT and positive LGB & T teaching in other parts of the curriculum ○ Teaching on HBT bullying without addressing prejudice against LGB&T people and their exclusion from teaching more widely.
<p>Leadership and management of change</p> <p>Support to challenge HBT bullying that comes from the top and brings staff, parents/ carers and the wider community with it.</p>	<ul style="list-style-type: none"> ○ Providing clarity from government about the policy and legal framework that supports anti-bullying in schools (to include HBT bullying) so that schools feel confident they can undertake work to address HBT bullying ○ Using empirical evidence nationally and from within the school to support the need to challenge HBT bullying ○ Involvement and support of senior managers, Head Teachers, school governors, local authorities and parents/ carers to provide support to undertake anti-HBT initiatives at the school ○ Involvement of parents/ carers early on in plans to reduce potential opposition and backlash ○ A member of staff to 'champion' initiatives at the school and drive work forward ○ Engaging with parents holding religious or other views to get clear messages across and reduce opposition ○ Being clear with faith leaders hostile to homosexuality that teaching on HBT bullying is about relationships and bullying, not about sex. 	<ul style="list-style-type: none"> ○ A lack of sufficiently <i>visible</i> leadership from government to support the message that prejudice against LGBT people and HBT bullying is unacceptable (e.g. TV ad campaign, teaching resources funded by government). ○ The government and Head Teachers not making the legal reasons for tackling HBT bullying clear enough to teaching staff. ○ Lack of support and leadership from the senior management team because HBT bullying isn't seen as a problem, there isn't a coherent strategy or because of fear of a backlash, which prevents work happening. ○ Leaving all the work to one champion or only to LGB or T staff so that it appears it is their personal agenda ○ Not working with local faith communities and leaders to establish an acceptable message that HBT bullying is not tolerated, potentially leading to opposition to work on HBT bullying.

<p>Policy development at the school level: Including HBT bullying in relevant policies</p>	<ul style="list-style-type: none"> ○ Having a clear anti-bullying policy which staff, parents/carers and pupils are all aware of and that supports work on HBT bullying ○ Having an equal opportunities policy, inclusive anti-bullying policy, responsible electronic technology usage policy, a 'transitioning' and gender identity policy ○ A consistent zero tolerance approach to all forms of bullying among all staff so that messages that HBT is wrong are supported ○ Addressing HBT bullying as a matter of course as a part of wider anti-bullying policy and teaching so that it is seen as important by pupils ○ Involving young people in the development of anti-bullying policy (which covers HBT bullying) so that they own the policies and give them credibility ○ Development of separate transphobic bullying policy which specifically focuses on the needs of trans people, thereby avoiding confounding gender identity and sexual orientation. 	<ul style="list-style-type: none"> ○ Not having a clear policy or definition of bullying leading to inconsistent practice on HBT bullying that undermines teaching to prevent it ○ Not specifically mentioning HBT bullying in the context of wider anti-bullying policy and teaching.
<p>Curriculum planning for teaching and learning that includes LGB&T people.</p> <p>Inclusion of LGB & T people and issues in the curriculum and everyday teaching that 'normalises' or 'usualises' them and makes HBT bullying less likely</p>	<ul style="list-style-type: none"> ○ Integration of LGB & T people, and their families and relationships, into relevant aspects of curriculum, which makes LGB and T them a part of everyday discussion and not seem unusual ○ Open reference to LGB &T people and the unacceptability of prejudice and discrimination against them in all teaching ○ Correct use of the terms 'lesbian', 'gay', 'bisexual' and 'transgender' in teaching and across the curriculum so that the words don't become misused ○ Discussing sexual orientation and gender in ways that prevent the assumption that everyone is heterosexual or conforms to expected gender roles. ○ Flexibly integrating issues about the mistreatment LGB & T people into teaching as they arise in the wider culture 	<ul style="list-style-type: none"> ○ Not referring to LGB & T people, their relationships and families, in lessons (e.g. Sex and Relationship Education_ lessons) that don't refer to same sex relationships); or tagging it on to existing heterocentric teaching in ways that suggest they are an unimportant after thought ○ Locating all discussion of LGB & T people, and/ or HBT bullying, within a single lesson, assembly or isolating it only within PSHE ○ Teaching in a way that assumes everyone is heterosexual or that children should conform to expected gender roles ○ Treating anti-HBT work as a 'one-off task so that the message isn't consistently supported

**Chapter 3
school'**

Summary of preventative or proactive approaches at the level of the 'whole

<p>Staff Training:</p> <p>An approach to training the ensures all staff feel confident to challenge HBT bullying</p>	<ul style="list-style-type: none"> ○ Training on sexual orientation, gender identity and the harmful effects of HBT bullying that gives staff greater confidence to challenge such bullying ○ 'Usualising' LGB & T people among teachers and staff so that they are a part of everyday conversation and teaching ○ Training that prepares teachers and staff to feel prepared to deal with offensive or sensitive comments ○ Teaching that covers appropriate use of LGB&T terminology ○ Training by external experts where possible to give school staff confidence that they understand the issues that arise when tackling HBT bullying 	<ul style="list-style-type: none"> ○ Poor understanding of gender, sexual orientation and gender identity ○ Lack of time to train staff sufficiently leaving them feeling unprepared ○ Absence of funding for training on how to approach HBT bullying from government ○ The use of external 'experts' who are not sensitive to the restrictions on teachers' time and resources, thereby making suggestions about tackling HBT bullying that are unworkable ○ Absence of training leading to a lack of confidence to tackle HBT bullying; resulting in embarrassment, misinformation and/ or teachers' own prejudices not being addressed
<p>School ethos.</p> <p>A school ethos that encourages mutual respect through good behaviour and that celebrates diversity among its pupils</p>	<ul style="list-style-type: none"> ○ Good behaviour that encourages respect for others on the basis that all people deserve respect ○ A school ethos or 'mantra' that promotes mutual respect, social justice , equality, difference and diversity as positive aspects of society ○ Cultural events that celebrate difference and diversity ○ A statement that HBT bullying is wrong even if it goes against cultural or religious attitudes 	<ul style="list-style-type: none"> ○ Bad behaviour that creates an intimidating and unsafe environment ○ Absence of cultural events to celebrate difference and diversity
<p>Student Voice</p> <p>Giving pupils a role in tackling HBT bullying to ensure greater credibility and ownership</p>	<ul style="list-style-type: none"> ○ Involvement of students in decision-making about when and how to tackle HBT bullying so that initiatives are relevant to young people and credible ○ Giving pupils responsibility for promoting the visibility of LGB & T people and the unacceptability of HBT bullying around the school (e.g. pupil-led assemblies, blogs) ○ Including presentations from 'out' pupils or LGB & T adults about the harmful effects of bullying as a way of getting the message about harm across more effectively ○ Creating positions of authority for students, for example by giving older pupils responsibility to watch for HBT bullying and mentoring younger pupils who have been bullied 	<ul style="list-style-type: none"> ○ Involving students without partnership working with staff, governors and parents that means initiatives seem imposed and less credible to them

4 Interactive, discursive and reflexive teaching

The evidence review suggested that the whole school approach (discussed in chapter 3) should be complemented with specific teaching on HBT bullying and why such bullying is wrong. In particular it suggested that teaching worked best when it was delivered in an interactive way and in a way that allowed young people to ask questions, discuss the issues and reflect upon what they had learnt (Warwick et al., 2004). This chapter looks at the role of interactive, discursive and reflexive classroom-based teaching in attempts to prevent or reduce HBT bullying and at what evidence there was to support this type of approach. We first outline the different types of teaching that emerged and then look at the factors that were seen by different participants as making teaching aimed at reducing the prevalence of HBT bullying more or less effective.

4.1 Teaching to reduce HBT bullying

4.1.1 Approach to reducing bullying

A wider ‘whole school’ approach to HBT bullying, rather than a single assembly or lesson, was regarded as being more effective at preventing and reducing HBT bullying. From this research we found the way in which schools tried to teach about HBT bullying varied and could include:

- direct reference to HBT bullying and its harmful effects within a lesson or assembly;
- wider reference to prejudice and discrimination against LGB or T people as a way in to discuss HBT bullying; or
- discussion of LGB or T relationships and families as a way to include people as part of everyday life with the view to making homophobia, biphobia and/ or transphobia less likely in the future.

The mapping exercise, interviews with providers and case studies all demonstrated a preference for this *whole school approach*.

The first approach above - direct reference to HBT bullying and its harmful effects - could be a stand-alone assembly or lesson, or be part of a wider approach. However, the other two approaches listed took a broader view of how to teach to reduce HBT bullying. Teachers at one case study school said they had specifically decided not to take the approach of having ‘the gay lesson’ (a single lesson on HBT bullying.) This was because they did not feel that a single lesson would be sufficient to address the complex issues related to views and misconceptions about sexual orientation. They also thought teaching on HBT bullying needed to be supported by wider teaching about LGB relationships and families as a part of everyday life.

Good examples of this wider ‘whole school’ approach came from one of the school case studies:

CASE EXAMPLE: A teacher in an ethnically and cultural diverse primary school used *Quality Circle Time*¹⁹ with Year 4 to read through a picture book called *Hello, Sailor* by Ingrid Goden. The book is about a man whose partner goes away to sea for a few months. It explores what it feels like to be away from a loved one and to be reunited again. As part of the exercise pupils were asked to put themselves in the place of Matt, the main character, thereby learning that feelings in same-sex relationships are the same as people would feel more widely.

Pupils were engaged with the activity throughout. Discussions with the pupils after the group revealed that they understood the book was about a same-sex relationship. As one girl said, *'Matt and the sailor are gay and love each other so much that Matt was devastated when he lost the sailor. I'd be so sad too'*. By introducing pupils to same-sex relationships early on it was hoped they would be less likely to develop homophobic views when they get older. (Case Study 4, Observation and Discussion with Pupils).

Discussions with staff and pupils and observations as part of the school case studies all suggested that a whole school approach to teaching, rather than a standalone lesson, was more successful at getting the message across to young people that the HBT language and behaviour were not respectful, inclusive or acceptable.

4.1.2 Types of delivery

Several types of teaching to address homophobic bullying were discussed in the mapping exercise, during the provider interviews and discussed and observed as part of the school case studies (Wider discussion about pupil decision-making in relation to initiatives is discussed in 3.6). The forms of delivery about these subjects were:

- **assemblies led by staff** – this could involve a general focus, such as being caring and kind to others, or assemblies addressing prejudice as part of an anti-bullying week. Teaching that challenged HBT bullying more specifically included an assembly on the use of homophobic language by an Assistant Head Teacher; specific teaching on prejudice and intolerance towards LGB and TIO as part of a wider LGB & T week at the school; or the use of presentations, videos, media and media footage to raise the issue of why some people have to hide their sexual orientation and gender identity and the negative effects, including bullying, that can happen when people come out.
- **interactive teaching in small groups led by staff** – these were lessons that took advantage of existing interactive group formats to encourage discussion about same-sex headed families or relationships, prejudice against LGB or T people and how could be linked to bullying.

¹⁹ The Quality Circle Time model involves a commitment from schools to set up an ongoing process of Circle Meetings for adults and children, at which the key interpersonal and organisational issues that affect school development can be addressed. The sessions for children may be linked to the PSHE curriculum, and often consist of weekly meetings lasting half an hour where children sit in a circle. According to Jenny Moseley Consultancies, QCT has proved successful in promoting better relationships and positive behaviour in schools.: <http://www.circle-time.co.uk/page/our-approach/quality-circle-time-1>

CASE EXAMPLE: In an English lesson at a Middle School a teacher used discussion of the book *The Boy in the Striped Pyjamas*²⁰ by John Boyne with Year 7 pupils to discuss the way in which Jewish people were dehumanised in the Nazi Holocaust and made to wear the Star of David. This led into a discussion of other people who were forced to wear symbols to mark them out including gay men who were forced to wear a pink triangle. During the class the teacher helped pupils to understand what 'gay' meant and why Nazis would want to mark gay people out. The pupils understood that it was a way to 'embarrass' the men, label them and treat them badly. This was followed by a discussion of why pupils used the term 'gay' in a negative way that helped pupils see how it could be hurtful and offensive. The class finished by pupils thinking about whether they would still use phrases such as "you're so gay" in future and avoid treating gay people like the Nazis treated people in the book. Two pupils said they had gay or lesbian relatives and thought being anti-gay was wrong. One pupil said treating gay people badly was like racism (Case Study 1, Observation).

- **assemblies and discussion groups led by young people** – pupils in some schools had set up groups to promote equality or to address HBT bullying specifically and had subsequently led assemblies or classroom discussions. In one case a group initially set up to deal with violence against women and girls had subsequently decided to take on bullying and/ or homophobia²¹. These groups were variously called the *Equalities Team* or *Zero Heroes* (drawing on the idea of zero tolerance of HBT bullying). An example from one of the case studies was *Speak Up, Speak Out*.

CASE EXAMPLE: *Speak Up, Speak Out* (SUSO) was set-up by a teacher among a group of pupils who were angry about inequality and discrimination and who wanted to do something about it. Over the course of six months they decided they wanted to do something to challenge the use of the word 'gay' in a negative and unthinking way. One part of the group did an assembly to years 6 and 7 about 'homophobia' and inappropriate and appropriate use of the word 'gay'. Another group researched and presented the relationship between homophobia and hate crime. Their PowerPoint presentation contained facts about the number of people murdered throughout the world just because they were gay or lesbian and identified people who had taken their life because of homophobic bullying. The link was made between 'casual homophobia' seen in the school and the way it could have very harmful effects.

In an independent secondary school a pupil who had experienced HBT bullying also gave an assembly on the effects such bullying had on him when he was younger.

- **Presentations and discussions led by external providers** – an array of providers were mentioned who delivered presentations and assemblies. They usually involved the police, local LGBT youth groups, theatre companies or LGB role models (there were no instances of transgender role models doing presentations in schools).

²⁰ Boy with the Striped Pyjamas. http://en.wikipedia.org/wiki/The_Boy_in_the_Striped_Pajamas

²¹ We found no examples of initiatives led by pupils on transphobia or biphobia

CASE EXAMPLE: A rural school in South West England brought in a gay role model as part of the wider *Stonewall Champions*²² programme to deliver an assembly. He also went into lessons and talked to students about being gay in the military, arrived in a uniform and asked students what they thought about him just by looking at him. The school's Head of Personal, Social, Health and Religious reported that the children's jaws dropped when he told them he was gay. This was reported by the teacher to be an amazing experience for the pupils because it challenged their stereotypes and was seen to have had a ripple effect through the school. By challenging stereotypes she thought that negative views about LGB people and HBT bullying would be less likely (Online submission).

- **Adaptation of external resources to fit the school's teaching plans and lesson timetables** – for instance, one teacher said she had drawn on adapted materials from a number of different providers and the Internet as none of them were completely suitable for the time she and her pupils had.

4.1.3 Effectiveness of delivery

No single approach was regarded by providers and pupils as being the most effective in delivery teaching aimed reducing the prevalence of HBT bullying. A number of factors emerged, however, that were considered to affect the success of teaching on HBT-bullying. These were:

- **re-design and tailoring of materials** – some teachers that we interviewed felt that currently available pre-prepared resources weren't always practical for schools and that it was better to reproduce resources themselves. Where teachers had adapted resources from external providers this was because they thought that there was too much information to convey in the normal length of a lesson.

"It's not the content, ... they almost give us too much and they all must think we've got a lot of time to do it. [Providers of resources] are often unaware of how schools work and how, you know, how it works in a lesson and how, you know, you just don't have time necessarily. So, I make things fit"
(Secondary school teacher).

This suggests that some resources need to be more tailored to the length of an average lesson but teachers may also have to do some work themselves to ensure materials meet their school's specific needs. The government aiding schools in sharing examples of good, tailored resources that they or other schools had already prepared was one of the key messages emerging from the case study visits. This was because it reduced the amount of work they needed to do and because it prevented duplication of effort.

Apart from having too much information to convey in a short time, the teachers interviewed were complimentary about the wide range of resources available to them and their students. They also saw a key role for external providers in supporting their work at the school and contributing to presentations and group work as a credible

²² Stonewall Champions is a programme to support anti homophobic bullying in schools and can include bespoke work such as presentations by LGB individuals. For further information see: http://www.stonewall.org.uk/at_school/school_champions/default.asp?fontsize=large

voice. This role for external providers was also supported by the evidence review. (Formby and Willis, 2011; Ofsted, 2012).

- **Topical engagement** - both teachers in the interviews and pupils in the case studies thought that anti-HBT teaching was more effective if it was linked to wider issues highlighted in the media and popular culture relevant to pupils' age. This was because it appeared to make the discussion more engaging for pupils. For example, one teacher had linked discussion about rising prejudice against LGB & T people in Russia at the time of the 2014 Winter Olympics to how to respond to it:

“So, for example, when we had the Winter Olympics, I had our year 11 looking at gay rights with the Winter Olympics because it seemed appropriate, ... to have that conversation and to talk about, ...should we go ahead? Should we support the Olympic team” (Secondary school teacher).

Other recent topical issues that were used to raise the issue of HBT bullying were the diver Tom Daley coming out, same-sex marriage becoming law and drag queen Conchita Wurst winning the Eurovision Song Contest in 2014. Notably, some pupils interviewed and observed in the case studies showed that they learnt information about sexual orientation and gender identity from such sources outside the school prior to lessons about it at school. An example was knowledge of a transgender character in the Channel Four soap opera *Hollyoaks*.

- **Opportunity to ask questions** – some pupils in the case studies said they preferred teaching where there was a degree of discussion involved. In particular they referred to an external speaker who had delivered a PowerPoint presentation but hadn't allowed time for questions. The evidence review also suggested that open discussion of information was important because it:
 - Allowed reflection on stimulus materials encouraging pupils to think about HBT language and behaviour in new ways;
 - Allowed open discussion of differences between pupils, identified unhelpful stereotypes and led to debates among pupils;
 - Ensured that the individual, cultural and religious views of pupils could be addressed through questions;
 - Allowed the emphasis to be shifted from the views of the bullies to the harm their views can do.

Smaller sized groups of up to 10-12 pupils were also thought by the pupils and teachers we interviewed to allow more opportunity questions and discussion. This in turn made misunderstanding and misconceptions less likely.

- **Student-led delivery** – student-led delivery was thought by the teachers we interviewed to have several advantages, with this especially being the case for assemblies. This included:
 - Individual or group learning gained by pupils from preparing and presenting the assembly;
 - Greater ownership and drive to undertake the work from pupils learning about HBT bullying and wanting to do something about it;
 - Additional credibility that pupils talking to other pupils about HBT bullying was thought to give.

Pupils interviewed who had not taken part in presentations or teaching said that the delivery of other young people like themselves did make them take more notice of messages than if they had come from teachers. However, credibility was also linked to people who had first-hand knowledge of HBT bullying, whether they were current pupils or LGB or T adults.

- **Care in presenting harmful effects from HBT bullying** – A number of teachers and other providers we interviewed believed that the most effective presentations were those that were ‘powerful’, ‘emotional’ and ‘hard-hitting’ because they were more memorable and stayed on pupil’s minds. This meant that they often concentrated on the most harmful effects of bullying such as suicide. However, there was some evidence from the case studies that students viewing such presentations thought that the extent of harmful effects were being over-exaggerated (e.g. focusing on the worst murders of LGB & T people as a consequence of anti-LGB or T sentiments). This could sometimes distract them from the overall message about the unacceptability of HBT bullying because they were focused on what seemed to them like ‘unbelievable’ events. Our findings suggest that presentations may need to include other effects of HBT-bullying such as feeling isolated, low self-esteem and poor exam results as well as the worst case scenarios. There was, however, evidence from interviews and groups with pupils that discussion of harmful effects was more believable when it came from LGB or T adults or other pupils who had been bullied.
- **Hearing information first hand from LGB or T people** – pupils agreed with views from the teacher interviews that hearing information about HBT bullying from LGB or T people themselves made the harmful effects seem more real. In one interview a teacher reported an approach to a presentation that had included LGB or T people ‘telling their story’. The presentation, evaluated by the school’s local County Council found that this was the part of the presentation that pupils liked best, suggesting that it was an important part of their learning. The presence of LGB or T people was considered by teachers and other providers interviewed to give HBT bullying a human face. Where it wasn’t possible to include an LGB or T person’s account in person it could also be done via video footage or DVDs.

Importantly, the evidence review suggested that personal accounts of LGB or T bullying needed to reflect the gender of the pupils and to include the accounts of lesbians as well as gay men. For example, O’Higgins et al. (2005) reported findings from one ‘all girls’ school where pupils expressed disappointment that a gay male external speaker was brought in to speak to them rather than a lesbian with whom they thought they would have more in common. Similar considerations should probably also be given in only presenting ‘white’ LGB or T people in ethnically diverse schools and when specifically discussing transgender.

4.1.4 Nature and membership of teaching groups

The size of teaching groups (O’Higgins et al. 2010), the age and gender of participants (Paul et al., 2010), and whether or not LGB or T pupils should be exposed to groups where they may experience prejudiced views, were all important factors related to the effectiveness of anti-HBT bullying teaching in the evidence review (O’Higgins et al,

2010; Paul et al., 2010). These issues were also discussed among our teacher and provider interviewees and in the case studies, although the age of pupils and the size of the groups were the most prominent topics of discussion. From the evidence review and our primary research the following issues were highlighted:

- **Size of the teaching group** – our observations indicated that smaller groups of 10-12 pupils were more effective than larger ones because they allowed more time for teachers to ensure that pupils had fully understood the issues being discussed. They also allowed pupils more opportunity to ask questions about what they were learning. Small group ways of working utilised in such approaches to teaching such as *Quality Circle Time*²³ or primary and secondary school programmes such as *SEAL (Social and Emotional Aspects of Learning)*²⁴ were also described by participants in the mapping exercise as good vehicles for conducting anti-HBT bullying work.

A number of teachers interviewed said that they thought that smaller groups were also important to create ‘safe spaces’ for students to engage in open and honest discussion. O’Higgins et al. (2010) found that smaller groups tended to be better than larger ones because this meant that participants were more likely to express their views against a perceived ‘norm’.

- **Age** – teachers and providers interviewed said that discussion of LGB people could happen at any age but it was thought that pupils needed to be older (around the last years of primary school) to be able to understand the concept of transgender. Specific teaching on reducing HBT bullying per se was considered by some teachers to be best delivered around years 8 and 9 or to pupils who were about 11-13 years old. Paul et al. (2010) also found there were stronger effects from initiatives in primary school compared to secondary schools. They suggested that this was because primary school-aged children are more accepting of teacher authority while children at secondary schools may explicitly reject teacher influence and values the school promotes

Reasons for prioritising older primary school children in teaching to reduce HBT bullying were that teachers interviewed thought they had achieved a certain level of *maturity* but without *prejudices* already having set in. There was also the possibility of having made LGB & T people part of everyday school life by integrating them into different aspects of the curriculum prior to more formal education at secondary level. The last year of primary school was regarded as particularly important because it was seen as less ‘harsh’ than the secondary school environment. Greater harshness was seen to arise because pupils would be concerned about trying to settle in to a new school and making new friends who may hold prejudices against LGB or T people.

“I certainly think... that probably year 8 upwards, it's brilliant to do it with because it - particularly year 8 and 9, they're still pretty open. They understand, they're hearing stuff, they're taking - you know, the heart,

²³ Quality Circle Time: <http://www.circle-time.co.uk/page/our-approach/quality-circle-time-1>

²⁴ SEAL (Social and Emotional Aspects of Learning): <http://www.theschoolrun.com/what-primary-seal>

the culture of high schools is so harsh compared to a lot of primary schools, that a lot of them are really struggling anyway” (Sex and Relationship Education Officer).

Another reason for targeting anti-HBT bullying work at younger pupils was that a number of teachers and providers told us that the use of the word ‘gay’ to mean something ‘bad’ or ‘sad’ seemed to be more prevalent among younger rather than older pupils. They felt this was partly because they didn’t understand the meaning of what they were saying or its potential hurtfulness.

- **Gender** – in the three schools where we conducted case studies that were mixed gender, pupils interviewed said that it wasn’t a problem for them to discuss HBT bullying or sexual orientation with boys and girls at the same time. However, one girl interviewed said she thought that the issue needed to be addressed why some boys are less receptive and more defensive about anti-HBT bullying messages the girls:

Boys do it [HBT bullying] a lot worse than girls in this school... boys when they do it, mean it in a nasty way, I know that I have seen some... girls do it but in this school more boys do it. I don’t know, maybe if you just took the boys and did a separate assembly from the girls and did about how the fact it can affect them (Year 8 pupil from a middle school).

The issue of gender also has particular relevance in the context where the term ‘gay’ is used to mock male pupils who are academic and studious and female pupils who show sporting prowess (Mitchell et al., 2008 p. 150-51).

- **Exposure of LGB or T pupils to discussion on HBT bullying** - A consideration from the evidence review was whether to use contact groups. These groups involve providing contact between LGB or T people and non-LGB or T people on the basis that this helps reduce prejudice towards them. Contact groups are more often used in so called ‘anti-bias’ programmes and were more likely to be used in colleges than schools. In this case it could mean LGB or T pupils or students meeting with non-LGB or T students, or victims of HBT-based bullying meeting with bullies.

Our case studies showed that there were instances of male pupils who had been bullied because of their real, perceived or yet to be decided sexual orientation who had been involved in anti-HBT bullying assemblies with others. These pupils had found the experience quite empowering because it helped them to feel they were doing something to stop the bullying. Teachers we interviewed reported that pupils who were out at school had to be confident in themselves because they were often still teased about their sexual orientation. O’Higgins et al. (2005) warn that contact group approaches work best where prejudices in the school are the result of long ingrained habits that have never been given any critical attention, not where LGB or T people are likely to be exposed to deeply held prejudices among their fellow students.

4.2 Teacher confidence and competence

Another set of factors that were thought to impact on the effectiveness of teaching on HBT bullying related to the confidence and competence of staff to discuss the issues. These issues could be further broken down into whether teachers felt that they:

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- had the backing of government and their school to discuss HBT bullying and issues related to sexual orientation and transgender more widely in the context of possible media or parental ‘backlash’;
 - were comfortable enough and knowledgeable enough to discuss the topic personally;
 - whether all teachers should be able to address these issues or they should be left to ‘experts’

4.2.1 Confidence to discuss sexual orientation and gender identity in schools

Teachers in the interviews and in the case studies said that there was often initial hesitation in their schools to tackle HBT bullying. This was because of a lack of certainty that they would be supported by their Head Teacher and government if there was resistance from teachers who were unsupportive of LGB and/ or T lifestyles. They were also concerned about whether they would receive policy backing and support from their Head Teacher if there was a parental or media ‘backlash’ (see also section 3.1). Several factors were discussed with regard to whether teaching about HBT bullying was possible and in the context of what teachers and other providers were able to do. These were:

- **Reluctance to talk about sexual orientation and gender identity in schools** – teachers and providers interviewed said that, despite Department for Education guidance to the contrary, there was still a hesitancy to do work on HBT bullying. One part of this was the legacy of ‘Section 28’, the part of the Local Government Act (1988) which prohibited the ‘promotion’ of homosexuality, and the ‘acceptability of homosexuality as a pretended family relationship’. Despite the Section being revoked in England and Wales in 2003, teachers discussed other teachers who were still reluctant to tackle HBT bullying because of the wider link with sexual orientation and/ or whose values chimed with the past legislation. In particular some teachers thought there was a reluctance to bring in outside presenters because of a fear of giving children ideas about being gay.

Another part of the problem felt by school staff we spoke to was that some staff who had taught under Section 28 were perceived to have developed a kind of ‘internalised homophobia’ (viz. they had taken in an accepted that discussing sexual orientation towards the same sex was undesirable or controversial). This was the interpretation provided by those interviewed about why their colleagues thought that lessons to prevent HBT bullying were viewed as controversial. Feelings were often even stronger about not talking about gender identity, even among some teachers supportive of teaching about sexual orientation.

- **Hesitation to discuss HBT bullying in culturally and religiously diverse schools** - some teachers and providers we interviewed thought there was greater reluctance in their schools to do work tackling HBT bullying for fear of upsetting pupils and parents who held views that homosexuality, bisexuality and gender variance are wrong. There was the perception of a particularly strong fear of

parental and media backlash in this respect. In these cases failure to take a comprehensive, whole school approach to tackling HBT bullying was seen to limit its effectiveness implying that doing so was still controversial or wrong. Pupils we interviewed in the case studies also said that they thought that race, racism and religion were given a higher priority in discussions in their schools than homophobia. For example, one pupil said:

Casual or malicious homophobia... needs to be brought up to that level with racism to see how serious it is but I don't think enough people realise that yet (Independent school pupil)

However, hesitation to discuss HBT bullying was not insurmountable. All four case study schools in this research managed to undertake work on HBT bullying within culturally and religiously diverse schools. Factors that helped them to do so were:

- A whole school approach that integrates work on homophobia, biphobia and transphobia within a wider context of discussion of difference and diversity from an early age;
- Making links between the experience of racism and religious intolerance to help pupils understand that HBT bullying is wrong;
- Clear understanding on the part of the Head Teacher and teaching staff that there is government and legal backing to tackle HBT bullying in schools, even where they are culturally or religiously diverse.

One primary school teacher in one of our case studies outlined their approach to tackling HBT bullying:

"With the backgrounds of our children we're able to equate it really immediately with, with racism... This is the same thing. It's still being unkind to people because of an, an actual difference, or even just a perceived difference. And that's the kind of language that we're using"
(Primary school teacher).

- **The importance of knowing about government policy and legislation which supports schools doing HBT bullying work** - Key to teachers feeling that they were able to openly refer to HBT bullying was supportive school anti-bullying policies. In turn teachers felt that these were also backed up by policies on, for example, safeguarding young people in schools from harm. The main enabling factor to conduct work was, however, that sexual orientation, gender and gender reassignment were protected characteristics under the Equality Act (2010). An Education Officer noted that she believed that a teacher in a school she worked with would not have been able to do any anti-HBT bullying in his school without the legislation to support and drive it forward:

"I don't think the teacher who did that would have been able to do it without the legislation that we've got now" (Sex and Relationships Education Officer).

Notably, the Department for Education (2014) has issued advice to school leaders, staff and governors on tackling and preventing bullying that contains reference to the

policy and legislative framework supporting this work. The Equality Act 2010 and the Public Sector Equality Duty (PSED), along with other legislation (e.g. Education and Inspections Act, 2006, Children Act 1989, Malicious Communications Act) appear to have an important role in giving some schools and teachers greater confidence to tackle HBT bullying in their schools. In particular, in relation to raising the need to challenge HBT bullying as a matter of course; providing evidence that homophobic bullying is being addressed; providing evidence that LGB or T pupils are being safeguarded; and that HBT messages that could be seen as criminal are not sent online or by email.

The evidence above and from across the study as a whole suggests that schools were better able to establish work to prevent and reduce HBT bullying where they were at least partially aware of the legal and policy framework that would support this. There may be a need, therefore, for government to further raise the profile of this framework so that school staff are aware of the contexts in which it is acceptable to discuss sexual orientation and gender identity in the context of bullying. In particular, the information needs to get beyond Head Teachers and the teachers and providers most directly involved in delivery to other teaching staff who lack the confidence that what is being done is acceptable.

4.2.2 Confidence and comfort discussing sexual orientation and gender identity

Confidence and comfort

The evidence review suggested teachers needed to be comfortable with and confident about the subject matter associated with reducing HBT bullying as well as skilled group facilitators (O'Higgins et al., 2014; Paul et al., 2010). Research participants in this study felt strongly that teachers who were not confident or knowledgeable about the subjects of sex, gender, sexual orientation and gender identity had the potential to do more harm than good in dealing with HBT bullying. This was because they may be ill-informed on issues due to a lack of information and training and draw on unhelpful stereotypes that reinforced prejudices. At the same time, a lack of knowledge and familiarity with the issues was thought to lead to embarrassment and nervousness about discussing the issues, which can convey the issues aren't important or that there is something wrong with the topic. Lacking knowledge and familiarity with the issues was also thought to make it more difficult to deal with HB or T comments as they arose. Teachers therefore thought other staff were capable of teaching about LGB and T people but needed to be better trained in order to do so with confidence.

Teachers and providers in the study highlighted a number of areas where they and the broader teaching staff felt they lacked knowledge and/or understanding to prevent or tackle HBT bullying. These included:

- Poor understanding of concepts of gender, sexual orientation and gender identity in society generally;

- Whether it is appropriate, or allowed or not to use certain words in teaching, for example the word 'gay'; and
- Misinformation and stereotyping that exists in popular culture and informs discussion in schools (e.g. the Channel 4 television show *Ladyboys* that was seen to give a very narrow portrayal of what it meant to be transgender).

This lack of information and understanding was also sensed by the pupils we spoke to in that they felt teachers weren't able to fully answer their questions in an informed way.

Those interviewed demonstrated less knowledge about transphobia compared to homophobia. Where teachers and providers discussed it in the interviews, biphobia tended to be more closely associated with homophobia so that separate information was needed as much as for transphobia.

Views about who should teach about HBT bullying

Views were divided among teachers and providers interviewed about whether all teachers should be able to teach about HBT and related issues and sexual orientation. While some teachers and providers interviewed felt that all teachers should be knowledgeable enough to talk about these issues, a more prominent view among was that such teaching should be the domain of sex and relationship (SRE) and personal, social and health education (PSHE) teachers (whether as teachers within the school or as external providers). SRE and PSHE teachers were perceived as being less likely to feel embarrassed discussing the subject matter and be used to the type of interactive and discursive approach that seemed to work best. As this participant put it, referring to PSHE lessons (where HBT bullying was mainly addressed):

... "it's an incredibly sensitive subject area and it deals with the most personal aspects of life, and you just can't have anybody sat there doing it. You need people who can, you know, suspend their own prejudices, people who recognise their own prejudices, and who can give a really well-observed and well-researched factual answer to really important questions... I need to know people aren't going to be embarrassed, I need to know people aren't going to be coy and they're not going to be shocked by the things that kids ask, and that's really vital" (Sex and Relationships Education Officer).

Some teachers and other providers said they thought that it helped if teachers were either LGBT themselves or very 'clued up' on the topic. If teachers were embarrassed to talk about sexual orientation those interviewed suggested that they believed it was better for them to hand over teaching to someone else who wasn't for the reasons given above.

Some LGB teachers who were open about their sexual orientation (there were no examples of teachers who identified as trans in this research), however, thought that the task of education on HBT bullying shouldn't just be left to them or to PSHE specialists. This was because they thought that HBT language and behaviour need to be addressed across the whole school in the same way as other derogatory (e.g. racist) language and behaviour. In one school a teacher had adopted a Stonewall-inspired award scheme called *Equalistar* for teachers who challenged homophobic or biphobic language or behaviour. It was thought that this type of award had the potential

to bring all teachers up to speed when addressing sexual orientation and gender identity.

CASE EXAMPLE: In a school in the North East of England a teacher introduced what the school called *Equalistar*. This initiative, inspired by Stonewall and work in other schools²⁵, was an award given by pupils to staff who challenged HBT language or behaviour in the schools everyday life. Pupils are able to nominate staff for the award via another teacher or through the school website and a poster is developed that can be displayed in classrooms or on notice boards to indicate that the teacher has challenged homophobic or gender stereotypes. As the teacher put it:

“So the group of kids that I work with have introduced an Equalistar award. Teachers are nominated for this award if they've done something good. Like they've stopped a kid in mid-sentence and gone, 'I'm sorry, did you just use the word 'gay' there? In what sense were you meaning that?' or 'I'm sorry, did you make an assumption about this person's abilities because of their gender?' and it's brilliant... They are displayed visibly in classrooms and all over the school. And for the kids too it means that...if you're in this room and you can see an Equalistar award you know that you're in a great place” (Secondary school teacher).

Another view was that while PSHE specialists should undertake specific classroom teaching on HBT bullying, all staff should have some knowledge on the issues, with this particularly being the case in relation to one-to-one pastoral support.

“So, it's delivered by form tutors because our school advocates that it's actually the form tutor who knows the child best and would be more aware of situations” (Head of PSHE in a Secondary school)

An approach that works may therefore be to ensure that all teachers have sufficient knowledge to address HBT language and behaviour and to provide initial support to pupils being bullied. Teachers and providers with more expertise would lead specific teaching on HBT bullying, sexual orientation and gender identity.

4.3 Teaching on Cyber Bullying

Teachers, providers and pupils all acknowledged that a great deal of HBT bullying was now happening online but thought that it could be prevented through presentations about the legal implications of sending HBT messages, discussion of its harmful effects and good school information technology policies and practices. Teachers and young people in the case studies said that the mediums through which hurtful messages had been sent were *Facebook*, *Ask.fm* and *Playstation4*. One example from a case study included where a girl had posted a hurtful comment via Facebook about another girl's perceived sexual orientation that 84 other pupils had 'liked' over the weekend.

The evidence review suggested that the teaching methods used to approach HBT bullying more generally worked just as well in teaching about cyber bullying. For example, presentations about Internet safety and how to be 'tech savvy' could be discussed alongside whether pupils had posted offensive HBT comments or pictures online; whether they have been intentionally or unintentionally offensive; why such comments and pictures are wrong; and how they can lead to legal or criminal

²⁵ Equalistar has also notably been used and publicised by Chew Valley School in Bristol: <http://www.chewvalleyschool.co.uk/News/Introducing-the-Equalistar-Awards/>

consequences. Pupils could also learn about how to block bullies on social media sites and in virtual games (Pescitelli, 2011, Marston, 2002).

Teachers who commented also said that the most effective way to discuss cyber bullying was to draw on one of the types of assemblies, lessons and presentations discussed in section 4.1. In one case, a teacher in a special school said that she thought the most effective way to prevent cyber bullying was to: (a) use real life stories about the range of harmful effects of HBT bullying; (b) allow discussion of the issues and (c) ensure that teaching about HBT cyber bullying being wrong is followed up in school policies and practices related to information technology. As she put it:

“After you do that, those sort of lessons... they get followed up with our ICT teacher, and when he does those lessons, you know...because the message is consistent, ...it does have quite an impact on them thinking about what they write online and how it can affect people and things like that... Some of the pupils will come back to you a couple of days later and say, ‘Oh, you know, ...I re-watched that video or I Googled that guy, Jamie, and, you know, I read some of the stuff that it said, that was horrific and, you know, ...I’d be gutted if somebody wrote that about me” (Teacher in a special school)

There was evidence from two of the case studies that pupils thought that assemblies and teaching on cyber bullying made them more aware than they had previously been of HBT bullying of this nature and its effects. Specifically they thought they had become aware of the *legal implications* of sending offensive messages, which they said would make them less likely to send them. Notably some teachers said that, despite their attempts to counteract cyber bullying, it could be very difficult to police because it also involved a degree of parental involvement and control outside of the school. They believed that some parents saw responsibility for policing their child’s use of the Internet as the schools’ responsibility despite attempts to raise it with them.

4.4 Chapter summary

Chapter 4 Summary of reducing HBT bullying through interactive classroom-based teaching		
Factor	Seen as working	Seen as not working
<i>General approach</i>		
Approach to reducing HBT bullying	<ul style="list-style-type: none"> Ensuring the school policies on HBT bullying have an impact by being reflected in teaching Placing specific teaching on HBT bullying within the wider context of discussion of difference and diversity to support the teaching more fully 	<ul style="list-style-type: none"> Having anti-HBT policies in place that aren’t backed up with teaching Lessons or assemblies on HBT bullying isolated from any other discussion sexual orientation, gender or gender identity
<i>Form of teaching and delivery</i>		
Nature of provision A mainly in house approach, drawing on materials and some teaching by external providers	<ul style="list-style-type: none"> Adapting external providers materials and training to make them more relevant and useable within the specific circumstances of the school Development of specific sessions or themed weeks using small group sessions such as Quality Circle Time to get messages about anti-HBT bullying more effectively In-house initiatives led by pupils that develop their learning and inform other pupils Using external providers to support other teaching on LGB & T people at the school where there is a need first hand or expert input 	<ul style="list-style-type: none"> One-off presentations by external providers that are supported by other teaching at the school Materials from external providers that weren’t easily usable within the time and resource constraints of the school

Chapter 4 Summary of reducing HBT bullying through interactive classroom-based teaching

<p>Engaging teaching on HBT bullying</p>	<ul style="list-style-type: none"> ○ Introducing teaching on HBT bullying in the light of topical issues or everyday teaching so that it is relevant to their lives ○ Materials that encourage pupils to think about HBT bullying language and behaviour in new ways ○ Introducing HBT bullying in the context of everyday teaching (e.g. an English lesson discussing 'The Boy with the Striped Pyjamas') ○ Introducing teaching about LGB&T people in the context of topical issues (e.g. Gay Pride, Same Sex Marriages, Tom Daley coming out; encouragement of athletes to boycott the Winter Olympics in Russia as a result of anti-gay policies, the drag queen Conchita Wurst winning Eurovision Song Contest) 	<ul style="list-style-type: none"> ○ Unengaging, un-topical materials that are relevant to the age group ○ Not challenging popular culture stereotypes in the media (e.g. that 'Ladyboys' are gay)
<p>Opportunity for pupils to ask questions</p>	<ul style="list-style-type: none"> ○ Discussion that allows pupils to debate the issue of HBT bullying so that questions and stereotypes can be addressed ○ Discussion of the way in which anti-HBT bullying relates to religious and cultural beliefs so that pupils can explore non-discriminatory ways of responding to LGB and T people 	<ul style="list-style-type: none"> ○ Teaching that tells pupils that HBT bullying is wrong without opportunities to ask questions or an explanation why it is wrong (e.g. lecture style presentations with no discussion)
<p>Extent of guidance for students</p>	<ul style="list-style-type: none"> ○ Student led or guided delivery where this contributes to pupil ownership and knowledge of the topic 	<ul style="list-style-type: none"> ○ Teaching by pupils without guidance that can lead to inappropriate dogmatic or ill-informed actions
<p>Presenting harmful effects</p>	<ul style="list-style-type: none"> ○ Discussion of the negative effects of HBT bullying in ways that are powerful and memorable ○ Showing the range of effects of HBT bullying rather than just the most extreme so that they don't seem unbelievable to some pupils ○ Hearing stories about the impact of HBT bullying from LGB or T people first hand (in person or on film), which was said by pupils to make them more believable ○ Demonstrating the human face of HBT bullying (e.g. talking about real rather than abstract people) ○ Shifting discussion from discriminatory or bullying views to the harm that such views do 	<ul style="list-style-type: none"> ○ Emphasis only on bullying in LGB & T peoples' lives without emphasis on the positive aspect of LGB and T people's lives ○ Concentrating only on the most harmful effects of HBT bullying such as suicides and murder ○ Presentations that pupils may feel 'over-exaggerate' the level of harmful effects without real life examples to the extent that pupils think they are unrealistic

Nature and membership of teaching groups

<p>Age to tackle HBT bullying</p>	<ul style="list-style-type: none"> ○ Include teaching about LGB & T as part of the curriculum from an early age so that prejudices against LGB and T people are less likely to develop ○ Staff challenging inappropriate use of the word gay among younger pupils when it starts to be heard to prevent use getting out of hand ○ Target Years 8 and 9 (age 11-13) for specific work on challenging HBT-bullying. They are felt to have sufficient maturity but this is before views become more entrenched 	
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Chapter 4 Summary of reducing HBT bullying through interactive classroom-based teaching

<p>Size of discussion groups</p> <p>Discussion among smaller groups of students</p>	<ul style="list-style-type: none"> Smaller groups are better than larger ones because they allow more time for discussion and susceptibility to group 'norms' (e.g. Circle Time and SEAL) 	
<p>Gender and sexual orientation in discussion groups</p>	<ul style="list-style-type: none"> Mixed sex groups were generally thought to be fine BUT... 	<ul style="list-style-type: none"> Need to address why some boys are less receptive and more defensive about anti-HBT bullying messages Exposing LGBT people to contact with pupils where their prejudices are very ingrained
<p>Teacher confidence and competence</p>		
<p>Teacher confidence to discuss HBT bullying</p> <p>Confidence to discuss HBT bullying in the wider context of difference and diversity</p>	<ul style="list-style-type: none"> Knowing that government policy and the law support teaching about HBT bullying in schools to defend work against media or parent backlashes (e.g. how they relate to safeguarding and the Equality Act 2010) Making links with racism and intolerance towards people who hold religious beliefs when discussing HBT bullying in ethnically and culturally diverse schools so that intolerance is better understood by pupils 	<ul style="list-style-type: none"> Allowing a view that it isn't acceptable to talk about sexual orientation or gender identity so that there is hesitancy among school staff to discuss them Assuming that it isn't possible to discuss sexual orientation or gender identity in culturally or religiously diverse schools Not treating homophobia as seriously as racism
<p>Teacher comfort in discussing HBT bullying</p> <p>Confidence and comfort discussing sexual orientation and gender identity</p>	<ul style="list-style-type: none"> Staff trained on HBT bullying, sexual orientation and gender identity who can disseminate that knowledge through the school Teachers who are comfortable talking about sexual orientation and gender identity (viz. all staff or PSHE specialists) so that the subjects don't feel strange or embarrassing to pupils Ensuring that all form teachers know where to refer someone who is being bullied because they are, or are perceived to be, LGB or T where they cannot deal with the issues themselves Utilising the experience of knowledge of LGB&T staff or ensuring that all staff are very 'clued up' 	<ul style="list-style-type: none"> Absence of any training on sexual orientation, gender and gender identity among staff that leads to them feeling uncomfortable discussing the issues Reinforcement of the idea that sexual orientation and gender identity are topics that shouldn't be discussed through teachers showing their own embarrassment or lack of knowledge Leaving all teaching to LGB or T staff creating the impression of a 'gay agenda'

5 Playground or school life approaches

According to the Department for Education ‘most direct forms of bullying happen in the playground and school grounds, so effective playground strategies are important for prevention’ (2011 p. 3). Playground and school life approaches refer to those activities that are believed to create spaces in which HBT bullying and negative name calling are less likely to happen. The evidence review identified four areas of activity that were thought likely to reduce HBT bullying. These were:

- **Making school playgrounds less susceptible to bullying through improvements to the physical environment of the school** (Including the removal of HBT graffiti – EACH, 2012)
- **Challenging HBT language and behaviour in the school every time it happened** (Ofsted, 2013; Welsh Government, 2011; Warwick et al., 2004)
- **Creating individual or group advocates among staff and pupils to intervene where they saw bullying** (Hinduja and Patchin, 2011; Morillas and Gibbons, 2010; O’Higgins et al., 2010; and
- **Peer support or buddying for pupils who had been bullied or were at risk of being so by being socially isolated.**

As in the evidence review, there was much greater emphasis in the interviews and case studies on changing the school *social* environment rather than the physical one. This was particularly in terms of conducting a bullying or well-being assessment of the school; proactive attempts to create an LGBT-friendly school environment (virtually and in reality); development of ways to challenge HBT language as it occurred; the importance attached to positive LGBT role models around the school; and development of peer support or buddying systems.

5.1 The school environment

Assessing levels of HBT bullying and addressing it proactively

A number of teachers and providers from among those interviewed said that it was important to conduct a proper assessment of the level and type of bullying in order to develop an appropriate strategy. Schools used a number of different approaches:

CASE EXAMPLE: A secondary school in the South of England used information from the *Safe and Well Survey*²⁶ conducted for the local authority to identify that there was likely to be a problem with HBT bullying. The anonymous online survey conducted annually showed that bullying was much higher for LGB students or students not sure of their sexual orientation compared to students identifying as heterosexual. It also showed that LGB/ not sure group were also less likely to be physically active and more likely to have tried drugs. The school used this information as the basis for its work tackling homophobic bullying (Secondary school teacher).

²⁶ The Safe and Well-Survey

<http://www.bhconnected.org.uk/sites/bhconnected/files/SAWSS%20briefing%20June%202013%20final%20version.pdf>

CASE EXAMPLE: A special school for pupils with social, emotional and behavioural problem conducted an annual in-house survey and one-to-one interviews with pupils and parents to find out what bullying was happening at the school and if certain parts of the school were more susceptible to bullying than others. As a trainee put it: “They’re asked a series of questions, mainly about hotspots, if there are any hotspots, so we can identify them or if there’s any area of the school that is more susceptible to bullying... we’re not aware of as staff, so we can identify that and we look at, sort of, what the main trends are, whether it’s homophobic or - bullying, or whether it’s bullying related to clothing or financial” (Trainee at a special school).

Although neither of these assessments were specifically related to HBT bullying, they nonetheless created ways in which the schools were able to identify whether there was an HB or T bullying problem and how the bullying and associated problems needed to be addressed.

Creating a visibly LGBT-friendly environment

One way to try to create a school environment that was LGBT and/ or T-friendly was to display pictures or posters that challenged homophobia, biphobia and transphobia or raised the visibility of LGBT and/ or T people. By doing so teachers and providers thought HBT bullying would be less likely to happen.

Some schools had chosen to display posters from the LGBT rights organisation Stonewall with the message, ‘Some people are gay. Get over it!’, which formed part of the organisation’s *Education for All* campaign²⁷. Another school had displayed Stonewall’s poster ‘Your so gay’, which invited pupils to spot two things wrong with the statement. Others displayed posters showing same-sex couples among other relationships using Stonewall’s *Different families, Same love* campaign.²⁸

The pupils that we spoke to were supportive of these posters saying they raised discussion of the issue in their school among pupils and acted as a reminder that misuse of the word ‘gay’ was wrong. Pupils thought that it was good that same-sex couples were shown in posters because it reflected the existence of LGBT people. Others, however, said that they didn’t think that the ‘Your so gay’ poster displayed at their school was self-explanatory enough and that some pupils had become so fixated on the grammatical mistake (using Your instead of You’re) that they had become distracted from the main message. Some pupils thought that the posters could be more ‘hard-hitting’ drawing in similar messages about the harmful effects of homophobic bullying (e.g. by providing information about the effects of HBT bullying on health and attainment). However, these views need to be seen in the light of other pupils’ views that messages should not only concentrate on the most shocking information related to LGBT or T suicides and murders.

²⁷ Stonewall’s Some people are gay. Get over it! Campaign.
http://www.stonewall.org.uk/at_school/education_for_all/quick_links/education_resources/4007.asp

²⁸ Stonewall’s Different families campaign:
http://www.stonewall.org.uk/at_school/education_for_all/primary_schools/different_families

Other schools had developed their own approaches to increasing LGB and/ or T visibility in conjunction with the Stonewall campaigns.

CASE EXAMPLE: A PSHE teacher in a secondary school had created a notice board where pupils could display pictures of LGB and T famous people or people who supported LGB and T rights. As she put it: 'We have a LGBT board outside my classroom which has people that the students have highlighted as being really good role models, whether they're lesbian, gay, bisexual or transgender... Obviously, Stephen Fry is popular; he's up there a lot and Lady Gaga' (Secondary school teacher, Head of PSHE)

A key effect of such visibility was thought by teachers and providers to be that it stimulated discussion related to HBT bullying and led pupils to question why LGB or T people weren't represented in other parts of the curriculum. Some of pupils we interviewed in the case studies said that this was the case for them and other pupils they knew.

We found far fewer examples of schools trying make their school transgender-friendly. Where this had happened it was in response to a pupil who identified as transgender. A provider who did work with schools on PSHE said they knew of a school where a student had told the school that she was trans and was being bullied because of her identity. The provider added that the school was not aware that the student was trans and that it was a revelation when they were told. The school involved developed a PSHE module around respect for people, attitudes and values in relation to the protected characteristics set out in the Equality Act 2010, although the issue of transgender was not specifically singled out for greater attention.

Challenging HBT language and behaviour

The mapping exercise, interviews and case studies all showed that participants thought that challenging HBT language and behaviour as it happened was an effective way of reducing HBT bullying. For this to work, however, teachers and pupils needed to agree a policy on and definition of HBT bullying and for teachers to apply them consistently.

According to teachers and pupils the form of HBT that they came across most was the derogatory but sometimes flippant use of the word 'gay' in ways that could be hurtful. Within schools teachers and pupils had set-up groups of pupils to challenge such language. One example at an inner city sixth form college was *Zero Heroes*, so named because of their zero tolerance approach to the use of homophobic language and behaviour. In a similar approach, a secondary school that identified a particular problem with the use of homophobic language among their Year 7 pupils established an Equalities Team:

CASE EXAMPLE: An Equalities Team was set up among pupils at a secondary school because staff and older pupils thought that there was growing use of homophobic language among younger pupils. As their teacher put it: 'The Year 7s came up from primary school and everything was "gay", to be honest. It was really noticeable... So my [Equalities] Team ran an assembly, they were then given a lesson by the Head of Year and ran a poster competition about how the use of the word 'gay' to mean something bad was wrong.... And they pointed out to the kids that some of the language that they had been using as a year group was inappropriate; it was hurtful. I'm a Year 7 tutor now and I hear them saying, "Whoa, stop! That's not the right use of that word, think about it, what you're actually saying". So they challenge each other and it's self-policing now' (Secondary school teacher).

Some pupils who were not part of these groups felt that they could sometimes be over-zealous in their approach to challenging language. For example, one pupil at an all-boys school said that sometimes friendly ‘banter’ was challenged and that the group at his school needed to concentrate on ‘real homophobia’. However, other pupils in a school with a similar group said they thought it had been a successful way in encouraging pupils to consider ‘casual homophobia’ among them and their fellow pupils.

An extension of this approach was also found in relation to cyber bullying. Pupils were encouraged by their teachers to bring in printed screen shots of hurtful messages from social media sites such as *Facebook* and *Ask.fm* and they were displayed on a noticeboard with statements about why they are unacceptable. (The effectiveness of strategies specifically to counter HBT cyber bullying is discussed further below).

LGBT role models

There is evidence from previous research which suggests that homophobia reduces as people begin to know more LGBT people (Mitchell, et al. 2009 p. 89). Demonstrating that there are positive LGBT or T role models was also considered by teachers and providers interviewed to reduce homophobia, biphobia and transphobia in schools by challenging the view that there aren’t now, or are never likely to be, any LGBT or T people at the school. Role models could be famous LGBT or T people, now or from history, or actual people at the school. For example, in one school pupils were encouraged to bring pictures of LGBT or T celebrities to display on a notice board. In another school Year 10 pupils were able to create posters of LGBT or T people as one of the choices they could make was creating posters of people from other minority communities.

Some teachers and providers felt that it was important for teachers and other school staff to ‘come out’ where they could because it created a more ‘real’ and authentic LGBT or T role model. These teachers acknowledged that this was a sensitive and personal issue but that thought that, circumstances permitting, if teachers came out this showed that there was nothing wrong with being LGBT or T. As one teacher put it:

“So when I said to the group, you know, ‘Do you know anybody gay’ and then a, a cluster of hands go up about television personalities. And I comb off those and say, ‘How about real people that you know, that you’ve met?’ Still about half the hands up and I said, ‘Well, you can all put your hands up ‘cause I’m gay’”
(Secondary school teacher).

There was recognition among interviewees that coming out as ‘transgender’ was currently more difficult and raised more issues who may experience more hostility and may not want to be identified with the gender they were assigned at birth.

Using staff as role models and promoting inclusive language and behaviour was also described by participants in the mapping exercise. For example, one teacher reported using the *Stonewall ‘Good as You’* slogan on staff t-shirts that had been worn during LGBT History Month to show support against HBT bullying and to spark discussion and debate. The LGBT History Month also coincided with a Parents’ Evening so the teacher involved felt this was an effective way of raising awareness of and demonstrating the school’s policy on anti-HBT bullying to a wider audience. It was not possible to say

whether this made an actual difference to HBT bullying at the school. At the same time, it was not conclusive from this study if, or how much, difference is made to reducing HBT bullying by school staffing being 'out'.

Peer support or buddying

A general approach to school life and bullying that was viewed as potentially helpful in reducing HBT bullying was to offer peer support to a person who might be likely to be bullied. In this case a teacher gave the example of a peer mentor approach.

CASE EXAMPLE: in a special school for pupils with social, emotional and behavioural problems a teacher would appoint a pupil from each year group to act as a Peer Mentor. The mentor's role was to watch for signs of bullying, including HBT bullying, and to let the anti-bullying staff team know if there was any problems. Peer Mentors were also encouraged to play with or speak to pupils who were own their on a lot during breaks to try to protect them from bullies.

This approach was regarded as potentially effective by a member of the school's staff anti-bullying team because it prevented pupils being alone, which was when they were most likely to be bullied. It also helped to develop the social skills of the person being bullied. The main problem with the approach reported by the participant was that some Mentors didn't want to be friends with certain pupils because they were considered difficult people to be with or were disliked.

5.2 The Virtual School and Reducing Cyber Bullying

There were a number of approaches that participants thought helped in trying to reduce the level of HBT cyber bullying. Some schools had systems that monitored emails for offensive comments sent through school computers. In one sixth form college students were suspended if they were found to have sent a message containing offensive HBT language. In other schools there was greater emphasis on safeguarding pupils from HBT bullying in the context of wider child exploitation and abuse and of teaching pupils how to make complaints about hurtful and offensive comments and/ or how to block them. Pupils were also encouraged to print off examples of offensive comments and to bring them into school as examples of unacceptable behaviour to be displayed on notice boards and/ or for discussion in lessons or groups. Notably, pupils at two of the case study schools mentioned that educating pupils about the legal consequences of sending offensive messages acted as a good deterrent.

5.3 Chapter summary

Chapter 5 Reducing bullying through the school environment and in the playground		
Factor	Seen as working	Seen as not working
Physical environment of the school	<ul style="list-style-type: none"> ○ Surveying or discussing with pupils if certain spaces in the school are more susceptible to bullying than others so that action can be taken to reduce susceptibility 	
Assessment of levels of bullying at the school, including HBT bullying	<ul style="list-style-type: none"> ○ Drawing on local surveys about the health and well-being of pupils where sexual orientation was a variable to establish levels of HBT bullying ○ Carrying out an annual internal survey and/ or pupil interviews to discover the level and trends of HBT bullying 	<ul style="list-style-type: none"> ○ Assuming that an absence of reports of HBT bullying means that it isn't happening
Creating a visibly LGB & T-friendly environment that suggests HBT bullying is unacceptable	<ul style="list-style-type: none"> ○ Reinforcing the messages that HBT bullying is unacceptable (e.g. by displaying anti-HBT bullying posters, examples of unacceptable texts or online messages that are HBT) ○ Increasing the visibility of LGB&T people at the school through displaying images of LGB & T and/ or LGB & T-supportive people around the school ○ Using the posters and posts online to stimulate discussion and promote LGB & T visibility ○ Developing specific work to tackle HBT bullying where pupils have come out as LGB or T 	<ul style="list-style-type: none"> ○ Anti-HBT bullying and name calling messages that aren't sufficiently self-explanatory leading to misunderstanding or confusion among pupils
Challenging HBT language and behaviour as it happens	<ul style="list-style-type: none"> ○ Teaching pupils to challenge HBT language and behaviour among other pupils to try to help reduce its reoccurrence ○ Teachers encouraging pupils to bring in examples of offensive HBT online messages to be displayed on school notice boards as unacceptable, thereby reinforcing messages about acceptable and unacceptable behaviour 	<ul style="list-style-type: none"> ○ Treating all use of the word gay as 'homophobic' (viz. the need to be clear about appropriate and inappropriate uses of the word 'gay') ○ Pupils not understanding when 'banter' becomes offensive
Providing positive LGB and T role models from outside and within the school	<ul style="list-style-type: none"> ○ Discussing positive LGB or T role models in the media and/ or from history so that pupils becoming more accepting of LGB and T people ○ The importance teachers coming out as where they can, to be positive role models (e.g. celebrating civil partnerships, marriages, anniversaries with partners) 	<ul style="list-style-type: none"> ○ Only using celebrities as LGB or T role models with the result that LGB and T people seem extraordinary or remote ○ Teachers coming out in situations where it may undermine their authority in a school or make tackling HBT bullying appear as their own 'gay agenda' ○ 'Trans' teachers being encouraged to 'come out' where they do not want to identify in that way
Through peer support, reducing the isolation of pupils who may be bullied	<ul style="list-style-type: none"> ○ Peer mentors to befriend people and make it less likely that they will be bullied because they are on their own 	<ul style="list-style-type: none"> ○ Difficulty finding peers who want to befriend pupils who are isolated

Chapter 5 Reducing bullying through the school environment and in the playground

Addressing cyber bullying	<ul style="list-style-type: none">○ Educating pupils about the possible legal implications of sending offensive HBT bullying messages so they are less likely to send them○ Discussing the harmful effects of HBT bullying online○ Putting in place good information technology usage policies and practices (e.g. monitoring for emails containing certain words) to prevent hurtful messages policies being sent and received○ Ensuring the teaching the HBT cyber bullying is wrong is followed up in ICT lessons so that messages are reinforced	<ul style="list-style-type: none">○ Allowing parents to treat cyber bullying as the sole responsibility of the school when actually many offensive messages may be sent from pupils' homes
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6 Reactive and supportive approaches

Reactive approaches were those that came after the bullying incident had happened. They included monitoring and reporting cases of bullying; putting in place sanctions against perpetrators; addressing the needs of both the person being bullied and the bully himself or herself through approaches such as restorative justice and involvement of parents and counselling. The evidence review suggested there were four main ways of reacting to HBT bullying incidents in order to prevent further bullying in future and/ or to address the consequences.

- **Putting in place an incident reporting and recording structure** (Department for Children, Schools and Families, 2007; Formby and Willis, 2011; Barrie, 2013; Stonewall Education Guide, 2014);
- **Having a system of increasingly severe sanctions against bullies** (Department for Education, 2014; Department for Children, Schools and Families, 2007; Welsh Government, 2011; Formby and Willis, 2012);
- **The possibility of developing a restorative justice approach to incidents in suitable cases** in which the bully and person being bullied are brought together to try to help the bully understand the negative consequences of what they did (Department for Education, 2011);
- **Offering support to pupils being bullied and, in some cases, to perpetrators** (Paul et al. 2010; Formby and Willis, 2011; Hinduja and Patchin, 2011; Barrie, 2013).

6.1 Reactive approaches

Although there were a number of specific approaches to reacting to incidents of HBT bullying discussed in the evidence review, interviews and case studies, there were also features across them that were thought to make responses more effective. These were:

- **Clarity and awareness** – it was considered by teachers and providers interviewed that there needed to be a strategic approach to bullying and HBT bullying at the school. This included the need for clear policies and procedures for dealing with incidents of bullying which staff must be aware of. Pupils and parents also needed to be aware that the school policy included HBT bullying and to be aware of the consequences if they did bully in this way.
- **Consistency** – the evidence review, interviews with teachers, case study interviews and groups with pupils all raised the importance of a consistent response to HBT bullying. Firstly, it was considered that there needed to be a *shared definition* of HBT bullying within the school so that all staff responded to such bullying with the same level of seriousness. For example, a staff member of a special school's anti-bullying team said that pupils had raised the *inconsistency* of the way in which teaching staff responded to reports of bullying as a problem for

them. Secondly, the shared definition needed to be applied for it to be an effective way of responding. Pupils in one of the case studies said that, despite good assemblies and teaching on anti-homophobic bullying at their school, the fact that some teachers treated reported incidents of HBT bullying less seriously than others meant that the teaching on the subject was being undermined.

- **Immediacy** – teachers interviewed thought that it was important to respond to the bullying incident as soon as possible after the school was aware of the incident, although decisions about the specific approach to be adopted may take longer. It was considered that a response both to the bully and to the person being bullied was needed. Pupils in the case study groups said they felt anti-bullying teaching was less effective where bullies were seen to have ‘got away with it’ when it happened.
- **A case-by-case approach** – teachers and providers said that there wasn’t a single approach to bullying based on real or perceived sexual orientation/ gender identity. Instead, their view was that responses should be incorporated into the school’s wider approach to bullying and judged on the specifics of each incident. As one teacher put it:

“I don't think there is one size fits all. You just need a whole range of tools in the toolbox so that you can select the appropriate one for the individual situation” (Secondary school teacher)

- **Separating responses to sexual orientation bullying from gender identity bullying** – teachers and providers who had experience of trying to tackle bullying based on gender identity or gendered behaviour said that it needed to be treated separately from homophobic bullying. By doing so teachers thought it was less likely that sexual orientation and gender identity would be incorrectly conflated and that students or pupils would be less confused about teaching and responses to bullying based on each characteristic.

6.1.1 Recording and reporting bullying incidents

Recording incidents

Recording of incidents of HBT bullying was seen by participants as most effective when there was a clear understanding among staff and pupils about how it should be recorded and how the report would be used to take action. Where schools recorded HB and/ or T bullying interviewees said the importance of doing so was that it allowed them to identify if an incident was one off or part of a growing trend. It also allowed them to find out when and where the incidents were happening.

Incidents were recorded on paper and electronic systems but the effectiveness of them was seen to be linked to several factors:

- Having an agreed definition of bullying, and HBT bullying, within the school that all staff were aware of;
- Logging and reviewing incidents of bullying regularly so patterns of HBT bullying can be addressed and action taken;

- Making efforts to recognise and record HBT bullying incidents in areas of the school or at times when teachers were traditionally less visible (e.g. break times);
- Placing greater responsibility on staff to record incidents of HBT bullying because of the fact that pupils being bullied may not report it themselves;
- Encouraging pupil peers supportive of anti-HBT bullying work to report incidents, whilst being aware of the limitations of this approach expressed by pupil interviewees that this may still be seen by others as ‘telling’ or ‘snitching’.

CASE EXAMPLE: A special school for children and young people with social, emotional and behavioural problems changed its bullying reporting policy as a result of pupil concerns that teachers were not responding to reported incidents in a consistent way and only responding to the most serious incidents. The new policy included teachers reporting serious incidents of physical bullying and lower level bullying such as name calling. Incidents were logged in a school diary, which was reviewed in the staff room at the end of each day. The effectiveness of the system was that lower level incidents were responded to in every case and patterns of bullying identified earlier before they escalated. An agreed action was taken in every case.

Notably, a teacher from one school among those we interviewed said his school did not record incidents of HBT bullying because he believed the school did not want to admit there was a problem of this kind at the school. He also thought that the school was concerned that identifying HBT bullying could negatively affect their Ofsted report. Ofsted may therefore need to reinforce the message that failure to investigate and protect pupils from HBT bullying will be viewed more negatively than recording such incidents and responding to them.

Statutory HBT bullying reporting?

There was some discussion among participants about whether there should be a legal duty for schools to report the number and type of incidents of HBT bullying to local authorities and/ or the Department of Education. Teachers and providers working in schools that had put in place good and consistent internal recording procedures seemed less concerned with reporting beyond the school. Professionals working across schools, however, saw what they considered the benefits of reporting HBT bullying locally and/ or nationally. In particular, they felt that such reports could act as a barometer of whether work was needed to address HBT views and behaviour in the wider community or in particular geographical areas. Providers also thought that reporting incidents to local authorities meant that local LGB or T groups and the police could be alerted to potential problems.

Some of the teachers and other providers that we spoke to set out their frustration that they believed that schools had been asked in the past to report to local authorities about racist bullying while HBT bullying hadn't seemed to have been given the same importance. The fact that there was no statutory requirement on schools to report such information may need to be more clearly communicated so that schools don't perceive inequitable treatment related to different social groups.

6.1.2 Increasingly severe sanctions against bullies

In relation to sanctions or consequences for the bully, those reported by participants ranged from a quiet word or stern talking to, through to detention and – in the more extreme cases – parental involvement and exclusions. There was a general view among the teachers and other providers that we spoke to that, apart from the most serious forms of bullying, the bully should initially receive a warning. The warning would also set out the increasing consequences for repeated bullying.

In terms of effectiveness both teachers and pupils from the case studies said that detention or isolation by itself did not work.

The isolations... they just don't really work. There is one guy who got isolation a couple of times but he was always the same as before he had an isolation... he was rude or he was mean... it just hasn't worked so far, it's always the same [people] who are put in isolation (Secondary school pupil).

Instead, there was considered to be a need to both educate and punish (e.g. in one school pupils received detention and were asked to write an assignment on why their HBT behaviour was wrong). Pupils from the case studies particularly felt the HBT bullying shouldn't be seen to go unpunished (especially in relation to homophobic name calling). In a primary school pupils suggested that young people who bully for homophobic reasons should have privileges removed such as being able to attend after school clubs that they liked. Behaviour contracts were also considered effective at one school for dealing with the use of HBT language and name calling.

6.1.3 Restorative justice

While not a very commonly used approach, restorative justice principles²⁹ and approaches were mentioned by some participants in the online mapping exercise and the interviews with teachers and providers. Types of restorative approaches ranged from teachers acting as mediators between young people for less serious cases (e.g. name calling), to a more fully restorative process for more serious incidents (e.g. repeated incidents). In the latter case this involved a skilled mediator bringing the bully and person being bullied together to help the bully understand the harm they had caused and the bully expressing remorse and discussing what they would do make the situation right.

CASE EXAMPLE: A secondary school had used a restorative justice process. The interviewee had spoken to the bully and the person being bullied separately and only arranged a meeting between them when it was clear that both pupils wanted it and that the bullying was remorseful. The meeting was then chaired by an external professional facilitator. The member of staff thought that the process was effective in that the bully had a better understanding of the effects that had on the bullied pupil's life.

²⁹ Restorative processes bring those harmed by crime or conflict, and those responsible for the harm, into communication, enabling everyone affected by a particular incident to play a part in repairing the harm and finding a positive way forward: http://www.restorativejustice.org.uk/what_is_restorative_justice/

Significantly, the restorative process in its fullest sense wasn't always seen as appropriate to incidents of HBT bullying. This was because teachers we interviewed felt that young people who had not yet come to terms with their sexual orientation could not engage with the restorative process in a way that would benefit them. (there were no instances of this approach being used for transphobia). For instance, several teachers said that the first thing that pupils often said when they were being bullied because other pupils thought they were gay or lesbian was that they 'weren't gay or lesbian'. As one teacher put it:

'For that young person it's quite difficult to talk about feelings that they haven't got sorted out in their own head' (Pupil Referral Unit teacher).

Whether the pupil was or wasn't gay or lesbian, or may or may not come out as gay or lesbian when they were older, pupils still experienced a disjuncture between having learnt that there was nothing wrong with being LGB or T and feeling hurt when these labels were applied to them personally. The restorative process is therefore likely to work better where young people already positively identify as LGBT.

6.1.4 Support related to the bullying incident(s)

This section deals with support related to the incident of bullying itself. Support relating to the child or young person's sense of sexual orientation and gender identity is discussed in section 6.2.

Support for the person being bullied (victim)

Four main approaches to support emerged from the mapping exercise and interviews with teachers and providers.

- **Being able to seek support from a number of different sources** – The evidence review suggested that there should be a named member of staff that pupils could go to as a 'first point of contact' if they were being bullied (Formby and Willis, 2011; Hinduja and Patchin, 2001). In the schools we spoke to this might, for instance, mean talking to the Head of PSHE, a Learning Mentor, School Counsellor, School Chaplain or Head of Year/House. While this was important, the teachers and some pupils that we spoke to thought that it helped pupils to know that there was more than one person they could talk to because of the different times of day that staff would be available. In one case study group pupils said that it was helpful to know that there would be more than one teacher who had an 'understanding' of the issues related to HBT bullying that they could go to.
- **Taking a lead from what pupils wanted themselves** – pupils thought this was very important in relation to HBT bullying so that teachers didn't make a bad situation worse. Pupil-led approaches might involve, for example, simply talking to a named member of staff responsible for pupil well-being at the school, setting up a group of supportive peers from among a pupil's friendship group to discuss a way forward or encouraging pupils to join or set up a support groups for pupils being bullied. One teacher, who said her school had a very strong system of pastoral support at the school, had received positive feedback from pupils who had been

involved in discussion about how to support a pupil who had been bullied because of his perceived sexual orientation.

Less support was given by teachers to completely pupil-led approaches. This was because some teachers felt such approaches could serve to segregate the pupils further and to make them stand out more in ways that could lead to more bullying. It was also believed that talking to a teacher rather than other students would be less likely to lead to a breach of confidentiality. However, some pupils who had been bullied felt they gained strength from being part of supportive groups that did work to tackle homophobic bullying at their school:

'We started a group on trying to combat homophobia, biphobia and transphobia and it spiralled off. We got the assembly and some people have been doing workshops with Year 5 and 6 - It felt good because we had achieved quite a massive milestone... I think we have got quite a lot of staff support now and we've got quite a lot of pupil support' (Middle school pupil)

- **Developing the social skills of the person being bullied** - this could, for example, include one-to-one work to help the person become more resilient to name calling, improving their social skills to avoid isolation, or providing them with assertiveness techniques and training in how to respond in stressful situations.

CASE EXAMPLE: One participant who worked for an organisation providing anti-bullying training for teachers and pupils talked about the importance of learning about how to respond to bullies when a person's adrenalin kicks in. He used a process in which someone pretended to bully the young person with him stopping and starting the bullying to ask the pupil what they think they can do differently to the way they responded initially and working through the issues with them.

Although, the evidence review and providers said they thought this was an effective approach based on their experiences, not all pupils we interviewed needed support with their social skills or assertiveness. Care should therefore be taken when taking this approach in terms of ensuring it is right for the pupil and doesn't blame the victim.

- **Dealing with the bully and not just the victim** – pupils were disparaging about instances where teachers had failed to deal with bullies and had instead simply tried to make the school life of the pupil being bullied a bit easier. For example, a pupil in one case study reported an incident of homophobic bullying where the victim had been given extra points with a homework system. This allowed the pupil to have more time to complete their homework in the context where bullying had affected their work but was seen by our interviewee as doing nothing to support the pupil in terms of addressing the bullying per se.

Support for the perpetrator

There was much less discussion of approaches to responding to the perpetrator beyond the sanctions outlined in section 6.1.2. The response to perpetrators was felt to depend on the seriousness of the bullying incident or incidents. For one-off HBT name-calling one teacher said she tried to avoid blaming the perpetrator for the use of the language and instead sat them down and explained why it was wrong. However, both she and other teachers thought that for initiatives to stop bullying, education about

homophobia, biphobia and transphobia and the harm it can cause had to be an important part of the consequences. There was also a view that in the most serious cases the perpetrator may require counselling and that there may be a need to bring in expertise from outside the school.

6.2 Support related to sexual orientation and gender identity

For some pupils bullying incidents required them to put the incident in context in relation to their own identity. This couldn't always be accommodated within the schools pastoral system simply because some teachers lacked expertise to deal with the issues. Where teachers were unknowledgeable or embarrassed talking about issues related to sexuality and gender some participants said that young people questioning their identity, or who identified as LGB or T should be signposted to other resources. Both teachers and pupils thought that being able to speak to someone who was LGB or T was particularly important for pupils who were coming out or thinking about it. For example, one teacher said:

“Yeah, we will use external agencies, because, as I say, I think unless the staff are more skilled, and know more, and understand more, it's very difficult to speak to a young person going through it. It's better if they're able to speak to somebody who has gone through it, you know, who can talk from a position of knowledge” (Pupil Referral Unit teacher).

This view was also confirmed by a pupil in a case study who had come out since leaving his school. He said that, despite support from a teacher at the school, he felt 'alone' outside the school and would have liked someone to talk to:

In school I had all the support I needed and more if I needed it, but I think definitely it was more outside of school where I felt troubles... I couldn't get [coming out] out of my head, I didn't know if my parents were thinking about it and it really bothered me... I think somewhere outside of a school environment, someone to talk to [would have helped]... to explain the trouble I had at home with everything... I just wanted someone to talk to (Secondary school pupil).

The forms of support to which young people were signposted to varied, including books, general helplines such as *ChildLine*³⁰ and local LGBT youth groups affiliated with the school or local authority. A number of specific LGB organisations were mentioned, including *LGBT Youth North West*³¹, *MESMAC*³² and *Stonewall*³³. *Mermaids*³⁴ and *Gendered Intelligence*³⁵ were mentioned as transgender organisations that were particularly helpful. For example, a transgender student at a sixth form college was able to refer her parents to the Mermaids site to boost their understanding of her feelings and experiences. Gendered Intelligence was said by one participant to have a good list of resources that improved her knowledge on the topic. Participants

³⁰ Childline: <http://www.childline.org.uk/Pages/Home.aspx>

³¹ LGBT Youth North West: <http://www.lgbtyouthnorthwest.org.uk/>

³² MESMAC: <http://www.mesmacnortheast.com/>

³³ Stonewall: <http://www.stonewall.org.uk/>

³⁴ Mermaids: <http://www.mermaidsuk.org.uk/>

³⁵ Gendered Intelligence: <http://genderedintelligence.co.uk/>

who had signposted young people to these resources felt they were very important and that there should be some form of provision supported with government funding in all local authority areas:

'I really feel like all areas should have an LGBT youth group. I think that's been crucial for us. It's been really crucial. So, I know, you know, I can, I can focus on, you know, tackling bullying and, and supporting people but at this point, LGBT young people still need to go to a group where there's other young people like them where people would get them' (Sex and Relationships Education Officer).

Such resources were also important to counteract what some participants thought were inappropriate websites for young people. In particular, participants referred to sites that may encourage young people to come out in unsafe environments or dating sites that may be unsuitable for young people looking for friendship rather than sex. Ensuring appropriate, accessible provision in areas that do not already have it would therefore seem to be an important consideration.

6.3 Chapter summary

Chapter 6 Reactive and supportive approaches		
Factor	Seen as working	Seen as not working
<i>Overarching factors</i>		
Clear policies and procedures for dealing with HBT bullying	<ul style="list-style-type: none"> Having a clear policy and procedure in place for reporting and recording HBT bullying to ensure a consistent approach Ensuring that staff, pupils and parents are all aware of the policy so that they are aware of the consequences of HBT bullying 	<ul style="list-style-type: none"> Absence of a clear strategy to deal with bullying within the school leading to inconsistent practice Lack of awareness among staff, pupils and parents about of the policy and procedures and the consequences for HBT bullying
Consistency of practice across all staff in dealing with HBT bullying	<ul style="list-style-type: none"> Having a shared and agreed definition among staff about what constitutes HBT bullying and its seriousness Staff responding in consistent ways to HBT bullying so teaching that it is wrong isn't undermined 	<ul style="list-style-type: none"> Disagreements within the school about the meaning of bullying Staff responding inconsistently to HBT bullying Some staff being seen by pupils to take HBT bullying less seriously than others
An immediate first response to incidents	<ul style="list-style-type: none"> Responding as soon as possible to incidents so that it is clear that bullying is being taken seriously Ensuring that the bully <i>and</i> the pupil being bullied know that something will happen (the decision about what exactly should happen can come later) 	<ul style="list-style-type: none"> Pupils seeing or believing that other pupils have 'got away with' HBT bullying
Case-by-case approach	<ul style="list-style-type: none"> Ensuring that each incident and the response is judged on the specific circumstances so that actions or punishments aren't inappropriate Making the punishment fit the bullying 	<ul style="list-style-type: none"> Treating all responses to HBT bullying in the same way Responding in ways that pupils think are inappropriate or unfair
Separation of responses to sexual orientation from those to gender identity	<ul style="list-style-type: none"> Doing separate work to address homophobic and transphobic bullying so that pupils do not become confused and conflate the issues 	<ul style="list-style-type: none"> Incorrect conflation of sexual orientation and gender identity Confusion among pupils about whether sexual orientation and gender identity are the same or different
<i>Specific issues</i>		

Chapter 6 Reactive and supportive approaches		
Reporting and recording incidents of HBT bullying	<ul style="list-style-type: none"> ○ Having more than one route for pupils to report HBT bullying, including routes where bullying can be reported 'anonymously' ○ An agreed definition of HBT bullying in order to record it, including different levels of seriousness ○ Greater role for staff in reporting incidents where pupils don't do so ○ Regular review of reports to assess patterns and trends ○ Action is always taken ○ Reporting at a local level to identify trends in growing HBT and the need to address it more widely outside the school 	<ul style="list-style-type: none"> ○ Avoiding recording incidents because of fears that high levels of reported incidents may affect Ofsted reports ○ Relying too much on individual pupils to report HBT bullying ○ Relying on peers to report bullying who may be afraid of being seen as 'telling' or 'snitching' ○ Recording incidents without a clear idea of how the information will be used to take action ○ Statutory reporting if it isn't used to identify whether there is a need to take action
Having increasingly severe sanctions that can be used against bullies	<ul style="list-style-type: none"> ○ Increasingly severe sanctions and the involvement of parents for more severe cases of HBT bullying so that bullying is appropriately addressed ○ Being clear with pupils that the consequences for HBT bullying will increase if repeated ○ Sanctions that both punish and educate the person about why their HBT language or behaviour was wrong ○ Depriving perpetrators of privileges (e.g. after school clubs that they like to attend) ○ Restorative justice approach where both pupils agree to it and the perpetrator is remorseful 	<ul style="list-style-type: none"> ○ Under or over-reaction that is seen as inadequate or unfair ○ Allowing perpetrators to go unpunished ○ Punishment without education about why HBT bullying is wrong (e.g. detention, isolation) that may lead to resentment ○ Restorative justice approach where the perpetrator isn't truly remorseful and/ or the person being bullied isn't sure about their sexual identity or why they feel the bullying is wrong
Providing the right support for the pupil being bullied from within a range of different options	<ul style="list-style-type: none"> ○ Ensuring there is more than one member of staff who pupils feel they can approach in order to report bullying ○ Providing appropriate self-help literature in the library for pupils being bullied or who think they may be LGB or T so they can explore the issues themselves ○ Taking a lead from the pupil who had been bullied about what they want to happen ○ Developing the social skills and assertiveness of the person being bullied, including in simulated stressful situations so that can be more confident in how to handle bullying in future 	<ul style="list-style-type: none"> ○ Only having one member of staff that pupils are told to go to report problems when they may not be available ○ Teachers dealing with bullies without consulting the pupil first and making the situation 'worse' ○ Placing emphasis on response to the victim without tackling the bullying (e.g. giving the person being bullied extra time to do homework rather than challenging the bully) ○ Not addressing why the perpetrator is bullying, which may miss the fact that a pupil is learning bullying behaviour at home
Support for the perpetrator	<ul style="list-style-type: none"> ○ Addressing why the bully is bullying and providing counselling in some cases 	<ul style="list-style-type: none"> ○ Only blaming the bully for their bullying behaviour
Signposting pupils to who need support in relation to their sexual orientation or gender identity to resources outside the school	<ul style="list-style-type: none"> ○ Referring pupils who are questioning their sexual orientation or gender identity to appropriate websites or local LGB or T youth groups ○ Local government and other local stakeholders ensuring information and support for young LGB and T people who feel isolated or insufficiently supported in school 	<ul style="list-style-type: none"> ○ Not providing any signposting to resources outside of the school ○ Leaving LGB&T young people without support so they feel isolated or try to meet other LGB or T people via inappropriate adult dating sites
Being clear about the need to respond differently to L,G,B and T bullying	<ul style="list-style-type: none"> ○ Separating bullying on the basis of sexual orientation and gender identity so that pupils don't become confused 	<ul style="list-style-type: none"> ○ Trying to address bullying related to real or perceived sexual orientation and gender identity at the same time

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Appendix A: Technical Methodology

Rapid evidence assessment

In order to better understand how to reduce the prevalence and impact of HBT bullying among school-aged children and young people it was necessary to review the existing evidence and practices. The first stage of this mixed methods research study involved a critical review, in the form of a Rapid Evidence Assessment (REA), of the evidence. Using the inclusion criteria set out in the evidence review, 140 articles were identified and of these **31 articles** were selected for thorough review. The review covered:

- the legal and policy context in which anti-HBT bullying initiatives take place;
- existing knowledge on the effectiveness of anti-bullying activities/ initiatives, both general and specifically in relation to HBT bullying;
- anti-HBT bullying resources and the knowledge on which their effectiveness was based;
- specific differences of approach related to cyber bullying; specific issues or approaches relating biphobic and transphobic bullying.

The criteria for reviewing literature included:

- **Types of study.** Primary research studies which have involved a mix of methodologies: qualitative, quantitative, ethnography, or a mix of these, and containing a full description of the methods used including sample sizes and data collection methods. We also reviewed best practice guidance and examples, written by government or other organisations such as Ofsted and anti-bullying charities.
- **Scope.**
 - primary and secondary school-age children,
 - HBT bullying within schools and educational institutions *and* cyber bullying,
 - HBT bullying of children and young people because of their *actual* or *perceived* sexual orientation or gender identity, because of their *association* with people who are gay, bisexual or transgender (or perceived to be),
 - HBT bullying behaviour (name calling, physical abuse for example) as well as attitudes and cultures which exist which influence this type of bullying.
 - Initiatives which focus on the perpetrator *and* the victim (restorative approaches),
 - The wide range of intervention type, e.g. peer-to-peer, teacher-to-pupil, whole school approach, those which involve parents and other people outside of the school such as the police.
- **Country.** Given the potentially limited evidence base within England, we extended the research to include the United Kingdom, Europe (especially Scandinavia as outlined in the research specification), North America, Australia and New Zealand.
- **Language.** Searches were restricted to English-language publications
- **Year of publication.** Searches were focussed on publications and sources from 2003 onwards. For UK policy and publication we specifically focussed on policy and publications from 2003 onwards so that literature is post-Section 28.

- **Focus.** Searches focused specifically on anti-homophobic, biphobic and transphobic (HBT) bullying initiatives and initiatives where there was evidence of good practice or effectiveness.

We reviewed literature from academic sources, grey literature and relevant websites using a combination of search terms including bullying, prejudic*, harass*, anti, AND 'homophob*', 'what works' OR 'effective' OR 'effectiveness' OR 'intervention*' OR 'initiative*', tool, toolkit, 'school' OR 'young people' OR 'good/best practice' OR 'pupil* child* teenage*, youth*, 'gay' OR 'homosexual' OR 'bisexual' OR 'lesbian' OR 'trans*' OR 'transgender' OR 'sexual', 'orientation', 'identity', 'gender'.

Online mapping exercise

The second stage of this research study involved conducting an engagement exercise with schools and others involved in delivering anti-HBT bullying initiatives. The aim of this exercise was twofold:

1. to explore the range of activities schools, and others, are currently undertaking to tackle and prevent HBT bullying and to gather views, from teachers and providers working at the front line of intervention delivery, on their perceived effectiveness; and,
2. a way of recruiting educational establishments and other providers, representing different categories of intervention delivery, for the subsequent stages of the research.

Teachers and other providers working in schools and organisations (based in England and Wales) were invited to contribute to the mapping exercise via an online questionnaire, hosted on a secure server. In all **247 individuals** completed a questionnaire.

For teachers we used the Department for Education maintained database 'Edubase' to sample 3,315 schools from a target of 18 Local Authority (LA) areas (however the website for the written submission was open to anyone who wanted to participate). A letter to all schools within the 18 LAs was sent addressed to the 'Head of Personal, Social and Health Education (PSHE)', along with a study information leaflet, since we wanted to engage with those likely to be directly responsible and/or involved in the schools anti-bullying work. A courtesy email was also sent to Head Teachers to inform them that we were approaching their staff. The target areas were purposively selected to take account of the following, Local Authorities:

- known to be, or have schools within them, already conducting good HBT anti bullying work, identified in reviewing the literature and through conversations with organisations involved in intervention delivery in this area
- that differed in terms of their Urban and Rural classification. Although we were not aware of any hard evidence to suggest that the issues are different for urban and rural locations, we suspected (which was then backed up in some conversations we have had with stakeholders), that the delivery of initiatives may be different in (some) urban areas compared to rural ones. As well, it was felt important to include a range.
- That differed in terms of the total number of schools within them.
- That differed in terms of their socio demographic profile –i.e. those with high numbers of ethnic minority groups and some which have large LGBT populations.

For other providers, for example those identified in the evidence review stage, direct email invitations were sent encouraging them to respond to the online mapping exercise – including a link to the online questionnaire.

The mapping exercise required a response to an online questionnaire consisting of nine key questions about approaches to prevention of and responses to HBT bullying, and the perceived effectiveness of each approach. Participants were also asked to indicate whether they wanted to participate in a telephone interview.

Responses to the closed questions were analysed using Statistical Package for the Social Sciences (SPSS), a software package that enables comprehensive and flexible statistical analysis of quantitative data and offers a data management solution. Responses to the open questions were analysed thematically. It should be noted that this exercise was designed to map the range of initiatives being used and to gather perceptions from those involved in their delivery around their effectiveness. Although closed questions were mostly used to collect this information, these were included because we had already clearly identified, via the evidence review, the range of initiatives that are considered to be used in best practice in this area. We were therefore able to directly ask about these, in our own words, using the typology to inform the questionnaire design. Also it was felt that mostly closed questions would reduce the burden on participants.

Table 1: Achieved sample for the online mapping exercise, by the capacity in which individuals participated

Capacity in which participating	Number of participants in mapping exercise
1. primary school teacher	56
2. secondary school teacher	48
3. sixth form or college teacher	7
4. teacher at a secondary school that has a 6th form	22
5. teacher in a Pupil Referral Unit	1
6. teacher in a special school	6
7. Other professional:	66
8. Other, including deliverer of anti-HBT bullying training and initiatives:	21
Total	227

Table 2: Achieved sample for the online mapping exercise, by the area

Area	Number of participants in mapping exercise
North West	131
North East	5
South West	16
South East	19
Greater London	26
Yorkshire & Humberside	6
East Midlands	4
West Midlands	2
East England	7
South England	0
Wales	2
International	3
England (General)	3
Scotland	1
Other	2
Total	227

Table 3: Achieved sample for the online mapping exercise, by type of school(s) participants work in³⁶.

Type of school works in	Number of participants in mapping exercise
LA Maintained	123
Academy	103
Colleges	41
Free school	26
Independent school	45
Other independent	16
Special school	38

³⁶ The numbers presented here do not reflect the total achieved sample and this is because many participants were working across different school types including all types.

Does not apply to me	17
Works across all school types	-
Total	409

Telephone interviews with teachers and other providers

Following the online mapping exercise, the third stage of the study took place: telephone interviews with teachers and also other providers involved in the delivery of anti-HBT bullying initiatives. **20 telephone interviews** were conducted in total.

The aims of the telephone interviews were to explore:

- What is being done to prevent or respond to HBT bullying;
- How initiatives are delivered and who is involved in the delivery;
- Sources of guidance, information and resources used in developing the schools approach;
- Facilitators and barriers for successful initiatives;
- Extent of involvement of external providers and parents and their role;
- Perceptions of the effectiveness of the initiatives being used for LGBT pupils and young people, other pupils and the wider school and community;
- Views on what more needs to be done and how this might be achieved.

Individuals were selected, from those who provided their contact details in the mapping exercise and indicated they were happy to take part in this further stage, to represent the different categories within the typology of initiatives. For example we wanted to ensure that we had a good range of individuals in terms of teachers and other providers/providers whilst also ensuring that we had a range too in terms of where, geographically, the individuals mostly worked.

The 30-45 minute telephone interviews were digitally recorded and transcribed verbatim and participants were offered a £50 cheque as a thank you for their time and help. Telephone interview data were analysed thematically using NVivo, a qualitative data analysis software that provides a framework matrix, as a grid, as a way to summarise data by case (for example people who were interviewed) and by theme.

Table 4: Achieved sample for the telephone interviews, by the capacity in which individuals participated

Capacity in which participating	Number of participants in telephone interviews
1. primary school teacher	3
2. secondary school teacher	3
3. sixth form or college teacher	2
4. teacher at a secondary school that has a 6th form	3

5. teacher in a Pupil Referral Unit	1
6. teacher in a special school	1
7. Other professional:	3
8. Other, including deliverer of anti-HBT bullying training and initiatives:	4
Total	20

Table 5: Achieved sample for the telephone interviews, by the area

Area	Number of participants in telephone interviews
North West	3
North East	2
South West	3
Greater London	4
Yorkshire & Humberside	1
East Midlands	3
West Midlands	1
South England	1
Wales	2
Total	20

Table 6: Achieved sample for telephone interviews, by type of school(s) participants work in³⁷.

Type of school works in	Number of participants in telephone interviews
LA Maintained	11
Academy	1
Independent school	1
Special school	2
Works across all school types	5
Total	20

³⁷ The numbers presented here do not reflect the total achieved sample and this is because many participants were working across different school types including all types.

School-based case studies

The final stage of the research study involved one day visits to **four schools** in England. This stage was included to allow us the opportunity to further explore, and also observe, anti-HBT work being delivered in schools. A wider range of staff within the school settings were included here and we were also able to engage with children and young people, an area that was identified as largely missing from the evidence earlier reviewed.

At the end of telephone interviews with teachers and other providers, participants were asked whether they/their school would be interested in taking part in a school case study. 12 of the 20 participants interviewed agreed to this request and we subsequently selected schools to represent a range in terms of level of education (primary, middle, secondary) and geographical area. We were also able to include one area known to have a high LGB&T population.

During the one day visits at the four schools, the following took place:

- Focus groups and individual interviews with teachers or other staff who had been involved in delivering anti-HBT initiatives at the school;
- Individual interviews with pupils who had been bullied or sought help because of their perceived or real or sexual orientation, gender identity or feelings that they may be different in these respects;
- Mini groups with pupils who had received or delivered an HBT anti-bullying initiative aimed at reducing the prevalence of such bullying; and,
- Observations of classroom and assembly/larger group work covering anti-HBT bullying and/or LGB&T issues.

The precise breakdown of participants in each of the schools is shown the tables below.

Table 7: Sample for Case Study 1

Case Study 1 Sample					
Study No.	Method	Respondent group	No. of participants	Year Group	Gender
Case Study 1	Observation 1	Pupils	200 approx.	Year 7 and *	Mixed
	Observation 2	Pupils	12	Year 8	Mixed
	Observation 3	Pupils	30	Year 6	Mixed
	YP Group 1	Pupils	4	Year 8	Female
	YP Group 2	Pupils	3	Year 8	2 male, 1 female
	Interview 1	Pupil	1	Year 9	Female

	Interview 2	Pupil	1	Year 9	Male
	Interview 3	Pupil	1	Year 9	Female
	Paired interview	Staff	<ul style="list-style-type: none"> • A class teacher who was Anti-bullying Coordinator • Deputy Head Teacher 		

Table 8: Sample for Case Study 2

Case Study 2 Sample					
Study No.	Interview no.	Participants	No. of participants	Year Group	Gender
Case Study 2	Observation 1	Pupils	30	Year 8	Male
	YP Group 1	Pupils	3	Year 10	Male
	Interview 1	Pupil	1	Year 13	Male
	Staff Group	Staff	<ul style="list-style-type: none"> • The Head of Well-Being • A Maths Teacher • The Deputy Head Pastoral 		
	Staff interview	Staff	<ul style="list-style-type: none"> • Chaplain 		

Table 9: Sample for Case Study 3

Case Study 3 Sample					
Study No.	Interview no.	Participants	No. of participants	Year Group	Gender
Case Study 3	Observation 1	Pupils	23	Year 10	Mixed
	YP Group 1	Pupils	6	Years 7, 9, 11 & 13	Mixed
	YP Group 2	Pupils	6	Years 9 - 13	Mixed
	Interview 1	Pupil	1	Year 9	Female
	Interview 2	Pupil	1	Year 9	Male
	Interview 3	Pupil	1	Year 9	Male
	Staff Group	Staff	<ul style="list-style-type: none"> • 2x Teachers • 2x Pastoral Leaders 		

Table 10: Sample for Case Study 4

Case Study 4 Sample					
Study No.	Interview no.	Participants	No. of participants	Year Group	Gender
Case Study 4	Observation 1	Pupils + Staff	27 pupils 1 teacher 2 Teaching assistants	Year 4	Mixed
	Observation 2	Pupils + Staff	25 pupils 1 teacher 2 Teaching assistants	Year 5	Mixed
	YP Group 1	Pupils	3	Year 6	Mixed
	YP Group 2	Pupils	3	Year 6	Male
	Staff Group	Staff	<ul style="list-style-type: none"> • A Year 3 Teacher (Literacy Coordinator) • A Year 3 Teacher (RE Manager) 		
	Staff Interview 1	Staff	<ul style="list-style-type: none"> • A Year 5 Class Teacher 		
	Staff Interview 2	Staff	<ul style="list-style-type: none"> • A Support Worker 		
	Staff Interview 3	Staff	<ul style="list-style-type: none"> • A Higher Education Teaching Assistant 		

We also reviewed materials used in addressing HBT bullying within the school. An honorarium payment of £300 was made to each participating school as a thank you for the time taken up by the case study visit and to compensate the organisation involved.

As with the telephone interviews, groups and interviews were recorded and notes were written up following a review of the recordings. The notes were then summarised into NVivo and analysed thematically.

Appendix B: Tables

Figure 1: Percent of schools using each whole school approach in tackling HBT bullying (Part 1)

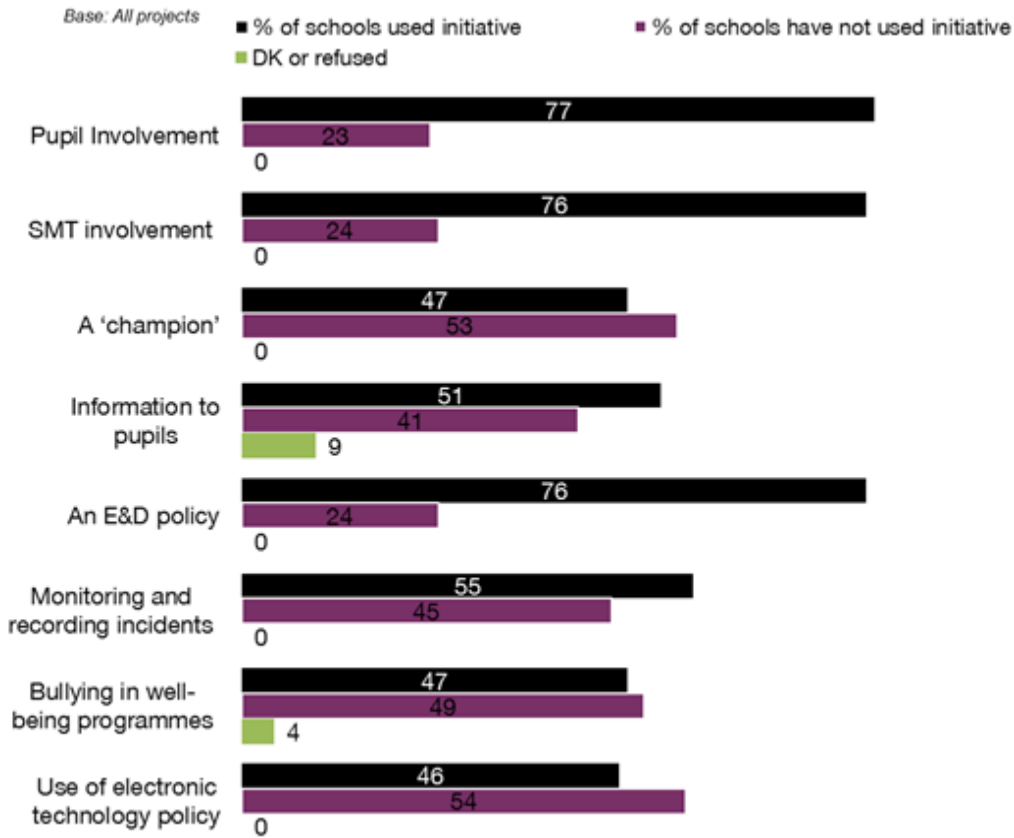


Figure 2: Effectiveness of whole school approaches (Part 1)

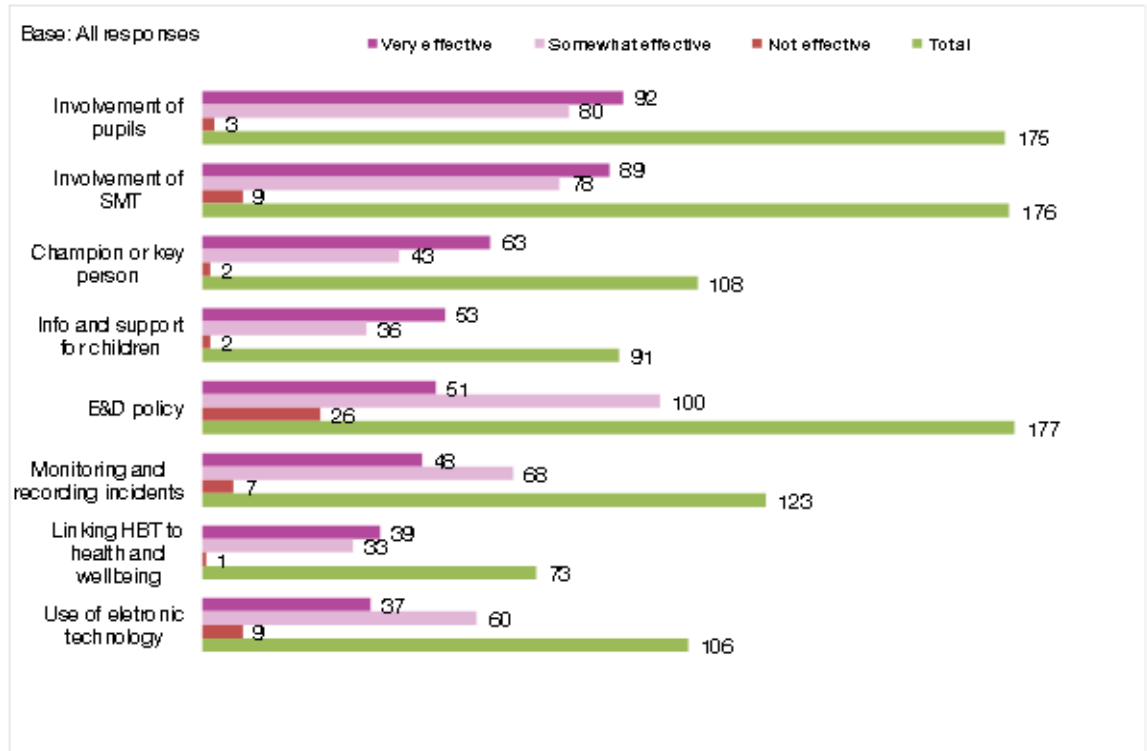


Figure 3: Percent of schools using each whole school approach in tackling HBT bullying (Continued)

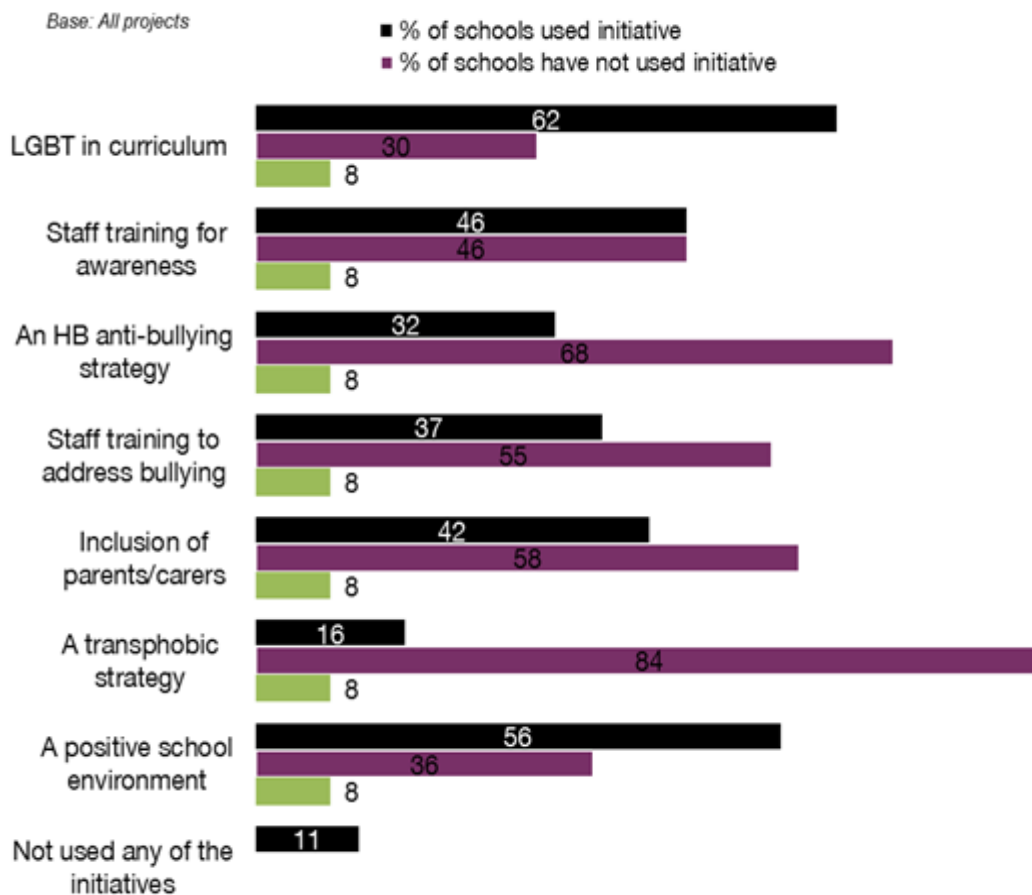


Figure 4: Effectiveness of whole school approaches (Part 2)

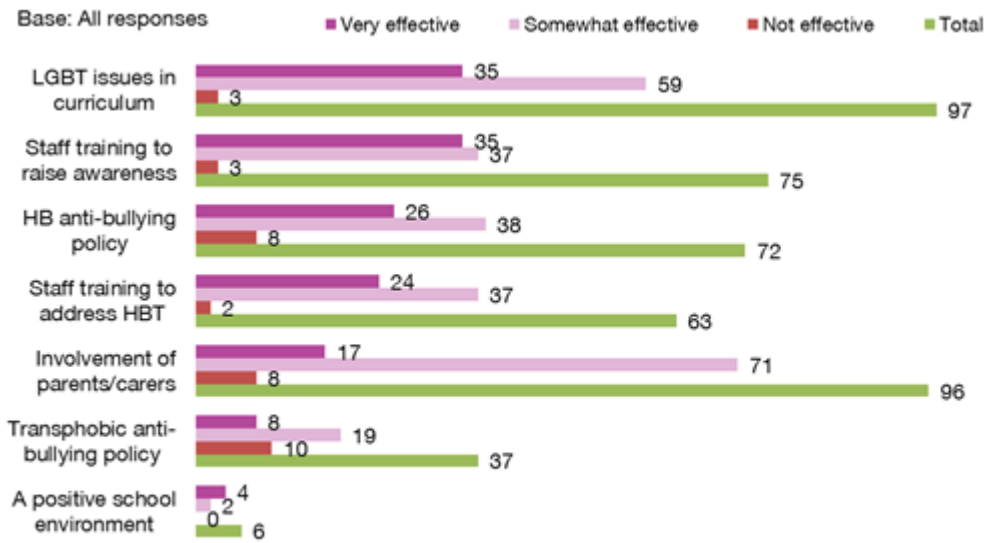


Figure 5: Percent of schools using teaching and education approaches

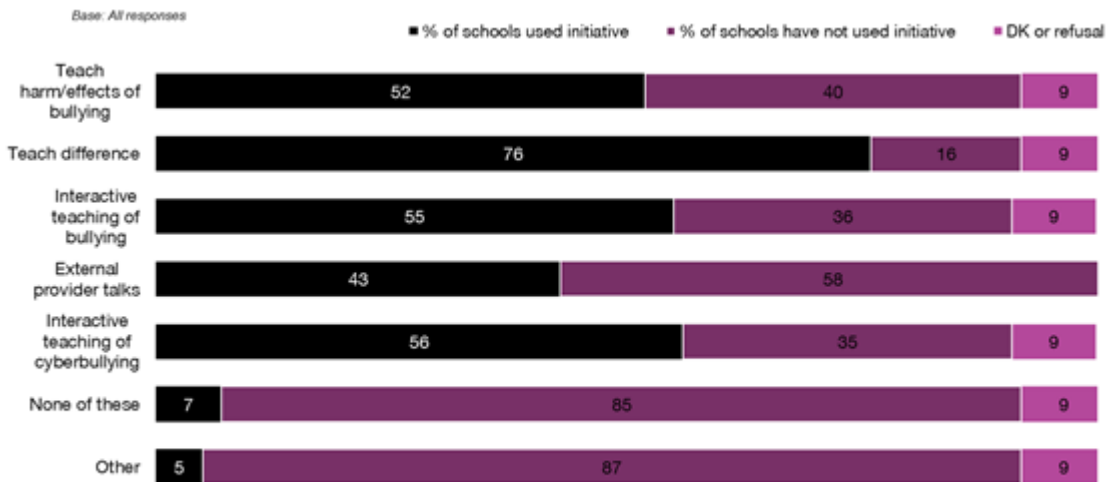


Figure 6: Effectiveness of reactive approaches, ranked by most effective

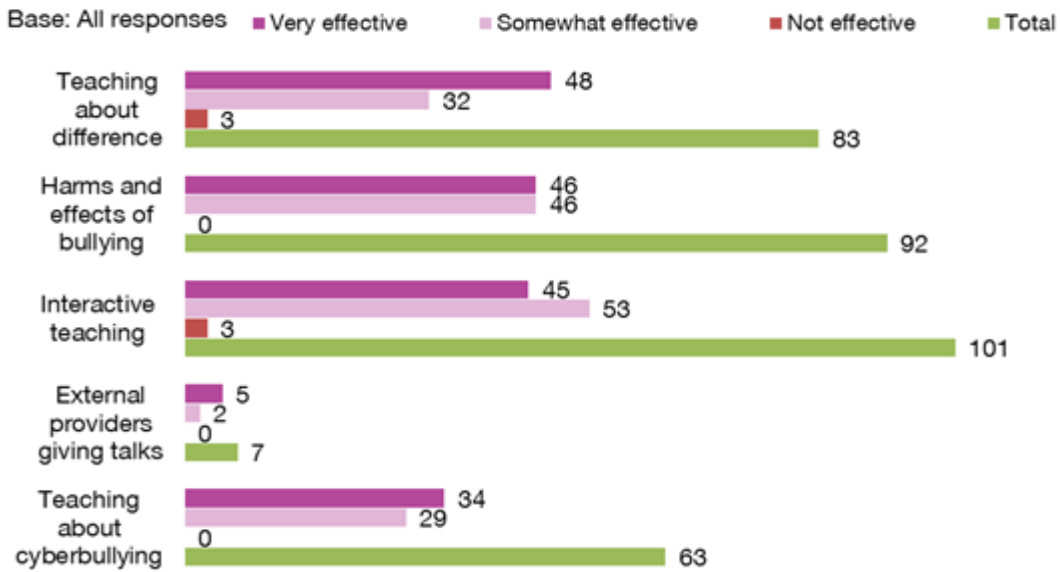


Figure 7: Percent of schools using each of the playground and school life approaches

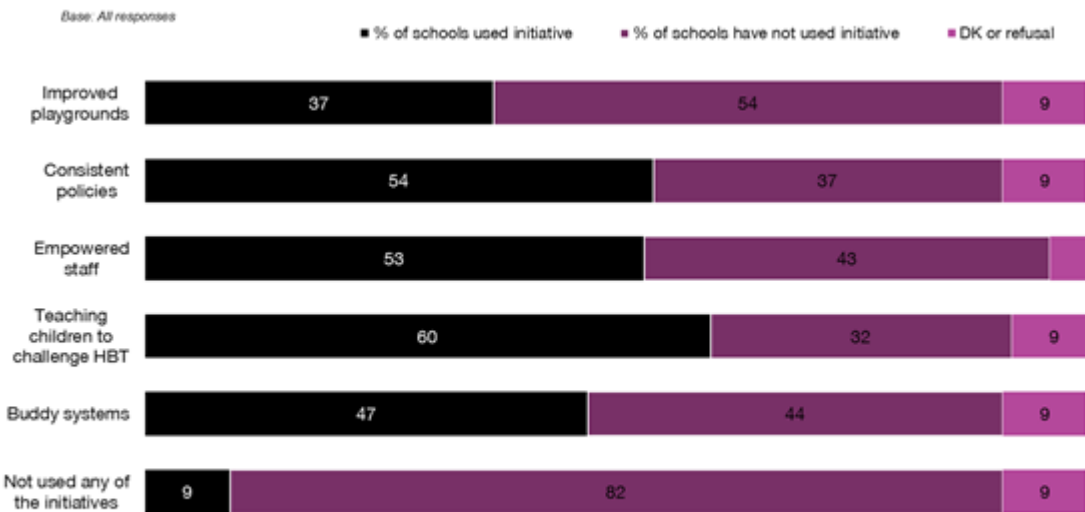


Figure 8: Effectiveness of education and teaching approaches, ranked by most effective

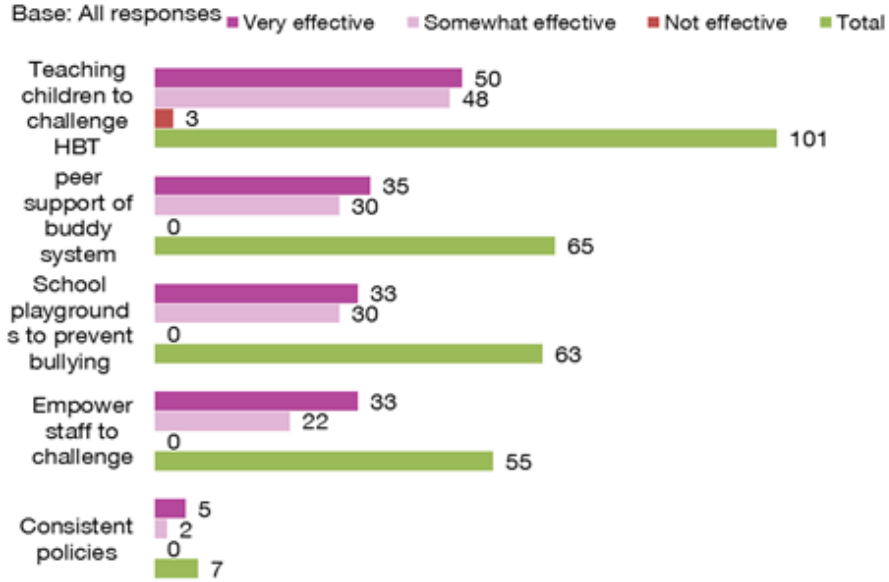


Figure 9: Percent of schools using each of the reactive approaches

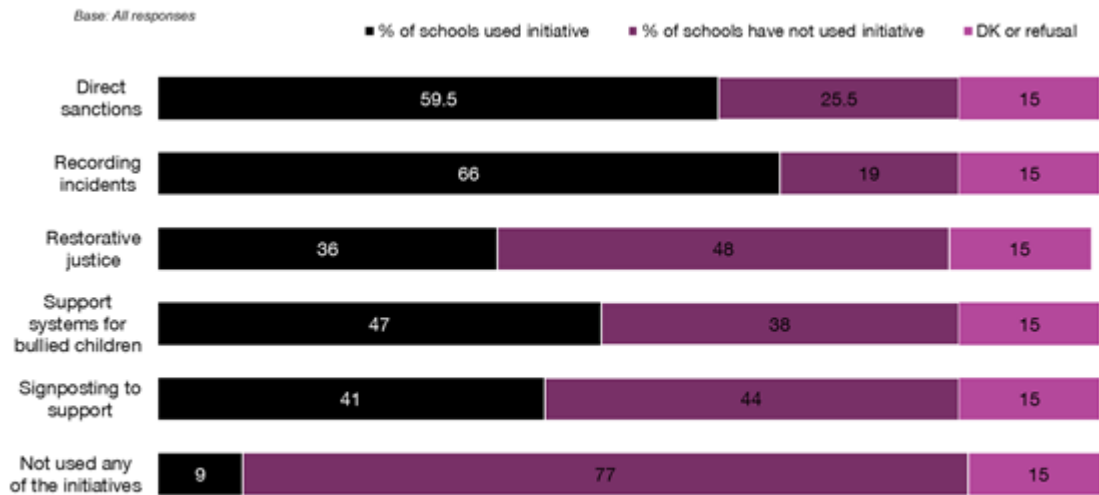
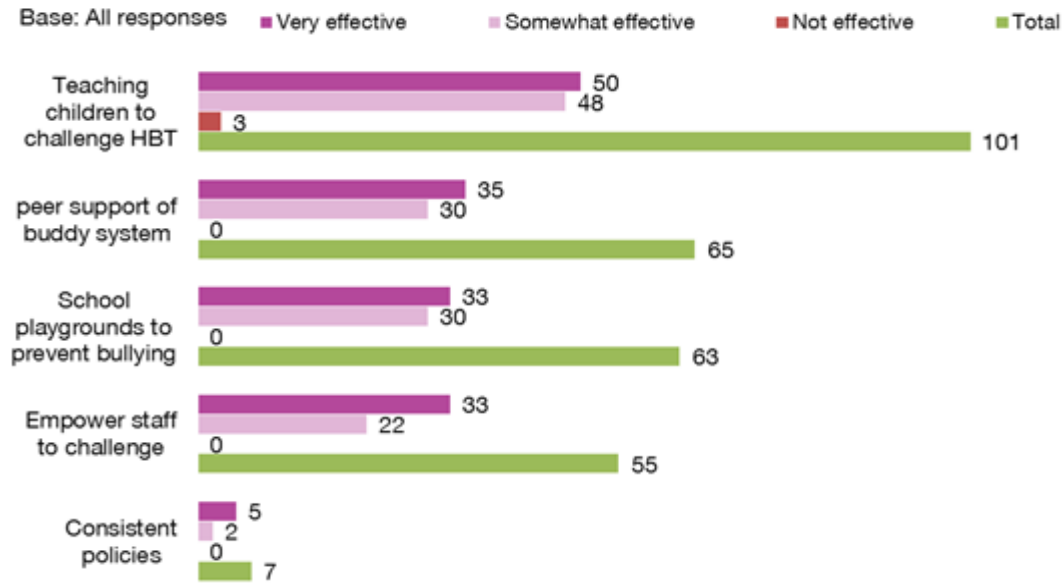


Figure 10: Effectiveness of playground and school approaches, ranked by most effective



Appendix C: Mapping Exercise Questions

Online Mapping Exercise

SCREEN SHOT OF LANDING PAGE

PAGE A: SURVEY LANDING PAGE

The screenshot shows the landing page for a survey. At the top, there are logos for the Government Equalities Office, the Department for Education (supported by), and NatCen Social Research. The main heading is 'Tackling homophobic, biphobic and transphobic bullying.' Below this, there is a paragraph explaining that the Government has asked NatCen Social Research to conduct research to understand how to effectively design and deliver interventions to reduce bullying and its impact in schools. It asks for feedback on what is being done and what is thought to be effective. There are two call-to-action buttons: 'Contact us' and 'Find out more'. A large purple button labeled 'Start Survey' is prominently displayed. At the bottom, there is a small copyright notice for NatCen Social Research, including contact information and a link to their privacy policy.

PAGE B

[Click here to confirm that you've read the information about the study \(www.natcen.ac.uk/antibullying\) and you agree to take part.](http://www.natcen.ac.uk/antibullying)

PAGE C

We need to collect some background information from you so that we can monitor the range of people and organisations contributing to the research and to ensure diversity of views and experiences. Personal contact information that you provide will NOT be shared with the Government or any other party.

Q1

In what capacity are you participating in this survey? Select the option that best applies.

1. I am a primary school teacher
2. I am a secondary school teacher
3. I am a sixth form or college teacher
4. I am a teacher at a secondary school that has a 6th form
5. I am a teacher in a Pupil Referral Unit
6. I am a teacher in a special school
7. I am another professional: PLEASE SPECIFY
8. Other: PLEASE SPECIFY

Q2

Which type(s) of school do you currently work in or with? Select all that apply.

[MAKE THIS MULTICODE]

1. LA maintained school(s)
2. Academy school(s)
3. College(s)
4. Free School(s)
5. Independent school(s) or college(s)
6. Other independent school(s)
7. Special school(s)
8. Does not apply to me.

Q3

In which local authority or area do you conduct most of your work?

1. Birmingham
2. Brighton and Hove
3. Calderdale
4. Cardiff
5. Cheshire West and Chester
6. Cornwall
7. Hertfordshire
8. Leicestershire (including Leicester city)
9. Lewisham
10. Newcastle upon Tyne and/or Hartlepool
11. South Yorkshire (Sheffield, Doncaster, Rotherham and/or Barnsley)
12. Stockport
13. Swansea

14. Tower Hamlets

15. Other: PLEASE SPECIFY _____
[Allow open text field for this answer only]

PAGE D

Q4a

Which of the following **whole-school approaches**, if any, are you using OR have you used to try to **prevent** homophobic, biphobic and/or transphobic (HBT) bullying among school-aged children and young people? Select all that apply.

Involvement of others

1. Involvement of senior management (i.e. Head Teacher)
2. Involvement of parents and carers
3. Involvement of pupils to encourage ownership of anti-bullying initiatives
4. Introduction of a key person or 'champion' to drive anti-bullying work

Policies and strategies

5. An equality and diversity policy, or policies, that makes reference to sexual orientation and gender identity
6. A homophobic and biphobic anti-bullying strategy
7. A transphobic anti-bullying strategy
8. A policy for responsible usage of electronic technology that prevents misuse for HBT cyber bullying
9. Monitoring and recording bullying incidents through surveys and/or evaluating HBT anti-bullying strategies

Q4a2

Of this continued list of **whole-school approaches**, which, if any, are you using OR have you used to try to **prevent** homophobic, biphobic and/or transphobic (HBT) bullying among school-aged children and young people? Select all that apply.

Curriculum and programmes

10. Inclusion of issues relevant to LGBT people and families in the curriculum (e.g. challenging stereotypes)

-
11. Linking of HBT bullying into other health and well-being programmes (e.g. National Healthy Schools)

Training and information

12. Staff training and/or guidance to raise awareness about sexual orientation and gender identity issues
13. Staff training and/or guidance to address HBT bullying
14. Information and support for children and young people covering sexual orientation and gender identity in appropriate forms (i.e. age specific)

Other

15. Creation of a positive school environment to challenge HBT attitudes (e.g. improving the school environment, introducing pupils' code of conduct)
16. Other [OPEN TEXT BOX]
17. None of these.[OPEN TEXT BOX]

Q4b

Which **education and teaching approaches**, if any, are you using OR have you used to try to **prevent** homophobic, biphobic and/or transphobic (HBT) bullying among school-aged children and young people?

Select all that apply.

1. Teaching about the harm and effects of HBT bullying (i.e. through videos, assembly talks)
2. Teaching about difference and equality and how to challenge prejudice
3. Interactive teaching and learning with opportunities to reflect (i.e. through classroom-based activities, circle time or other group work)
4. Talks and presentations by external providers (e.g. LGBT rights groups, the police, drama and theatre groups)
5. Interactive teaching to raise awareness of cyber bullying and how to address it (e.g. blocking, reporting misuse and threatening behaviour)
6. None of these.
7. Other [OPEN TEXT BOX]

Q4c

Which **playground and classroom approaches**, if any, are you using OR have you used to try to **prevent** homophobic, biphobic and/or transphobic (HBT) bullying among school-aged children and young people? Select all that apply.

-
1. Improved school playgrounds to prevent bullying (e.g. greater staff visibility during breaks)
 2. Creation of consistent policies and practices to challenge HBT language, behaviour and bullying
 3. Empowerment of all staff to challenge HBT language, behaviour and bullying (i.e. through training)
 4. Teaching children and young people to challenge HBT language, behaviour and bullying
 5. Creation of peer support and/or buddying systems for children and young people
 6. None of these.
 7. Other [insert open text field for participant to type in the 'other' area associated with]

Q5a

How effective would you say *[textfill from Q4a and Q4A2]* has been?

1. Very effective
2. Somewhat effective
3. Not effective

Q5b

How effective would you say *[textfill from Q4b]* has been?

1. Very effective
2. Somewhat effective
3. Not effective

Q5c

How effective would you say *[textfill from Q4c]* has been?

1. Very effective
2. Somewhat effective
3. Not effective

Q6

Which of the following, if any, are you using OR have you used to **respond** to homophobic, biphobic and/or transphobic (HBT) bullying among school-aged children and young people? Select all that apply.

1. Direct sanctions for pupils that bully
2. Recording of incidents of bullying (e.g. through teachers and/or pupils reporting)
3. Use of the restorative justice model in dealing with bullying (i.e. work that involves bringing together victims and perpetrators)

-
4. Support systems in place for children and young people who have experienced HBT bullying
 5. Signposting to external support for children and young people (i.e. links with LGBT charities and/or youth groups, providing helpline numbers)
 6. None of these.
 7. Other [insert open text field for participant to type in the 'other' area associated with]

Q7

How effective would you say [textfill from Q6] has been?

1. Very effective
2. Somewhat effective
3. Not effective

Q8

In your opinion, what are the most important factors for effective anti-homophobic, biphobic and transphobic bullying initiatives?

Please be brief, limiting your response to up to around 500 words.

Q9

Is there anything else you would like to share about your programme or context?

Please be brief, limiting your response to up to around 500 words

PAGE E

Q10

Thank you for your contribution to the survey. Would you also like to express your interest in taking part in a brief telephone interview? This would involve

being asked, in more detail, about the anti-bullying work you are, or have been, involved in.

1. Yes
2. No

PAGE F

Q11

Thank you for indicating your interest in taking part in a telephone interview. We will select people to take part to represent a diverse range of experiences and views using the information you have already submitted. If you have not heard from us by the middle of June 2014, it has not been possible to include you in the sample.

We need some contact details from you. This information will be kept by the NatCen research team and will not be shared with anyone else without your consent.

Q12

First name and surname

Q13

Which school do you work at?

Please type in the full name of your school in the space provided.

Q14

Email address

Q15

Daytime contact telephone number

Q16

Alternative contact number

Q17

Please select the best times you can be reached at. Select all that apply.

1. **Morning, between 9am and 1pm**
2. **Afternoon, between 1pm and 4pm**
3. **Evening, between 4pm and 7pm**
4. **I can be reached at any time.**

LAST PAGE- PAGE G

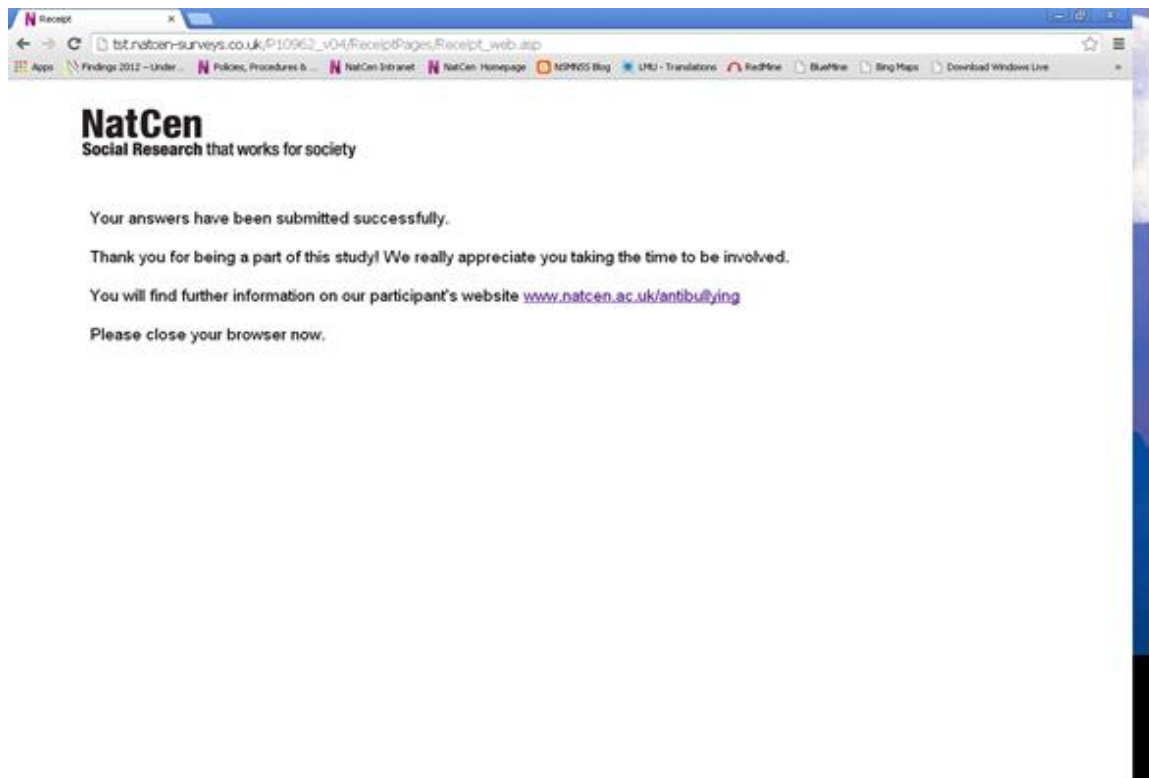
Thank you for your contribution. It will be reviewed along with others in due course and incorporated in a report to the Government that will be published. We will send a summary of findings to all participants for whom we have an email address.

If you have not given us your email address and would like to receive a copy of the summary of the report, please provide it here:

Q18

Email address box to insert text

RECEIPT PAGE



Appendix D: Topic Guides

Telephone Interview: Topic guide for interviews with teachers and providers

What works in tackling homophobic, biphobic and transphobic (HBT) bullying among school-age children and young people?

The specific **aims of the study to be addressed through the interviews** are :

- Identify what is being done to prevent and/ or respond to HBT bullying among school-age children and young people in England and Wales and by who
 - for school-based and community initiatives
 - when young people are online or using new social media (viz. cyber bullying)
- Identify, from the activities or initiatives being undertaken, which of these are considered to be the most effective at reducing the prevalence and/ or reducing the impact of to HBT bullying
- Identify good or promising practice in designing, implementing and delivering initiatives to reduce HBT bullying
- Identify what factors are seen as facilitating or hindering effective practice

Guidance for interpretation and use of the topic guide

The following guide does not contain pre-set questions but rather lists the key themes and sub-themes to be explored with each participant. It does not include follow-up questions like 'why', 'when', 'how', etc. as participants' contributions will be fully explored in response to what they tell us throughout in order to understand how and why views and experiences have arisen. The order in which issues are addressed and the amount of time spent on different themes will vary between interviews.

Introduction

- **Introduce researcher, NatCen and the study**
- Explain that the research is funded by the Government Equalities Office (GEO) within the Department of Media, Culture and Sport (DMCS) and is

supported by the Department for Education and (where applicable) the Welsh Government

- Explain that the overall objective of the study is to explore *‘What works in tackling homophobic, biphobic and transphobic bullying school-age children and young people’?*
- **Explain the interview will last between 30 and 45 minutes.** The discussion will focus on:
 1. Brief discussion of the school(s) in which they work and their role in addressing bullying in general and HBT bullying in particular
 2. What they or their school are doing to prevent and/ or respond to H,B and T bullying in the school, online and through social media?
 3. Which approaches to tackling H,B and T bullying they have found most effective?
 4. Any examples of good or promising practice in reducing the prevalence of and/ or reducing the impact of H,B,T bullying?
 5. What factors they believe facilitate or hinder effective practice?
- **Explain voluntary nature of interview:**
 - Participation is voluntary - can choose not to discuss any issue/answer any question
 - There are no right or wrong answers; rather we are interested in their experiences and views
 - Let them know that you have already read their online submission and look at any materials they suggested prior to the interview and that you refer to these as you go along
- **Explain recording, confidentiality and anonymity**
 - Remind them that the interview is digitally recorded so that we can accurately recall what they say and so we can listen to them properly
 - Note that what they say is confidential and anonymous. If we report what they say in the report this will not be linked to any details about them or their school without their explicit consent
 - Caveat that if people in the school or schools they work in know they have taken part (e.g. a Head Teacher) they may be identifiable within the school and they should consider their responses in that context
- Explain that consent to name their school or organisation as participating in the research will be asked at the end of the interview once they know what they have said. **Check if any questions before starting and address any concerns.**

START RECORDING

1. Background and context

Aim: To understand the context in which the person works and their role in relation to addressing HBT bullying at the school. NB. This will build on existing information that we have from the online submission. It will fill in gaps and clarify information rather than reproducing the same information. Keep this section BRIEF.

- **Type of school/ place of work**
 - Type of school
 - Type of community served by the school(s)
 - Number of pupils
 - Levels of deprivation, ethnic and religious diversity, whether visible LGBT community
- **Participant's specific role in relation to bullying in the school(s)**
 - Policy development, teaching, responding to pupils who are or have been bullied or bully
 - Specific role in relation to HBT bullying
 - Relationship to others involved in anti-HBT bullying in the school
- **Perception of levels of HBT bullying at the school(s)**
 - Is HBT bullying an issue? (*Probe whether H, B and T bullying are issues separately*)
 - Basis for their view
 - Changes over time
 - Prevalence of HBT bullying compared to other types of bullying
- **Nature of HBT bullying issues/problem in school**
 - Classroom, playground, cyber, other
 - Physical/ verbal
- **Description of overall approach**
 - Just homophobic bullying or biphobic and transphobic too? [have suggested this gets covered earlier in discussion about nature of bullying]
 - Reasons for approach

2. Preventing/ reducing bullying and effectiveness of initiatives

*Aims: To discuss what is being done at the school to **prevent/ reduce** HBT bullying and how effective the activities are. Draw on information from the online submission and concentrate on the types of initiatives/ activities that participants thought were most effective.*

- **Activities/ initiatives seen as most effective in preventing HBT bullying in school**
(e.g. clear policies, school ethos, LGBT issues/ people in the curriculum)
 - *If there are a lot of activities/ initiatives, top two most effective*
 - What is done (briefly)?
 - Reasons why considered effective (*Probe for any monitoring or evaluation of the effectiveness*)
 - What assessment is based on (e.g. personal experience, school survey, discussion with other staff or pupils)
 - Any differences between homophobic, biphobic and transphobic bullying?
 - Any difference in approach for 'in school' or 'cyber' bullying
 - Case examples of good practice?

- **Activities/ initiatives seen as most effective in reducing HBT bullying in school**
(e.g. interactive lessons, presentations by external providers, playground support, zero tolerance approach)
 - *If there are a lot of activities/ initiatives, top two most effective*
 - What is done (briefly)?
 - Reasons why considered effective (*Probe for any monitoring/ evaluation/ research done*).
 - What assessment is based on (e.g. personal experience, school survey, discussion with other staff or pupils)
 - Any differences between homophobic, biphobic and transphobic bullying?
 - Any difference in approach for 'in school' or 'cyber' bullying
 - Case examples of good practice?

3. Responding to HBT Bullying and its Impact (effectiveness of initiatives)

*Aims: To discuss what is being done at the school to **respond to HBT bullying and its impacts**. How effective the activities are. Draw on information from the online submission and concentrate on the types of initiatives/ activities that participants thought were most effective.*

- **Activities/ initiatives seen as most effective in responding to HBT bullying in school**
(e.g. sanctions, work with perpetrators, restorative justice)
 - *If there are a lot of activities/ initiatives, top two most effective*
 - What is done (briefly)?
 - Reasons why considered effective (*Probe for any monitoring/ evaluation/ research done*)
 - What assessment is based on (e.g. personal experience, discussion with other staff or pupils)
 - Any differences between homophobic, biphobic and transphobic bullying?
 - Any difference in approach for 'in school' or 'cyber' bullying
 - Case examples of good practice?

- **Activities/ initiatives seen as most effective reducing the impacts to HBT bullying on pupils**
(e.g. peer support, support within the school, signposting to LGBT support)
 - *If there are a lot of activities/ initiatives, top two most effective*
 - What is done (briefly)?
 - Reasons why considered effective (*Probe for any monitoring/ evaluation/ research done*)
 - What assessment is based on (e.g. personal experience, discussion with other staff or pupils)
 - Any differences between homophobic, biphobic and transphobic bullying?
 - Any difference in approach for 'in school' or 'cyber' bullying
 - Case examples of good practice?

Barriers to dealing with HBT bullying in the school(s) *Aims: To identify barriers that have limited the effectiveness of activities/ initiatives. Draw on the online submission.*

- **Key barriers to challenging HBT bullying**
 - *If there are a lot of barriers, what are the main ones*
 - Different for H,B,T?
 - Different for 'in school' and 'cyber' bullying?

- **Effective ways of dealing with these barriers?**
 - What evidence they have that their suggestions would be effective

4. Anything else

Aims: To identify any other issues the participants see as relevant to the research.

- Anything else which has not been covered

STOP RECORDING

5. Next steps

Aims: To discuss any other areas or questions the participants want to discuss and let them know who to contact for further information.

- Any questions for research team?
- Thank them for their time. Tell them that they are welcome to contact a member of the research team to ask questions at a later date if they wish.
- Ask whether they are happy for the school/ organisation to be named as a participating school/ organisation (for example where we describe the specifics of an intervention delivery, use quotes or case examples)
- Let them know that the report will be published later in the year and ask them if they would like a summary of the report to be emailed to them and/ or the school. Note if they have an email address that we can send this to and add it to the log.
- Finish by telling them that there may be an additional phase of work, following this one, which would involve a small number of case studies. Emphasise that this work has not been commissioned yet. However, explore whether they think this stage would be something that their school/place of work would be happy to be involved in.

Observation Guide: guidance on how and what to observe

What works in tackling homophobic, biphobic and transphobic (HBT) bullying among school-age children and young people?

The specific **aims of the study to be addressed through the observations** are:

- Identify what is being done to prevent and/ or respond to HBT bullying among school-age children and young people in England and Wales and by who. The focus will be on classroom or school-based initiatives but you should also see how bullying is being addressed:
 - for school-based and community initiatives
 - when young people are online or using new social media (viz. cyber bullying)
- Identify, from the activities or initiatives being undertaken, how the topic is covered, what materials are used and the range of responses among pupils.

Guidance for use of the observation guide

The following observation guide gives broad ideas of what to observe during the lesson, discussion, assembly or other activity. It does not contain detailed questions as activities are likely to be varied and the guide will need to be used flexibly.

When observing sit as unobtrusively as possible so as to minimise impact from your presence. Only jot down the occasional notes unless there isn't going to be an opportunity to write notes before the pupil mini groups take place. Otherwise write up your notes as soon as possible after you have observed the activity.

Introduction

- **Introduce researcher, NatCen and the study**
 - My name is X, and I am a researcher at NatCen Social Research. NatCen is a research organisation, which means we ask questions about what people think about things.
 - The research is funded by the government and they have asked NatCen Social Research to do a study.
 - We would like to observe your class to find out what you are learning so that we can ask some of you what you think about it afterwards. By sitting in on the lesson we will be able to ask better questions.
- **Explain recording, confidentiality and anonymity**

- With your permission, I will sound record the group so I don't forget anything that you say and so I can listen to you all properly.
- I might make some notes. This isn't about any of you. It's just to help me remember things later.
- I won't tell your parents or other teachers what you say. Only researchers at NatCen will hear the recording.
- **What will happen as a result of you watching our class**
 - We will write a report for the government that will include what pupils like you thought about the anti-bullying discussions, lessons, assembly, etc. This will help them decide what works best.
 - We won't use your name or the name of the school.
- **Check if any questions before starting and address any concerns.**

START RECORDING

1. Nature of the group (e.g. number of pupils, year group or age of pupils, whether mixed gender, ethnic diversity)

Write comments here

2. How is the topic introduced (e.g. as part of the curriculum, in relation to a topical item, as something to do with bullying, are words like 'gay' or 'gender' used?).

3. What materials are used to stimulate or focus discussion (e.g. presentation, video, theatre production, a talk by an outside organisation, peer discussion, etc.).

4. What is discussed (e.g. use of words like 'gay' to mean something bad or clever/geeky , bullying, the harm the use of words or bullying does, stereotyping, diversity, etc.)

5. Your perception of pupil reaction(s) (e.g. do they seem to understand what is being talked about, positive or negative, mature or immature, what questions are asked?)

6. Dynamics with the class or group (e.g. is there open discussion, do some pupils dominate over others, what happens when there is disagreement, response to the teacher)

7. Do views change during the class or group (e.g. is there any evidence that pupils change views during the group, are they listening intently or do they look bored, etc.)

8. Anything else related to perceived effectiveness of the group/class?

STOP RECORDING

9. Next steps

- Prepare your notes as soon as possible. If you have time you may want to listen to the recording.
- The notes will form the basis of questions asked during the pupil mini groups and possibly the pupil individual interviews.

Pupil Groups: Topic Guide

What works in tackling homophobic, biphobic and transphobic (HBT) bullying among school-age children and young people?

The specific **aims of the study to be addressed through the groups** are:

- Identify what is being done to prevent and/ or respond to HBT bullying among school-age children and young people in England and Wales and by who. *This will be informed by prior discussion with staff or observation of teaching or other initiatives.*
 - for school-based and community initiatives
 - when young people are online or using new social media (viz. cyber bullying)
- Identify, from the activities or initiatives being undertaken, which aspects of them are considered to be most effective at reducing the prevalence and/ or reducing the impact of to HBT bullying *FROM THE PERSPECTIVE OF CHILDREN AND YOUNG PEOPLE.*
- Identify good or promising practice in designing, implementing and delivering initiatives to reduce HBT bullying
- Identify, from the perspective of young people at the school, what works well and less well and what schools should do more/less of.

Guidance for interpretation and use of the topic guide

The following guide does not contain pre-set questions but rather lists the key themes and sub-themes to be explored with each participant. It does not include follow-up questions like 'why', 'when', 'how', etc. as participants' contributions will be fully explored in response to what they tell us throughout in order to understand how and why views and experiences have arisen. The order in which issues are addressed and the amount of time spent on different themes will vary between interviews.

Introduction

- **Introduce researcher, NatCen and the study**
 - My name is X, and I am a researcher at NatCen Social Research. NatCen is a research organisation, which means we ask questions about what people think about things.

-
- Explain that the research is funded by the government and they have asked NatCen Social Research to do a study.
 - We want to find out how to stop children and young people from being bullied because they look or act different from other boys and girls, or because other people think they are gay or lesbian, even when that might not be or isn't the case.
 - **Explain why we want to talk to them**
 - We want to talk to you because you have learnt something about bullying people who are different or seen as different (e.g. a discussion, lesson, assembly or other activity – *name the activity if possible*)
 - We want to know what you think about this.
 - There are no right or wrong answers. It's your views that are important.
 - **Explain the nature of the group**
 - The group will last about 20-30 minutes.
 - Please respect other people's views, even if they are different from yours.
 - Please do not tell other people what people say in the group. "What is said in the group stays in the group".
 - **Explain recording, confidentiality and anonymity**
 - With your permission, I will record the group so I don't forget anything you say and so I can listen to you properly.
 - You don't have to answer anything you don't want to.
 - I won't tell your teachers or parents what you say. The only exception to this is if you tell me you are being harmed by someone or that you are at risk of harm.
 - **What will happen with my answers**
 - The recording will be typed up and we will look to see what you and other pupils in other schools have said.
 - We will write a report for the government that will include what pupils like you think about the anti-bullying discussions, lessons, assembly, etc. This will help them decide what works best to stop bullying happening.
 - We won't use your name in the report.
 - **Check if any questions before starting and address any concerns.**

START RECORDING

NOTE: the topic guide will need to be used responsively depending on the nature of activities at the school. Use information gained from the review of materials, observations OR discussions with staff to identify key aspects of the work to discuss. Where anti-bullying work was undertaken some time ago, discussion will need to be more general.

1. Introductions

Ask each pupil to say their name, age, one thing they like about school and one thing they like to do outside of school.

2. Thoughts about the anti-HBT bullying initiative and this type of bullying

IF YOU HAVE OBSERVED THE CLASS WITH THE PUPILS

- **Thoughts on/ Reactions to the discussion, lesson, assembly, other activity**
 - Likes
 - Dislikes
 - Liked best
 - Most interesting to them
 - What would they get rid of
 - What would they keep

- **Thoughts about the topic** (viz. not bullying pupils who aren't like other boys or girls, who are gay or lesbian OR people think they are)
 - Understanding of the lesson/ topic
 - What was the message
 - Important topic to discuss at your school?
 - Right age group?
 - Better with boys and girls only OR mixed?
 - Specific materials that were liked?

IF YOU HAVEN'T OBSERVED THE CLASS WITH THE PUPILS AND/ OR THE WORK HAPPENED SOME TIME AGO

- **Nature of learning about bullying at the school**
 - What learnt
 - How learnt
 - Coverage of anti-HBT bullying

- If boys and girls are different to other girls and boys
 - If people think someone is gay or lesbian (only to be used with pupils 13 and above)
 - If a boy is like a girl, if a girl is like a boy
 - If a person is neither looks like a girl or boy
- **Thoughts about the topic** (viz. not bullying pupils who aren't like other boys or girls, who are gay or lesbian OR people think they are)
 - Understanding of the lesson/ topic
 - What was the message
 - Important topic to discuss at your school?
 - Right age group?
 - Better with boys and girls only OR mixed?
 - Specific materials that were liked?

3. What difference did the learning make?

- **What difference did learning make to your view**
 - Any change in your views?
 - Changed, why
 - Didn't change, why
 - What difference it made
 - Biggest impact
 - Smallest impact
- **Use of word 'gay' or 'lesbian' to mean something bad or clever/geeky**
 - Words used in this way?
 - Any change in your views?
 - Changed, why
 - Didn't change, why
 - What difference made
 - Biggest impact
 - Smallest impact
- **Views on boys or girls who are different**
(e.g. girls more like boys, boys more like girls, not a boy or a girl, a bit of both)
 - How would you/ others at your school react?
 - Any change in your views?
 - Changed, why
 - Didn't change, why
 - What difference made

- Biggest impact
- Smallest impact
- **What pupils would do differently**
 - What works/ doesn't work
 - If you wanted to stop this type of bullying, what would you do?
 - Improvements?
 - Better approaches?

4. Anything else

Aims: To identify any other issues the participants see as relevant to the research.

- **Anything else which has not been covered that they think is important**
 - One thing they would ask the school to do
 - One thing they would tell the government to do

STOP RECORDING

5. Next steps

Aims: To discuss any other areas or questions the participants want to discuss and let them know who to contact if they have any questions.

- Thank them for their time.
- If they have any questions about what they have discussed today they can talk to **X teacher** or the Head Teacher. If you are worried about anything that we have discussed you can call **ChildLine 0800 1111**.
- Please don't talk about what you have discussed in the group with other pupils. If anyone asks what we have talked about and you don't want to tell them, just say "it was about how to stop bullying". You can talk to your Mum, Dad or Carer about the group if you want to.
- Any questions before you go?

Pupil Individual Interviews: Topic Guide

What works in tackling homophobic, biphobic and transphobic (HBT) bullying among school-age children and young people?

The specific **aims of the study to be addressed through the interviews** are:

- Identify what is being done to respond to HBT bullying among school-age children and young people in England and Wales and by who. *This will be*
 - for school-based and community initiatives
 - when young people are online or using new social media (viz. cyber bullying)
- Identify, from the support being provided, which of these are considered to be the most effective from the point of view of pupils who have been bullied because of their perceived or actual sexual orientation OR because they are questioning their sexual identity.
- Identify good or promising practice in supporting pupils who have been bullied or who have sought support because they are questioning their identity.
- Identify, from the perspective of young people at the school, what works well and less well and what schools should do more/less of.

Guidance for interpretation and use of the topic guide

The following guide does not contain pre-set questions but rather lists the key themes and sub-themes to be explored with each participant. It does not include follow-up questions like 'why', 'when', 'how', etc. as participants' contributions will be fully explored in response to what they tell us throughout in order to understand how and why views and experiences have arisen. The order in which issues are addressed and the amount of time spent on different themes will vary between interviews.

Introduction

- **Introduce researcher, NatCen and the study**
 - My name is X, and I am a researcher at NatCen Social Research. NatCen is a research organisation, which means we ask questions about what people think about things.

-
- The research is funded by the government and they have asked NatCen Social Research to do a study.
 - We want to find out how to stop children and young people being bullied. This might be because they look or act different from other boys and girls, or because other people think they are gay or lesbian, even when that isn't the case.
 - We aren't saying that you are different or that there is any problem with that if you feel that you are.
 - **Explain why we want to talk to them**
 - We want to talk to you because we understand that you have asked for help from a teacher, EITHER because people were being hurtful to you OR because you wanted to ask some questions about boyfriends and girlfriends, being a boy or girl or something else.
 - We want to know what you think about any help and support you received.
 - There are no right or wrong answers. It's your views that are important.
 - **Explain the nature of the interview**
 - The interview will be like a conversation, although I will ask you some questions.
 - The conversation will last no more than 20 minutes.
 - You do not have to tell other people what you say.
 - **Explain recording, confidentiality and anonymity**
 - With your permission, I will record the interview so I don't forget anything you say and so I can listen to you properly.
 - You don't have to answer anything you don't want to.
 - I won't tell your teachers or parents what you say. The only exception to this is if you tell me you are being harmed by someone or that you are at risk of harm.
 - **What will happen with my answers**
 - The recording will be typed up and we will look to see what you and other pupils in other schools have said.
 - We will write a report for the government that will include what pupils like you thought about the help, support or information that teachers gave to you. This will help them decide what works best and improve support to other pupils like you.

- We won't use your name or anything else that would allow someone to work out it was you.
- **Check if any questions before starting and address any concerns.**

START RECORDING

NOTE: the topic guide will need to be used responsively depending on the nature of the support the pupil has received. Use information gained from the key contact teacher to help shape the interview.

1. Introductions

- **About the pupil**
 - Name, age/ year group
 - What they like doing at school
 - What they like doing outside of school
 - What they don't like about school

2. Seeking help and support

EXPLAIN: WE UNDERSTAND THAT THEY LOOKED FOR SOME HELP, OR ASKED THEIR TEACHER SOME QUESTIONS, ABOUT BULLYING/ BEING BULLIED OR BECAUSE THEY WANTED OTHER INFORMATION ABOUT FEELINGS OR RELATIONSHIPS.

- **Reason for asking for help/ information**
 - Information they wanted?
 - What was happening to them at school at the time?
 - Tried to get any other help before?
 - What happened that time?
 - What happened this time?
- **Feelings/ views about help and support received**
 - Feelings/ thoughts about the help/ support/ information received
 - Usefulness
 - What helped
 - What didn't help
 - What difference made?
 - Was the problem sorted out?
- **Views/ feelings about help and support from a teacher**
 - Qualities of the teacher/ member of staff

- Anything else important

3. Improvements in help and support

- **Improvements**

- Anything they think could be improved at the school e.g. teachers?
 - Done better?
 - Done differently?

- **Gaps in help, support, information at school**

- Anything missing?
- Other help needed?

- **Any other help**

- Did they get help from anyone else?
- Better or worse help compared to help from the school?

4. Anything else

Aims: To identify any other issues the participants see as relevant to the research.

- **Anything else which has not been covered that they think is important**

- One thing they would ask the school to do
- One thing they would tell the government to do

STOP RECORDING

5. Next steps

Aims: To discuss any other areas or questions the participant wants to discuss and let them know who to contact if they have any questions.

- Thank them for their time.
- If they have any questions about what they have discussed today they can talk to **X teacher** or the Head Teacher. If you are worried about anything that we have discussed you can call **ChildLine 0800 1111**.

-
- If anyone asks what we have talked about and you don't want to tell them, just say "it was about what it is like to be a pupil at the school". You can talk to your Teacher or another member of staff about the interview if you want to.
 - Any questions before you go?
 - Wish them well in the future.

Staff Mini Group: Topic guide

What works in tackling homophobic, biphobic and transphobic (HBT) bullying among school-age children and young people?

The specific **aims of the study to be addressed through this group** are:

- Identify what is being done to prevent and/ or respond to HBT bullying among school-age children and young people in England and Wales and by who
 - for school-based and community initiatives
 - when young people are online or using new social media (viz. cyber bullying)
- Identify, from the activities or initiatives being undertaken at the school, which aspects of these are considered to be the most effective at reducing the prevalence and/ or reducing the impact of to HBT bullying
- Identify good or promising practice in designing, implementing and delivering initiatives to reduce HBT bullying
- Identify what factors are seen as facilitating or hindering effective practice
- Explore the circumstances and characteristics of the school that lead to the adoption of their approach.

Guidance for interpretation and use of the topic guide

The following guide does not contain pre-set questions but rather lists the key themes and sub-themes to be explored with each participant. It does not include follow-up questions like ‘why’, ‘when’, ‘how’, etc. as participants’ contributions will be fully explored in response to what they tell us throughout in order to understand how and why views and experiences have arisen. The order in which issues are addressed and the amount of time spent on different themes will vary between interviews.

PLEASE READ THE TRANSCRIPT FROM THE INTERVIEW WITH THE KEY CONTACT AT THE SCHOOL.

USE THIS TOPIC GUIDE FLEXIBLY TO ADDRESS QUESTIONS EMERGING FROM THE PREVIOUS INTERVIEW. FOR KEY INFORMANT VIEWS, ONLY DO THIS IN BROAD TERMS WITHOUT SPECIFICALLY REFERRING TO WHAT THEY SAID

Introduction

- **Introduce researcher, NatCen and the study**
 - Explain that the research is funded by the Government Equalities Office (GEO) within the Department of Media, Culture and Sport (DMCS) and is supported by the Department for Education and (where applicable) the Welsh Government
 - Explain that the overall objective of the study is to explore *'What works in tackling homophobic, biphobic and transphobic bullying school-age children and young people, and why'*
 - Let them know that you have already found out about some information about what is happening at the school to tackle HBT bullying via the key contact and by observing/ speaking to pupils.
- **Explain the group will last between 30 and 45 minutes.**
- **Explain voluntary nature of interview:**
 - Participation is voluntary - can choose not to discuss any issue/answer any question
 - There are no right or wrong answers; rather we are interested in their experiences and views
- **Explain recording, confidentiality and anonymity**
 - Remind them that the interview is digitally recorded so that we can accurately recall what they say and so we can listen to them properly
 - Note that what they say is confidential and anonymous. If we report what they say in the report this will not be linked to any details about them or their school without their explicit consent
 - Caveat that if people in the school or schools they work in know they have taken part (e.g. a Head Teacher) they may be identifiable within the school and they should consider their responses in that context
- Explain that consent to name their school or organisation as participating in the research will be asked at the end of the interview once they know what they have said
- **Check if any questions before starting and address any concerns**

START RECORDING

1. Introductions and context

Aim: To understand the context in which the school staff work and their roles in relation to addressing HBT bullying at the school. NB. This will build on existing information that we have from the key contact. It will fill in gaps and clarify information rather than reproducing the same information. Keep this section BRIEF.

- **Ask participants to introduce themselves and their roles**
 - Specific role in relation to HBT bullying
 - Relationship to others involved in anti-HBT bullying in the school
- **Perception of levels of HBT bullying at the school(s)**
 - Is HBT bullying an issue? (*Probe whether H, B and T bullying are seen as separate issues*)
 - Basis for their view
 - Changes over time
 - Prevalence of HBT bullying compared to other types of bullying
 - Type of bullying (e.g. classroom, playground, cyber, verbal, physical)

2. Approach and responsibility for it

Aim: To explore the reasons why a particular approach was adopted at the school. Why was HBT bullying first addressed and how? Who had responsibility for delivery and what difference did that make.

- **Decision-making about approach**
 - Description of overall approach
 - Just homophobic bullying or biphobic and transphobic too? If just homophobic, would/could approach be applied to other forms of bullying?
 - Face-to-face and/ or cyber.
 - Reasons for approach
- **Responsibility for anti-HBT bullying**
 - Who initiated work
 - Involvement (senior team, Head Teacher, staff, pupils, parents)
 - Who drove it forward (all, or a champion, teachers, pupils, other)
 - Reflections on effectiveness of approach
- **Delivery**
 - Who delivered anti-HBT bullying approach

- All teachers OR PHSE lead
 - External providers or internal
- **Views on value of different providers and their materials**

3. Preventing/ reducing bullying and effectiveness of initiatives

*Aims: To discuss what is being done at the school to **prevent/ reduce** HBT bullying and how effective the activities are. Draw on information from the key contact interview and concentrate on the types of initiatives/ activities that participants thought were most effective.*

- **Activities/ initiatives seen as most effective in preventing HBT bullying in school**
(e.g. clear policies, school ethos, LGBT issues/ people in the curriculum)
 - *If there are a lot of activities/ initiatives, top two most effective*
 - What is done (briefly)?
 - Reasons why considered effective (*Probe for any monitoring or evaluation of the effectiveness*)
 - What assessment is based on (e.g. personal experience, school survey, discussion with other staff or pupils)
 - Any differences between homophobic, biphobic and transphobic bullying?
 - Any difference in approach for 'in school' or 'cyber' bullying
 - Case examples of good practice?

- **Activities/ initiatives seen as most effective in reducing HBT bullying in school**
(e.g. interactive lessons, presentations by external providers, playground support, zero tolerance approach)
 - *If there are a lot of activities/ initiatives, top two most effective*
 - Reasons why considered effective (*Probe for any monitoring/ evaluation/ research done*).
 - What assessment is based on (e.g. personal experience, school survey, discussion with other staff or pupils)
 - Any differences between homophobic, biphobic and transphobic bullying?
 - Any difference in approach for 'in school' or 'cyber' bullying
 - Case examples of good practice?

4. Responding to HBT Bullying and its Impact (effectiveness of initiatives)

*Aims: To discuss what is being done at the school to **respond to HBT bullying and its impacts**. How effective the activities are. Draw on information from the online submission and concentrate on the types of initiatives/ activities that participants thought were most effective.*

- **Activities/ initiatives seen as most effective in responding to HBT bullying in school**
(e.g. sanctions, work with perpetrators, restorative justice)
 - *If there are a lot of activities/ initiatives, top two most effective*
 - What is done (briefly)?
 - Reasons why considered effective (*Probe for any monitoring/ evaluation/ research done*)
 - What assessment is based on (e.g. personal experience, discussion with other staff or pupils)
 - Any differences between homophobic, biphobic and transphobic bullying?
 - Any difference in approach for 'in school' or 'cyber' bullying
 - Case examples of good practice?
- **Activities/ initiatives seen as most effective at reducing the impacts to HBT bullying on pupils OR supporting pupils who have been bullied**
(e.g. peer support, support within the school, signposting to LGBT support)
 - *If there are a lot of activities/ initiatives, top two most effective*
 - What is done (briefly)?
 - Reasons why considered effective (*Probe for any monitoring/ evaluation/ research done*)
 - What assessment is based on (e.g. personal experience, discussion with other staff or pupils)
 - Any differences between homophobic, biphobic and transphobic bullying?
 - Any difference in approach for 'in school' or 'cyber' bullying
 - Case examples of good practice?

5. Barriers to dealing with HBT bullying in the school

*AIMS: To identify barriers that have limited the **effectiveness** of activities/ initiatives. Draw on the key contact interview..*

- **Key barriers to challenging HBT bullying**

- *If there are a lot of barriers, what are the main ones*
- Different for H,B or T?
- Different for 'in school' and 'cyber' bullying?

- **Effective ways of dealing with these barriers?**

- What evidence they have that their suggestions would be effective

6. Anything else

Aims: To identify any other issues the participants see as relevant to the research.

- Anything else which has not been covered

STOP RECORDING

7. Next steps

Aims: To discuss any other areas or questions the participants want to discuss and let them know who to contact for further information.

- Any questions for research team?
- Thank them for their time. Tell them that they are welcome to contact a member of the research team to ask questions at a later date if they wish.
- Ask whether they are happy for the school/ organisation to be named as a participating school/ organisation (for example where we describe the specifics of an intervention delivery, use quotes or case examples)
- Let them know that the report will be published later in the year and ask them if they would like a summary of the report to be emailed to them and/ or the school. Note if they have an email address that we can send this to and add it to the log.

