



Promoting Equal Opportunities in Education

PROJECT TWO

GUIDANCE ON DEALING WITH HOMOPHOBIC INCIDENTS

Phase 1 Executive Summary

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Introduction

LGBT Youth Scotland, a national youth organisation for lesbian, gay, bisexual and transgender young people, was commissioned by the Scottish Executive Education Department (SEED) to carry out Phase 1 of the Guidance on Dealing with Homophobic Incidents project. This was one of SEED's Promoting Equal Opportunities in Education projects and ran from February to November 2005.

Although some research into homophobia and homophobic incidents in schools has been carried out in England, Wales and Northern Ireland (Rivers 2000, Adams, 2004, Warwick et al., 2001, Douglas et al., 1999, Renold, 2002, Youthnet Northern Ireland, 2003) there has, until now, been no Scotland-wide research into these issues.

Phase 1 of the Guidance on Dealing with Homophobic Incidents project involved research into the practice that schools and Education Authorities (EAs) employ to deal with homophobic incidents and the awareness levels of staff and pupils in identifying and addressing such incidents. One key aim of the project was to ensure that there is a consistent and effective approach that will build the confidence of school staff in terms of recognising and dealing with homophobic incidents.

Research was carried out with EAs and schools across Scotland and with young people attending or having recently attended school. Findings are contextualised by a literature review of academic, government and voluntary sector publications and presented according to the main themes which emerged from the research. A series of recommendations are made which will inform the development of activities in Phase 2 of the project in 2006 and beyond.

Often the literature reviewed and the respondents surveyed or interviewed throughout this report discuss only LG (Lesbian and Gay) or LGB (Lesbian, Gay and Bisexual) issues. However, for the purposes of this research the term LGBT (Lesbian, Gay, Bisexual and Transgender) is used by the authors both for consistency and to reflect the trans-inclusive culture of the Scottish LGBT sector.

Research Aims and Objectives

The overarching aim of Phase 1 of this project was to review the practice that schools and EAs employ to deal with homophobic incidents, prejudice and harassment and gauge the awareness levels of staff and pupils in identifying and addressing incidents.

The original research objectives were related to homophobic incidents alone. However, it soon became clear that homophobic incidents and ways of dealing with these incidents could not be effectively explored without looking into the wider issues of staff confidence, barriers to dealing with incidents, homophobia and heterosexism¹ in Scottish schools and anti-homophobia work with pupils. It was therefore agreed with SEED that the objectives be expanded to include these issues as it was vital that the initial research be as extensive as possible to provide a sound basis for the series of recommendations.

Therefore, the objectives of the research were:

- To identify current policy in relation to homophobic incidents in Scottish schools, both from the perspectives of EAs and school staff
- To identify current practice in dealing with homophobic incidents in Scottish schools, both from the perspectives of EAs and school staff
- To determine awareness levels of homophobic incidents amongst EAs and school staff
- To determine confidence levels amongst school staff in dealing with homophobic incidents
- To determine confidence levels amongst school staff in discussing anti-homophobia and LGBT issues with pupils
- To gain information about possible confidence building measures for school staff to ensure a consistent effective approach to recognizing and dealing with homophobic incidents

¹ Heterosexism is “the widespread social assumption that heterosexuality may be taken for granted as normal, natural and right.” (Wilton, 1999). Heterosexism can be practiced consciously or unconsciously at structural, institutional, legal and personal levels.

- To gain information about the experiences of young people currently or recently attending Scottish schools, and compare them to findings from EA and schools research
- To make a series of recommendations to SEED based on the research with Education Authorities, schools and young people and therefore inform activity in Phase 2 of the project.

Methodology

Over the course of the research, three meetings were held with a Project Advisory Group. The PAG included representatives from LGBT Youth Scotland, CERES, ChildLine Scotland, Parent's Enquiry Scotland, Lothian and Borders Police and Dumfries and Galloway Council. The PAG used their collective experience, expertise and knowledge to inform the shape and direction of the research.

The research methodology consisted of the following:

(1) Literature Review

The literature review provides a summary of previous academic, government and voluntary sector research into homophobia and homophobic bullying in schools. It also focuses on examples of good practice both within and outwith the UK which might be employed in Scottish school settings.

(2) Research with Education Authority (EAs) and school staff

Postal survey

A survey was sent by post to all EAs (n=32) and a sample of Primary, Secondary and Special schools in each EA (n=285). The response rate was 97% for EAs and 32% for schools.

Interviews

Interviews were carried out with EA representatives and school staff in six Local Authority areas. The EA nominated schools for interview.

6 interviews were carried out with representatives from the EA and 21 interviews with Primary (n=11), Secondary (n=7) and Special (n=3) school interviewees. It had been anticipated that a number of interviews would be carried out with different members of staff in each schools; however, due to other priorities and time pressures it was generally senior members of staff such as the Head Teacher (HT), Depute Head Teacher (DHT) or Principle Teacher Guidance/ Pastoral Care/ Pupil Support who were nominated for interview.

Fewer Special schools than anticipated took part in interviews. In one case, this was because there were no Special schools in the EA. However in another EA, the HT declined to be interviewed stating that pupils in this particular school would not have the ability to grasp the concepts of homophobia or sexual orientation.

As only one of the 6 EAs nominated a Denominational school for interview, only one Denominational school representative was interviewed.

(3) Research with young people

Online survey

An online survey was conducted in order to gain an understanding of the perceptions and experiences of young people at school in relation to homophobic incidents. The survey was targeted towards both LGBT and non-LGBT young people in Scotland who were currently attending school or who had recently left school.

The survey was posted on the LGBT Youth Scotland website and was also publicised on generic youth and anti-bullying websites.

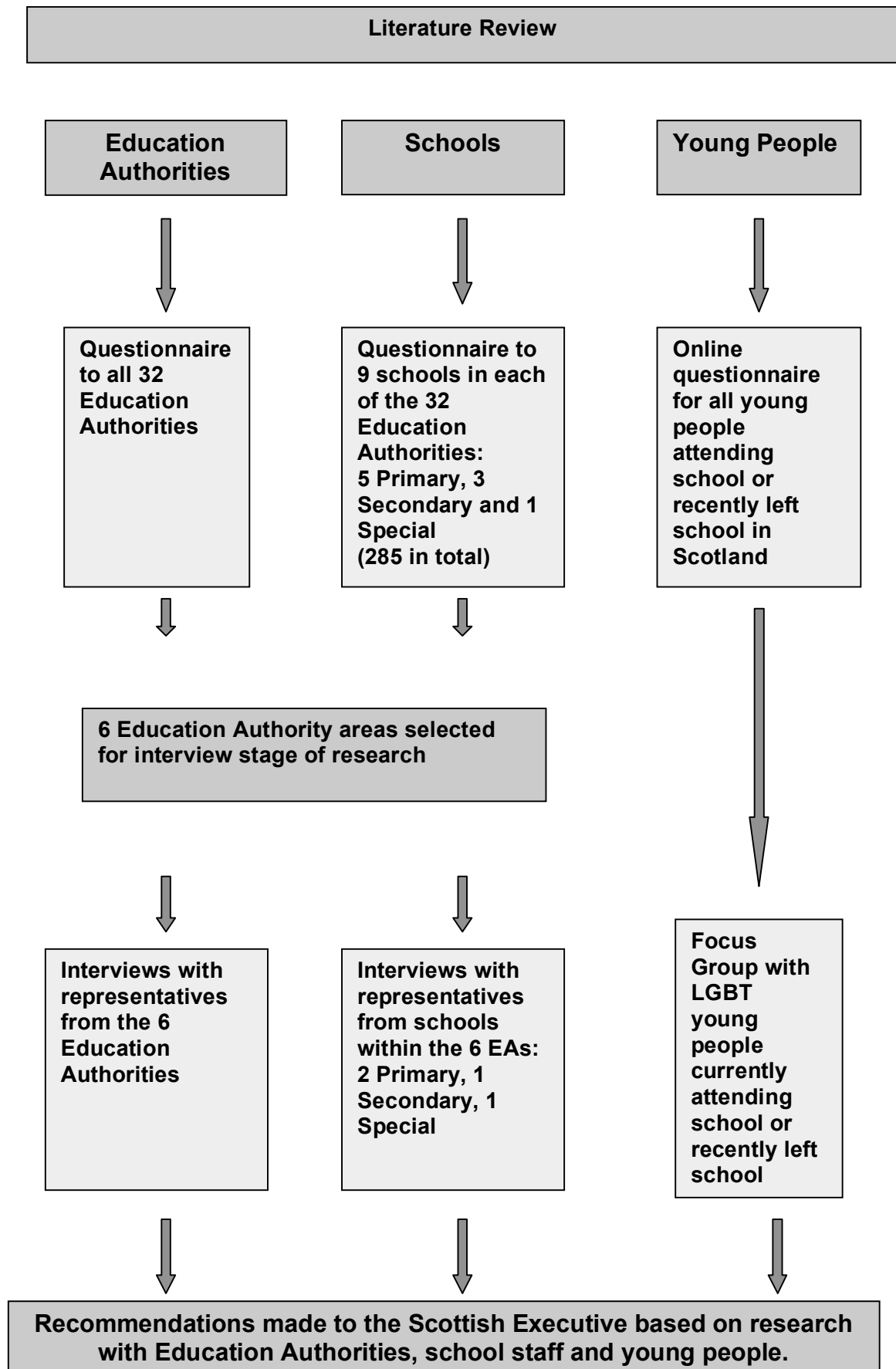
77 young people responded to the online survey. These responses represented a cross section of geographical locations, genders and sexual orientations. Although the survey yielded useful quantitative data it also included valuable qualitative stories and suggestions for improvements in schools across Scotland.

When the survey was removed from the LGBT Youth Scotland website at the end of October 2005 it was replaced with signposts to accessing support and links to further useful information.

Focus group

A focus group was organised in order to discuss in more detail and reflect on themes which were emerging from the online survey responses with young people.

The focus group was carried out with 8 young people who identify as Lesbian or Gay and are accessing LGBT Youth Scotland services. Six of the participants had recently left school while two were still attending school. Six of the eight focus group participants had been homophobically bullied at school.



Phase 1 Research with EAs and Schools

Questionnaire and Interviews: Main Findings

Policy

- There is debate in both schools and EAs regarding the benefits of generic anti bullying and equal opportunities policy documents versus documents which explicitly identify different forms of discrimination, i.e. discrimination on the basis of sexual orientation, race, disability, age, gender or religion and belief.
- There is a reasonably strong lead from the EAs in explicitly including these issues in their policy documents. However, school policy does not always reflect EA policy in making explicit reference to sexual orientation or homophobic bullying. 48% of EAs surveyed make reference to homophobic bullying or sexual orientation in their Anti Bullying policy compared to only 25% of schools surveyed. Similarly, 74% of EAs surveyed make reference to homophobic bullying or sexual orientation in their Equal Opportunities policy but only 36% of schools make reference to these issues.
- Racist bullying and BME issues are more commonly included within EA and school Anti Bullying and Equal Opportunities policy documents. This reflects the fact that, in comparison with sexual orientation, race is a far more developed and embedded equality strand in education.
- The majority of school survey respondents which did not include mention of sexual orientation, homophobia or homophobic bullying in their Anti Bullying policies were Primary schools. This suggests that some Primary schools do not feel that these issues are relevant.

Priorities, Expectations and Commitment to Equality

- 58% of EAs surveyed stated that there was a commitment to equality in the School Development Plans (SDPs) in their area which would promote and support Continuing Professional Development (CPD) on homophobic bullying. However, only 33% of schools stated that there was this same commitment to equality in their own SDPs. This suggests that there is a stronger expressed commitment to equalities from EAs than is actually the case in practice within schools.
- Interviews with EAs and schools highlighted the fact that equalities issues are low on the agenda in schools due to competing priorities and lack of funding initiatives
- Although equalities issues are low on the agenda, they were held in generally high esteem by interviewees. However, mention of strands such as disability or race were often used to illustrate this and sexual orientation and LGBT issues were often omitted from or positioned low on the list of equalities.
- The majority of interviewees stated that there were no explicit expectations placed on them from outwith or within the school in terms of tackling homophobia. Many felt that tackling homophobic incidents would be covered by the school Anti Bullying policy.

Awareness of Homophobic Incidents

- Several survey responses indicated that it was impossible to speak accurately about the awareness levels and perceptions of the wide range of people in their schools and EA areas. Nevertheless, it was hoped that the survey and interview sample would provide a broad overview of perceptions and awareness levels.
- Survey respondents and interviewees highlighted that they could not be certain of everything that occurred in schools as incidents may be taking place without their knowledge: *“Am unaware of this [physical homophobic bullying] taking place but this does not mean that it never occurs.”* (Secondary School Survey Response)

- Almost half of all EA and school respondents stated that they are aware of verbal homophobic bullying taking place. **51% of schools estimated that verbal homophobic bullying had occurred in their schools over the previous 12 months.**
- Awareness levels of physical homophobic bullying were low amongst survey respondents: only 10% of EAs and 1% of schools stated that they were aware of this occurring. 13% of EAs and 2% of schools stated that they did not know the answer to this question. Although general awareness levels of physical homophobic bullying was low, 5 schools in the sample stated that physical homophobic bullying had occurred over the previous 12 months with one school reporting over 25 occurrences in the last 12 months.

Current Practice in Dealing with Homophobic Incidents

- Both EAs and schools stated that the most likely course of action in the event of a verbal homophobic incident would be to challenge the homophobic language. However, willingness to challenge depended on the confidence of school staff: *“the challenge re. the homophobic language is likely to be dependent on the confidence of the teacher.”* (EA Survey Response)
- EA and school survey respondents stated that action would depend on the situation, whether it was an ongoing incident and how serious the incident was deemed to be by the individual teacher. This might involve factors such as personal attitudes and be dependent upon the degree to which homophobia is taken seriously within the school.
- A common survey response was that a homophobic incident would be dealt with in the same way as any other bullying incident. However, as highlighted in the policy summary, homophobia and sexual orientation are often marginalised within the equalities matrix in education with greater emphasis on embedded equalities strands such as race and disability. This is likely to have an impact on the course of action taken in response to homophobic incidents, as confidence is unlikely to grow while anti-homophobia, sexual

orientation and LGBT issues continue to be marginalised in the school environment.

Current Levels of Confidence in Dealing with Homophobic Incidents

- EA survey respondents stated that schools have higher confidence levels in dealing with physical homophobic incidents than verbal homophobic incidents.
- Conversely, school survey respondents expressed a high level of confidence in dealing with verbal homophobic incidents but slightly lower levels of confidence in dealing with physical homophobic incidents.
- Even among those respondents and interviewees who stated confidence in dealing with verbal and physical bullying there was uncertainty about whether the added element of homophobic motivation would be dealt with consistently and effectively.
- The relationship between confidence and training was highlighted in interviews, with the majority of interviewees stating that CPD was one way to increase staff confidence.
- Surveys and interviews demonstrated that there may be differences in confidence levels amongst different levels of staff with teachers perhaps feeling less confident than Senior Management and Guidance staff.
- The personal attitudes of school staff were highlighted as having an impact on the ways in which incidents are dealt with. EA and school interviewees portray some staff as being unsure and in need of guidance of how to go about dealing with homophobia while others are portrayed as being “*entrenched in bad behaviour*” and unwilling to see these issues as part of their job.

Confidence Building Measures

- Those EAs and schools which stated high levels of confidence in dealing with homophobic incidents also selected other confidence building measures. Only 9% of schools stated that no additional confidence building measures were necessary.
- **Clear guidelines regarding ways in which to deal with homophobia and homophobic bullying were the most popular confidence building measure in both schools and EAs**
- There was support for increased CPD at both school and EA level. The following issues were brought up in relation to CPD:
 - The need for high quality CPD to be fully supported by EA and School SMT
 - Potential barriers to uptake: competing priorities alongside personal attitudes and not seeing the relevance of CPD on homophobic bullying
 - The question of responsibility: whether the whole school should participate in CPD or just Guidance/ Pastoral Care staff
 - The possibility of integrating LGBT issues into more generalised equalities CPD
- Parental support was highlighted as an issue and suggestions were made about ways to achieve this: increased information through workshops, the integration of LGBT issues into a more general equalities framework and multi agency initiatives.
- The issues of leadership and responsibility were debated: should the EA, Head Teacher and Senior Management take responsibility for driving these issues forward or should the whole school staff be responsible for this? There was little resolution, indicating that more attention needs to be paid to this issue.
- The effectiveness and desirability of mechanisms with which to report homophobic bullying were also debated in terms of building confidence.

Although some interviewees felt that closer monitoring would be beneficial, others felt that this would simply be extra paperwork with no real outcomes.

Inclusion within the Curriculum

- Only 13 schools surveyed, all of which were Primary schools, stated that homophobia was not discussed in any subject. In other schools, PSD was the most common subject stated in which these issues were discussed, followed by RE, English, Modern Studies, History and Geography. 4 schools surveyed (3 Primary, 1 Special) stated that it would be inappropriate in any subject.
- In each subject the number of schools currently including homophobia within the curriculum was lower than the number of schools and EAs who thought it would be appropriate to do so. This suggests that there is a baseline of general support among schools for including the discussion of homophobia in some way within the curriculum.
- Some EA and school interviewees indicated that these issues were currently being dealt with on an ad hoc basis when and if the teacher felt that it was appropriate. The personal attitudes and values of staff are highlighted as having an influence on whether or not these issues are discussed.
- A number of EAs and schools suggested that homophobia should be included within a broad equalities and anti discrimination framework. This is a valid approach provided that the discussion of homophobia is not excluded in favour of what are perceived to be the more embedded equalities strands such as race and disability
- In certain schools the suggestion was that diversity and equality are deeply embedded perspectives, within which LGBT issues (though still marginal concerns) are beginning to be taken seriously and expertise developed.
- A number of suggestions were made regarding ways in which to raise these issues with pupils: resources, external speakers, increased work with the voluntary sector and drama productions.

Phase 1 Research with Young People

Online Survey and Focus Group: Main Findings

Awareness and Experiences

- **Awareness of homophobic bullying was extremely high amongst survey respondents. 84% of respondents were aware of homophobic bullying in their schools and 52% had been homophobically bullied at school.** Physical violence was more common in incidents of homophobic bullying than more general bullying.
- Casual homophobic language and phrases such as ‘that’s so gay’ or ‘you’re so gay’ are commonly used as insults in school. Survey respondents and focus group participants stated that this was used as a general insult and not necessarily only towards young people who identify as LGBT or are perceived to be LGBT.
- Although the survey was publicised on generic youth websites as well as LGBT and anti-bullying websites, it may have been that the young people who completed the survey were motivated by their experiences of bullying, possibly partly accounting for the extremely high levels of awareness and experience.

Reporting Homophobic Bullying

- Rates of reporting homophobically bullying are extremely low as are levels of satisfaction with the outcomes of reporting. **Only 15% of survey respondents who had been homophobically bullied had reported it to school staff and none were satisfied with the outcome.**
- Reasons for not reporting homophobic bullying to school staff include:
 - not wanting to ‘out’ oneself to teachers or parents

- the belief that nothing would be done about the bullying because staff do not understand the issues surrounding homophobia and sexual orientation
- the belief that the situation is not serious enough to report it.
- Only 9% of survey respondents stated that they were aware of their school Anti Bullying policy. This is likely to have had an influence on the low levels of reporting.

Effects of Homophobic Bullying

- **12% of survey respondents stated that they had truanted to avoid homophobic bullying at school.**
- Homophobic bullying can affect levels of attainment in school. **Over one quarter of survey respondents reported difficulties in concentrating and lower levels of motivation at school.**
- Survey respondents were asked how homophobic bullying made them feel. Stated feelings and behaviours included depression, low levels of confidence and self-esteem, fear and isolation, shame, anger, embarrassment and 'feeling different', attempted suicide, self harm and eating disorders. A causal relationship cannot be confirmed in a small sample such as this and the experience of homophobic bullying may be a factor rather than the single cause of these feelings and behaviours. However, the self reports of survey respondents indicate that, for them, the connection exists between the experience of homophobic bullying and these effects.

Attitudes towards school staff and current practice

- Focus group participants and survey respondents stated that homophobic bullying is not taken seriously enough and that current methods of dealing with homophobic incidents are ineffective. This is supported by the low proportion of young people who had ever reported the experience of homophobic bullying.

- Focus group participants and survey respondents demonstrated extremely low confidence in school staff and their ability to tackle homophobic incidents: again, this is something reflected in under-reporting. A number of young people stated that schools do not care about their pupils or the issues which they face.
- 77% of survey respondents stated that the discussion of homophobia and LGBT issues 'never or 'rarely' took place in their schools.

Suggestions for improvements

- Young people surveyed and interviewed suggested that schools could be improved in the following ways:
 - A more proactive, preventative and serious approach to dealing with homophobic incidents
 - Greater open discussion and information about these issues both in Primary and Secondary school
 - Training for school staff to raise awareness

Phase 1 Research: Conclusions

Schools are obliged to ensure that pupils are treated with respect and ensure that sexual orientation is not a barrier to participation². However, findings from the research carried out with young people suggest that this is not the case in every school. Research with EAs and schools demonstrated a wide variety of awareness levels, approaches and attitudes towards homophobia and homophobic bullying in Scottish schools, and little consensus regarding the most effective way in which to deal with these issues.

A number of EA and school survey respondents and interviewees expressed concern over the 'right' age at which to introduce these issues into the classroom. Primary

² HM Inspectorate of Education (HMIE). (2002). *How good is our school? Self evaluation using quality indicators*.

and early Secondary school pupils were portrayed by some EA and school staff as being aware of other types of discrimination but ignorant of homophobia and issues of sexual orientation. However, simultaneously there was evidence to suggest that these same pupils are capable of behaving homophobically towards their peers, something which was supported by the survey responses.

Although the research with young people cannot be directly compared to the research with EAs and schools, the findings from each are strikingly different in terms of levels of awareness of homophobic bullying and perceptions of staff competency in dealing with homophobia and homophobic incidents. For some respondents confidence came from the belief that a homophobic incident was the same as any other type of bullying incident. However, the research with young people identified a clear difference: rates of reporting were extremely low because young people were concerned about disclosure, 'coming out' and issues of confidentiality.

A number of EAs and schools felt that there was value in dealing with homophobia, sexual orientation and LGBT issues within a broader and more generic equalities framework which emphasises respect for all kinds of people. It was suggested that this approach would be useful in terms of anti-discriminatory policy documents, dealing with homophobic incidents, approaching these subjects with pupils and in awareness raising with EA and school staff. This more general approach is valid provided that anti-homophobia and LGBT issues are dealt with thoroughly and on an equal basis with the other equalities strands within this broader framework. This research suggests that this is not currently the case and that LGBT issues are seen to be the newest and most difficult of the equalities strands. Findings show that anti homophobia is not seen as a priority by many schools and that there are few expectations placed on schools in terms of dealing with homophobic incidents and engaging in anti-homophobia work.

These findings emphasise the need for greater awareness training and information for EA and school staff to emphasise the consequences of not engaging with these issues and not appreciating the impact of homophobic bullying: the long list of damaging behaviours listed by young people who were being homophobically bullied is ample illustration. Findings show that there is the need for a variety of flexible confidence building measures and approaches which can be adapted to suit a particular group of young people or the needs of teachers in a particular school. With the support of EAs, SMT and teachers, all might prove effective in raising awareness

of the issues and building confidence. A greater level of awareness raising, information and open discussion is necessary in schools as this will make certain that schools are able to fulfil their obligations to all of their pupils, reduce the likelihood of homophobia and homophobic incidents and ensure that LGBT young people experience a healthy, fulfilling and safe education.

The following recommendations for future activity are based on these Phase 1 research findings

SEED Project 2 – Guidance on Homophobic Incidents

Recommendations

“The homophobic issue it’s new in schools, we don’t know how to deal with it, what’s the most appropriate way, do you come down heavily on the child or a light touch approach – and it’s that that takes confidence away from teachers, they don’t know how to deal with it because it hasn’t been in place...I mean everyone’s looking for guidance on how best to deal with it really”

Phase 1: Recommendations

LGBT Youth Scotland was commissioned by the Scottish Executive Education Department (SEED) to review the practice that schools and Education Authorities (EAs) employ to deal with homophobic incidents, prejudice and harassment. The research also examined staff and pupil awareness of homophobic bullying and how to deal with incidents. With agreement from SEED, LGBT Youth Scotland widened the scope of the research to address key issues of teacher’s confidence, barriers to dealing with incidents, homophobia and heterosexism in Scottish schools.

These recommendations to SEED will inform a set of actions to be carried out in Phase 2 of the project.

	Key Areas	Recommendations	Outcomes	Quality Indicator
1.	Policy			
	<p>The Scottish Executive Education Department (SEED), Education Authorities (EAs) and schools should explicitly make mention and mainstream homophobia into their Anti-Bullying and Equal Opportunities policies.</p> <p>Where appropriate, policy should be developed in consultation with young people and the wider school community.</p> <p>Monitoring and evaluation should be an essential part of the policy development process.</p>	<ul style="list-style-type: none"> • SEED to develop guidance on how to include LGBT issues in policy • Education authorities and schools to make specific mention of homophobia in anti-bullying policies • Education authorities and schools to mainstream LGBT issues into Equal Opportunities policies • Education authorities to monitor the inclusion of homophobia in policy • SEED to reinvigorate LGBT Education Forum via new network 	<ul style="list-style-type: none"> • Inclusion of homophobia in SEED, EA and school level anti-bullying and equal opportunities policies • Young people and the wider school community engaged in policy development • Inclusion of homophobia in policy is assessed through Quality Assurance or other monitoring framework 	<p>4.1 Pastoral Care 5.1 Climate and relationships 5.3 Equality and fairness 7.1 Aims and policy making</p>
2.	Leadership, teaching and curriculum			
	<p>The importance of commitment at a senior level in schools and EA to challenging homophobia should be promoted by SEED.</p> <p>Continuing Professional Development (CPD) should be available to EA and school management on how to identify and challenge homophobia in the school community. Homophobia and lesbian, gay, bisexual and transgender (LGBT) issues more broadly should be included in Initial Teacher Education (ITE).</p> <p>There should be greater inclusion of LGBT issues</p>	<ul style="list-style-type: none"> • SEED to develop online central resource for teachers, young people and parents about addressing homophobic bullying • SEED and LGBT Youth Scotland to disseminate Project 2 research via research seminar and Executive website • SEED to develop and roll out 'train the trainers': training for teachers (including teachers in training) on how to challenge homophobia • SEED to work with LTS and others 	<ul style="list-style-type: none"> • Evidence of EA and school management commitment to challenging homophobia in the school community • EA offer CPD on challenging homophobia • Resources, lesson plans and other materials are available which include LGBT issues and help challenge homophobia 	<p>1.2 Courses and programmes 3.2 The teaching process 4.1 Pastoral care 4.2 Personal and social development 5.1 Climate and relationships 5.3 Equality and fairness 7.4 Leadership</p>

	<p>in the curriculum, particularly in areas like citizenship, PSD and RME.</p> <p>Signposts to support and specialist services for LGBT young people should be available to all young people in schools.</p>	<p>to produce curriculum which includes LGBT young people</p>		
3.	Young People			
	<p>The existence of homophobia in schools must not be overlooked or underestimated. Homophobic bullying merits the same treatment as other forms of bullying in the school environment.</p> <p>Mechanisms for young people to report homophobic bullying and seek support must respect confidentiality and deal with incidents in a sensitive and inclusive way.</p> <p>The importance of a commitment by young people to challenging homophobia should be encouraged.</p>	<ul style="list-style-type: none"> • SEED to work with schools to develop pilot buddy/mentoring system around homophobic bullying and report findings • SEED to disseminate project findings/training with generic youth organisations like Youthlink, Children 1st and others • National LGBT Youth Council to pilot work on gay/straight alliance 	<ul style="list-style-type: none"> • Confidentiality relating to a young person's sexual orientation is respected • Young people are consulted on policy, recording and approaches to dealing with homophobic bullying • Young people are aware of their school anti-bullying and equal opportunities policies • Young people have access to appropriate information and support via websites, posters and other resources 	<p>4.1 Pastoral care 4.2 Personal and social development 5.1 Climate and relationships 5.3 Equality and fairness 7.1 Aims and policy making</p>
4.	Parents			
	<p>It should be recognised that young people in the school community may have LGB or T parents, brothers, sisters, carers or friends and that this might be a source of homophobic bullying. The school should make it clear that this will be challenged appropriately and in consultation with parents.</p>	<ul style="list-style-type: none"> • SEED to work with LTS via the Parentzone initiative to provide information for parents on homophobic bullying • SEED to work with Parents Enquiry Scotland to provide information for parents on homophobic bullying 	<ul style="list-style-type: none"> • Parents information/induction evenings on school approach to bullying make mention of homophobic bullying • School handbook mentions 	<p>4.1 Pastoral care 4.2 Personal and social development 5.3 Equality and fairness 5.4 Partnership with parents, the School</p>

	The school should promote awareness amongst parents, carers and parent representatives about school policy and procedures to tackle homophobic bullying.	<ul style="list-style-type: none"> • SEED to include homophobic bullying in initiatives on bullying with parents • Education authorities and schools to recognise the diversity of parents and carers, including LGBT parents 	<p>school anti-bullying policy and reference to homophobia</p> <ul style="list-style-type: none"> • LGBT parents are offered the chance to inform school about family/home life 	Board and the community
5.	Approaches to working with young people			
	<p>A more preventative approach should be taken to challenging homophobic bullying in schools accompanied by a more proactive approach to raising LGBT issues in general.</p> <p>Approaches suggested in the research have included circle time with younger children, theatre in education (TIE) with older pupils, increased inclusion of LGBT issues and same-sex relationships in the curriculum, inviting external speakers into the school from the LGBT community and the voluntary sector.</p>	<ul style="list-style-type: none"> • SEED to pilot circle time/TIE approach to dealing with homophobic bullying and raising LGBT issues in schools • SEED to disseminate output from Phase 2 of Project 2 	<ul style="list-style-type: none"> • LGBT issues integrated into the curriculum where appropriate • TIE/Circle time approaches used to raise issues of bullying, including homophobic bullying 	<p>1.2 Courses and programmes</p> <p>4.2 Personal and social development</p> <p>4.8 Links with local authority or other managing body, other schools, agencies and employers</p> <p>5.3 Equality and fairness</p>
6.	Further research			
	<p>The following areas have been identified during the course of Phase 1 as in need of further research:</p> <ul style="list-style-type: none"> • The experience of transgender young people at school • LGBT young people and denominational schools • The experience of LGBT young people with additional support needs • The experience of LGBT teachers 			