

# leave it ~~OUT~~



Developing anti-homophobic  
bullying practice in schools



# Acknowledgements

## PRIDE Team

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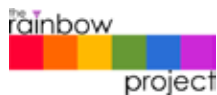
Etain O'Kane, Youthnet LGBT Youth Development Officer; Amanda Stephens, Youthnet Development Worker (Inclusion); Ruth Noonan, Rainbow Project Training Officer (until March 2008); Sean Morrin, Rainbow Project Youth Support Worker; Geraldine Loughran, Programme Co-ordinator, Save the Children (until February 2008); Dr Karen Beattie, Research Consultant.

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This resource was produced as a result of a partnership between:



The world's independent children's charity.  
[www.savethechildren.org.uk](http://www.savethechildren.org.uk)



The Rainbow Project is the only gay and bisexual men's health organisation in Northern Ireland.  
[www.rainbow-project.org](http://www.rainbow-project.org)



The shOut Project was developed by Youthnet (network for the voluntary youth sector) to address the needs of young people in Northern Ireland who identify as Lesbian, Gay, Bisexual and or Transgender (LGBT).  
[www.youthnetni.org.uk](http://www.youthnetni.org.uk)

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# Foreword

Bullying of children or young people can be very commonplace wherever they gather. Whether it be schools, youth clubs or sports associations, young people can be bullied and we must strive to end bullying of any child.

It is the hard work, determination and duty of care of many teachers and leaders in these organisations that helps prevent the bullying of our children and young people. You must be commended in the work you are already doing to help prevent bullying.

Nobody should ever be bullied or isolated because of their sexual orientation. Young people who may be confused and coming to terms with their sexuality need the strong support structures offered by schools and youth clubs. Resources such as these will help reinforce structures already in place and offer fresh ideas in combating homophobic bullying.

Homophobic bullying is a rising concern in the north of Ireland. Continual verbal and physical abuse, along with isolation, will result in our young people achieving less than their full potential and leading to them leaving school early. This cannot happen - we must all work together to help stop it.

Bullying is no longer confined to the school room or the playground. Our children and young people can suffer bullying while at home due to new technologies such as social networking sites and mobile phones. Parents, teachers and youth workers need to be ever more vigilant to spot the signs of physical or mental torment.

I welcome this resource and teaching pack and I hope that we can work together to alleviate the bullying of all children be they homosexual or heterosexual as they all have a right to an education free from fear and abuse.

Is mise le meas

*Caitríona Ruane*

Caitríona Ruane  
Education Minister



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## Background to the resource

Homophobia is not unique to Northern Ireland, but it does exist and manifests itself in a multitude of ways within our society. In recent years, the Human Rights Commission, the Department of Education for Northern Ireland, the Northern Ireland Commissioner for Children & Young People, Youthnet and The Rainbow Project have all produced reports confirming that homophobic bullying is a problem within our schools (See Appendix 2). These reports reveal that enduring repeated verbal and physical abuse motivated by homophobia is leading some children and young people to attain less and to leave school earlier. Experiencing homophobic bullying also leads a significant number of these children and young people to engage in high risk behaviours. These include increased levels of alcohol and substance abuse, self harm and suicide.

However, in spite of this evidence of the impact of homophobic bullying on children and young people's safety and welfare, there has been little focus on this specific type of bullying until now. This is a particular concern for the project partners involved in this resource - Save the Children, The Rainbow Project and Youthnet's shOut Project. In the absence of clear policy, strategic targets or guidance, schools and teachers have felt powerless and lacked the confidence to consistently challenge homophobia and homophobic bullying in the learning environment. The purpose of this resource is to help break that silence and bring some focus to the issue for practitioners dealing with issues on a day to day basis.

'Leave It Out' builds on existing 'universal' bullying support resources, such as Save the Children's 'Focus on Bullying' (2002). It combines these approaches with the specific experience of The Rainbow Project and Youthnet's shOut Project about homophobia. It encourages Boards of Governors, principals, teachers, support staff and pupils to take collective responsibility for much needed changes in attitudes and behaviours within the school community.

**“This is not about what you think, feel or believe (about homosexuality), it's about what you do to ensure that all young people have equal access to a quality education, free from abuse.”** QUOTE FROM A TEACHER

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Save the Children and The Rainbow Project initially asked teachers about the kind of information given within the curriculum to school pupils about relationships and sexuality. A number of issues were fed back at this research stage:

- The need for teacher training to challenge homophobic language and bullying
- That homophobic bullying should be referred to in schools' anti-bullying policies
- That the Department of Education should provide guidelines stating that sexual orientation and same-sex relationships should be addressed within the RSE curriculum
- That school counsellors and pastoral care staff should be trained to respond to support young LGB students, especially those who wish to disclose their sexual orientation

In identifying a real need through research, the project partners set about designing a programme of work to be piloted in post-primary schools. The resulting project was called *PRIDE - Promoting Respect, Inclusion and Diversity in Education*. It took a collaborative approach, combining awareness-raising and face-to-face group work with action research, over the period of one school year. Working with five schools across Northern Ireland, PRIDE set out to do three things:

- To establish a baseline of experiences and attitudes to homophobia and homophobic bullying among participating school staff and pupils through anonymous questionnaires. These were used to measure the impact of the programme.
- To carry out a needs' analysis with Boards of Governors and senior management in order to improve existing policy, and if necessary implement new school policy to ensure that homophobia and homophobic bullying could be overtly, consistently and effectively addressed.
- To provide initial awareness-raising sessions on the concepts of homophobia and homophobic bullying, considering their impacts and the particular challenges in both reporting and sensitively handling this form of bullying. Importantly, these sessions provided opportunities for teaching staff and pupils to explore their own behaviour and ultimately to gain the confidence to challenge homophobic behaviours.

**This resource is set out in three sections, and includes a range of supporting materials based on the experience of the PRIDE pilot:**

- **Section I** is aimed at school managers and provides guidance and information on the policy context, practical information on how to respond to the challenge of homophobic bullying, and activities which can be used to introduce an ethos of anti-homophobic bullying practice to teaching and non-teaching school staff.

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- **Section 2** offers specific information and guidance on developing a strategic response to homophobic bullying which is shared and understood by all staff. This section also provides specific information on establishing an 'advocate' within the school. The advocate is a member of staff who will lead the approach with young people, acting as a catalyst for change within the school and with the range of stakeholders involved in the life of the school.
  - **Section 3** offers activities to support teachers' and pupils' discussion of the issue of homophobic bullying, recognising that young people play an important role in sustaining attitudinal change. These resources are designed to be used as part of the revised curriculum and to fit current practice within the curriculum.

These sections are supported by additional resources:

- A DVD, "*Spell It Out*": A Teachers' Guide to Tackling Homophobia which can be used to prompt discussion or reflection among staff.
- Two 'Leave It Out' posters with contact information to support organisations.
- A research summary carried out on the impact of the PRIDE project (See Appendix 1). The research demonstrates that homophobic bullying is a serious issue in schools; that teachers do not feel confident in challenging homophobia; and importantly, that the delivery of the training programme across the whole school community can significantly impact on attitudes and confidence of teachers and young people in tackling the issue.
- Links to further reading, and resources with helpline numbers and websites (See Appendix 2).

'Leave It Out' proposes that real and positive change can be achieved by facing up to the problem of homophobic bullying. We recommend that this process includes the revision of existing school policies to specifically identify the issue of homophobic bullying and other discriminatory forms of bullying, including racist and disablist, within the school's anti-bullying policy. Through this, schools can experience a reduction in the use of homophobic language and bullying behaviour and the creation of a safer environment for all young people. This resource offers the starting point for many schools, and provides for other schools a means to build on existing knowledge and experience.



## Section 1 Introducing anti-homophobic bullying practice

It is the role of governors and senior management to ensure that teachers and other staff feel supported in challenging homophobic language. Governors and senior management have a responsibility to challenge bullying behaviour in all its forms, including homophobic bullying. This section will provide contextual information aimed at developing the capacity of school managers to introduce anti-homophobic bullying practice within the whole school community.

### 1.1 Defining homophobic bullying

Homophobic bullying is a specific form of bullying motivated by prejudice against lesbian, gay or bisexual people (LGB). The bullying can take the forms of verbal and physical abuse.

It can consist of:

- Verbal abuse such as name calling, teasing (banter), offensive jokes.
- Non-verbal abuse such as insulting gestures or mimicry.
- Ignoring or excluding someone because they are lesbian, gay or bisexual (or thought to be lesbian, gay or bisexual).
- Display or distribution of offensive material or graffiti.
- Threatened or actual physical abuse or attack, including pushing or cornering.
- Cyber bullying, which includes malicious phone calls, text messages, emails, chat rooms, or posting of material relating to a pupil's actual or perceived sexual orientation on internet sites.

### 1.2 Use of language

Homophobic language is a common form of homophobic bullying. It can be casual and is therefore dismissed as “harmless banter” or “the way young people speak these days”. It can be used to describe a person, an inanimate object or item, or an activity that is thought to be inferior or worthless:

**“Why do you want to go to the library?”**  
**“Are you gay?” or “Your mobile phone is gay.”**

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Homophobic language can also be used to show an individual's contempt for something:

### **“I'm not doing that, that's gay.”**

If homophobic language is unchallenged it can appear acceptable and act as an invitation to more intense harassment and violence. The widespread use of the word 'gay' to illustrate something as inferior or worthless creates an environment at school where difference and diversity are not respected.

Schools need to use a consistent approach in tackling any kind of inappropriate language. If schools are seen to challenge racist or sectarian language but ignore the use of homophobic language, then a 'hierarchy of equality' develops and pupils are given the message that lesbian, gay and bisexual people are not worthy of protection from discrimination. It is important for all staff to challenge pupils in their use of homophobic language. A consistent zero tolerance approach to the use of **all** homophobic language and behaviour is central to achieving an environment in which being gay is not thought of as being inferior.

## **1.3 Anyone can be bullied**

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**Anyone can experience homophobic bullying.** People who are, or are perceived to be lesbian, gay or bisexual, and those young people who are thought to be 'different' are particularly targeted for this type of bullying. This includes young people who have parents or other family members who are, or are perceived to be lesbian, gay or bisexual.

The ShOut Report (2003) which considered the needs of young people in Northern Ireland who identify themselves as lesbian, gay, bisexual or transgender, found that 44% of lesbian, gay, bisexual and/or transgender youth in Northern Ireland experienced homophobic bullying while at school. Two thirds of the young people surveyed experienced verbal abuse because of their sexual orientation or gender identity while at school.

Of those young people who reported being the target of homophobic bullying at school:

- 69% dropped out of education
- 65% attained less than expected
- 53% used prescription medication for depression
- 54% reported attempting to commit suicide

(Source: ShOut Report: Youthnet NI 2003)

## **1.4 Challenging behaviours**

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Homophobic bullying is something that schools have a statutory obligation to address, to provide support to all young people and, when necessary, to apply appropriate sanctions. Introducing anti-homophobic bullying practice and developing the capacity within a school to challenge homophobia is taking action to prevent a form of bullying behaviour. This work

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should fit with current anti-bullying, anti-sectarian and anti-racist policies and practice.

As homophobic language (and bullying) has become common parlance, any programme to challenge the use of homophobic language needs to be publicised throughout the school and be fully supported by all staff, **even where there are no reports of homophobic bullying**. However, staff need to be aware that young people are less likely to report homophobic bullying, because they may be worried that parents or teachers will either find out they are lesbian, gay or bisexual or assume that they are (even if this is not the case) and react negatively.

A study of same-sex attracted young men also found that 1 in 4 experienced negative attitudes from teaching and other school staff (McNamee, 2006).

*“Teachers would talk about it, even in the corridors, and allowed verbal abuse directed towards me by other pupils, even in front of them.”*  
(SHOUT REPORT: YOUTHNET NI 2003)

In order to safeguard all young people, pupils need to feel confident that the school will support them effectively. By challenging homophobic language, teachers send a clear message to the whole school community that **all** forms of bullying, including homophobic bullying, are not tolerated within the school.

## 1.5 Recognising existing policy and practice

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The key to developing policies relating to homophobic bullying is to integrate the work explicitly into policies, practices and procedures that are already in place relating to other forms of bullying (such as sectarian or racist bullying). It is important that teachers, parents and pupils are consulted and are actively involved in developing or adjusting the school's Anti-Bullying Policy. This has another benefit in that staff, parents and pupils will be well aware of how homophobic bullying incidents are to be reported, recorded and responded to.

In reviewing the policy, consider what sanctions are appropriate for dealing with homophobic bullying and how incidents will be dealt with. Some questions that may be useful in defining sanctions include:

- How can interventions be designed so that minor and perhaps unintended instances of homophobic bullying are addressed, such as when pupils use homophobic language to describe inanimate objects or activities that they disapprove of or have contempt for?
- How can interventions be used when homophobic language is used against an individual?
- How can interventions be used when a pupil is not lesbian, gay or bisexual but is experiencing homophobic bullying?
- How might interventions be used to support a young person who has gay parents or family and is experiencing homophobic bullying?

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- How can interventions escalate when an individual is experiencing continuous homophobic bullying?
  - How might your school keep parents / carers informed about incidents if the young person is lesbian, gay or bisexual and does not want their parents to find out?
  - How can your school consider incidents outside of school (including cyber bullying)?

## 1.6 Taking action

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Language is important. The terms *gay*, *queer* and *faggot* are the most commonly used and yet least challenged forms of homophobic abuse. *Gay* is used to mean anything that is bad, rubbish, worthless, and without value. If young people are hearing this message repeatedly and its use goes unchallenged by others, how are they going to feel about their own sexuality or that of their parents, if they so happen to be lesbian, gay or bisexual?

The messages that we receive about *gay*, lesbian and bisexual people are overwhelmingly negative, including the message that homophobic bullying is an acceptable - or at the very least, unchallenged - form of discrimination. Challenging homophobic bullying behaviour begins by challenging people's negative attitudes and the language they use. This section considers examples of homophobic bullying behaviour using different members of the school community. These examples are included as a means of reflecting on your own experience and considering how you would respond and take action in the future within your own school community.

### **Example 1: Inappropriate language used by young people:**

Use of the word 'gay' to describe a person, event or object that young people don't like or is, in their minds, dysfunctional, is homophobic and needs to be challenged. The use of other words such as 'queer' or 'faggot' - even if used in normal discourse or banter - is homophobic and needs to be challenged.

#### **Actions:**

- **Challenge:** Your responsibility is to challenge the person.  
Timing is crucial. If in a rush, make it clear that it is not acceptable to use this language:  
“The use of the word \_\_\_\_\_ is not acceptable in this school.” or  
“I feel uncomfortable with jokes like that / that kind of labelling.”
- **Follow up:** When you have more time, enable young people to recognise why the terms they are using are offensive (i.e. they are using these terms to describe something as bad, rubbish, worthless, without value - as if being gay means the same thing).
- **Ask questions:**  
“What do you mean by that?”  
“What are you intending to achieve by using the word gay?”  
“What do you mean by gay?”  
“Would you use sectarian, racist or sexist language in the same way?”  
“Why / Why not?”

- **Make clear statements:**

**“We have made it very clear in our school policy that we respect everybody’s human rights, so using language in that way which implies that there is something wrong with gay people or being gay is unacceptable.”**

**“What you said is homophobic. Why do you feel that it is acceptable to insult gay people?”**

**“Those remarks break the school’s equal opportunities policy. How would you feel if you were treated differently to other people?”**

- **Apply sanctions:** If necessary, sanctions can be applied in line with the school’s behaviour policy on discriminatory or offensive language.

- **Wider discussions:** When dealing with such remarks, you may well have your own sexual orientation questioned:

**“Are you a lesbian, Miss?”**

**“Are you gay, Sir?”**

It is important to remember, regardless of whether you are gay or not, challenging homophobia is not about an individual sexual orientation, yours or anyone else’s. It is about discrimination, discriminatory behaviours and issues of equality. Your sexuality is your business. If you choose to discuss it, that again is your business, but it is nothing to do with challenging discrimination within school.

If pupils use religious reasons to back their motive for using homophobic language, it is important to state that they have a responsibility to ensure that they do not impose on others’ rights to safety and equality. Include in your discussion that homophobia can amount to a hate crime. Therefore, homophobic bullying is not only against school rules but may also be against the law.

- **Monitor and record:** You will need to monitor homophobic bullying incidents in the same way as you do racist or sectarian remarks. When it becomes clear that there is a group of particular perpetrators then some specific work will need to be done with them. It may also be necessary to respond with sanctions that are clear and transparent. Sanctions need to be appropriate and on a par with sanctions issued for racism or sectarianism.

### **Example 2: Inappropriate language used by a colleague**

The following examples focus on challenging inappropriate language from adults. However it is worth noting that in each example there is the same focus on challenge. In all incidents of homophobic bullying behaviour there needs to be a clarity of response, further information needs to be offered or requested, and support or sanction offered depending on the individual involved:

**“I feel uncomfortable with jokes like that / that kind of labelling.”**

**“As far as I’m concerned, we are all entitled to more respect than that.”**

**“We have procedures to protect us all from that kind of behaviour.”**

**“Everyone is entitled to their opinion, but I’m shocked to hear views like that expressed here where we are all expected to support equal opportunities. I disagree with your view.”**

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### **Example 3: Inappropriate language from heads of department, senior management or Board members:**

**“I expected you to be a leader in the promotion of equal opportunities in this school. Please don’t assume I feel comfortable with what you said or seem to believe. I feel very disappointed when I hear you talk about anyone like that.”**

**“If someone said something like that about me, I would have expected you to stand up for me. I feel it is part of your job as a manager/supervisor.”**

### **Example 4: Inappropriate language from staff you manage:**

**“We have a policy against the use of that language - equal opportunities means we are all accountable. You are in danger of being disciplined if you don’t stop using expressions of that kind.”**

**“Have you ever attended a course or seminar on LGBT issues at work? Maybe we should look into it. You don’t seem to realise the effects of homophobic bullying on people.”**

### **Example 5: Inappropriate language from parents:**

**“We aim to offer a respectful and safe environment to all our pupils. Please refrain from using that language here or I will have to ask you to leave, as your remarks have caused offence.”**

Parents may also state religious reasons for their views. While respecting this, you have a responsibility to remind parents that their views cannot impose on others’ rights to safety and equality.

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## **1.7 Policy and guidance**

The following is a list of legislation and good practice guidance that is relevant to the area of sexual orientation. Understanding this legislation and adapting school policies as necessary will help your school meet its legal duties, including the promotion of equality of opportunity. It will also help to provide a safe working environment for all employees.

- **Equality Act (Sexual Orientation) Regulations (Northern Ireland) 2006**

These regulations give powers to outlaw discrimination on the grounds of sexual orientation in the provision of goods, facilities and services, the management and disposal of land or premises, and the provision of education in schools. These regulations cover public bodies as well as private, and specifically cover education. In practice it means, for instance, that a pupil could not be refused entry to a school on the grounds that they were, or were thought to be, lesbian, gay or bisexual or because they had relatives that were lesbian, gay or bisexual. It also means that schools that do not treat homophobic bullying with the same level of seriousness as other forms of bullying could face legal action.

The regulations should have no effect on the teaching and curriculum in schools, provided that the subject of sexual orientation is approached in an appropriate manner in line with existing guidance.

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- **Equality (Sexual Orientation) Regulations (Northern Ireland) 2003**

These regulations protect all staff in a school against discrimination or harassment on the grounds of their sexual orientation. Discrimination involves treating one person less favourably than another on the grounds of their sexual orientation. Harassment is unwanted conduct which violates a person's dignity or creates an intimidating, hostile, degrading or humiliating environment. If employers do not take action to stop such behaviour against staff, they run the risk of legal challenge.

The regulations also cover perceived sexual orientation (if someone bullies because they think the person is LGB even though they are not) or association (such as harassing a person over a friend or family member who is LGB).

Employers should be aware that they are responsible for the actions of their employees and what people may think of as banter and having a laugh can be deemed harassment if it is at the expense of someone else's dignity.

- **Criminal Justice (No. 2) (Northern Ireland) Order 2004**

Hate crimes are those motivated by hate of a person as a result of their race, religion, disability or sexual orientation and may attract a higher sentence.

Hate crime is particularly heinous as its impact has a ripple effect on the community rather than just one individual, instilling fear and reinforcing the prejudice towards an entire group.

- **Education and Libraries (Northern Ireland) Order 2003**

Article 18 of the Order places a duty on Boards of Governors to safeguard and promote the welfare of all pupils.

Boards of Governors are also required to determine measures to protect pupils from abuse. Article 19 outlines the need for review and requires consultation of parents and pupils in the review of these measures.

### Relevant school guidance

- **Department of Education (Northern Ireland) 1999.  
Pastoral Care in Schools: Child Protection**

This publication provides guidance to schools and others on their responsibilities in relation to child protection, including the action to be taken to enable cases of suspected abuse to be properly considered and pursued. It also includes guidance on how complaints against school staff should be handled. <http://www.deni.gov.uk/dc1999-10-5.pdf>

- **Department of Education (Northern Ireland) Circular 1999/10.  
Pastoral Care in Schools: Child Protection**

This circular is to advise schools of the publication of the Department of Education's guidance on child protection: 'Pastoral Care in Schools: Child Protection'. <http://www.deni.gov.uk/dc1999-10circular-3.pdf>

- **Department of Education (Northern Ireland) Circular 2003/13.  
Welfare & Protection of Pupils**

This circular informs schools and their Boards of Governors about a number of important new legal requirements on the welfare and protection of pupils and advises schools on sources of advice and guidance in ensuring compliance with the new requirements. It also contains information for schools and their Boards of Governors about important new legal requirements and about measures to prevent bullying. <http://www.deni.gov.uk/dc2003-13circular-4.pdf>



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- **Stand Up For Us 2004**

This document was developed by the Department of Children, Schools and Families (DCSF) and the Department of Health (DH) in England and helps schools challenge and respond to homophobic bullying through establishing and delivering a whole school approach. [http://www.wiredforhealth.gov.uk/PDF/stand\\_up\\_for\\_us\\_04.pdf](http://www.wiredforhealth.gov.uk/PDF/stand_up_for_us_04.pdf)

#### **Additional guidance**

- **Our Children and Young People: Our Pledge 2006**

A ten-year strategy for children and young people in Northern Ireland from the Office of the First Minister and deputy First Minister, containing 160 actions linked to six outcome areas, co-ordinated within and across government.

<http://www.allchildrenni.gov.uk/tenyearstrategychildren1.pdf>

## **1.8 Exercises for senior managers and staff**

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Teachers are the most important resources available in the school setting to tackle the issue of homophobic bullying. However, addressing bullying and homophobia can be challenging for some staff. They can feel unsure and unsafe in taking this work forward, and for some teachers addressing lesbian, gay and bisexual issues will be challenging professionally and personally.

For all these reasons, it is important that teachers are provided with the opportunity to explore this issue themselves in a safe environment.

The following exercises were used during the PRIDE pilot project with teaching staff to begin the process of discussion on issues such as homophobia, prejudice, discrimination, stereotypes, minority experiences and school responses to homophobic bullying.

They are designed to help school staff begin their own conversations around this area.



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## Homophobia

40 minutes

### Aim

To engage participants in group discussions about what homophobia is, how it is acted out, and who the targets of homophobia are.

### Materials

Flipchart, paper and pen

### Method

Split group into three smaller groups. Provide each group with flipchart paper and pen and one of the following questions:

1. What is homophobia?
2. How is homophobia acted out in this school?
3. Who are the targets of homophobia?

Return to the large group and discuss. When there is a working definition of homophobia and what it looks like, ask the group to think about what the problems may be with this definition.

**Discussion:** A phobia suggests an irrational but understandable fear, like arachnophobia is for spiders. Homophobia sounds like it is not really the person's responsibility - for instance, there is no problem if LGB people are invisible. Explore some of the broader social contexts - e.g. media - that help shape our perceptions of homosexuality and homophobia.

Homophobia is acted out in the following ways:

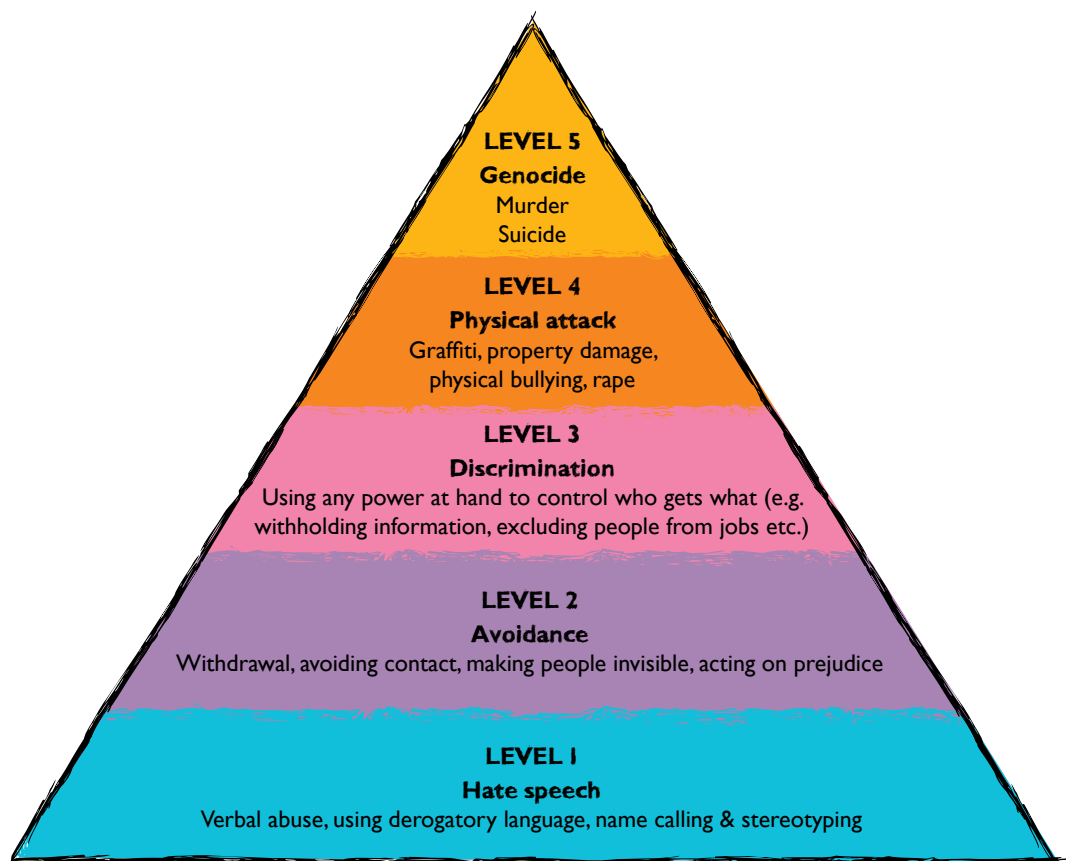
- Banter
- Harassment (name calling, offensive jokes and gestures, graffiti, threats, rumours, cyber bullying, exclusion)
- Physical assault including murder
- Institutional prejudice

The primary factors that influence whether a person is a target or not, are:

- People perceive you to have a particular sexual orientation, because you fit LGB stereotypes (e.g. softly spoken boys or girls with short hair)
- You defend the civil rights of sexual minorities
- You have LGB friends or family
- You are perceived as being different

Allport's model of prejudice (Figure 1) may be useful in supporting discussion around this exercise.

## Model of Prejudice



**Figure 1: Model of prejudice (Allport, G. 1954, The Nature of Prejudice)**

The chart explains how low level verbal abuse or hate speech can escalate. Allport's argument is that to avoid violence, the community needs to overtly challenge those levels of prejudice nearer the bottom of the pyramid.

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## Labels and Stereotypes

30 minutes

### Aim

To engage participants in understanding the impact of labels and stereotypes on lesbian, gay and bisexual people.

### Materials

Flipchart, paper and pens, scissors

### Method

Divide into three groups, provide each group with flipchart paper and a marker pen

Give each group an identity: Lesbian, Gay or Bisexual. Each group to flipchart all the labels / terms / names / characteristics for their identity

Feedback from following questions:

What was it like to be writing the labels? Was it easy / difficult? Why?

Get one group member to hold up the flipchart whilst the the other group members read out the words on their flipchart. Get the group to answer these questions:

Are the labels mostly positive or negative?

The positive labels - do you think that all gay men / lesbians / bisexual people have these positive qualities? (stereotypes)

What effect do you think it might have on a young person if they didn't have these qualities?

### The Positive Labels

Are the labels used for gay men masculine? Do gay and bisexual men get the message that they are men? Are the labels for lesbians and bisexual women feminine? What does this indicate to lesbian and bisexual women about their femininity?

### The Negative Labels

Why do you think there are more negative labels and names?

### Discussion

Lesbian, gay and bisexual people are faced with a lot of negativity.

What might be the effect of this negativity on young gay, lesbian and bisexual people?

Hearing and seeing negative things about being gay or bisexual often leads gay or bisexual people to internalise these feelings and feel bad about themselves. The internalising of these feelings is called internalised homophobia.

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Internalised homophobia might mean:

- Denial of their sexual orientation to themselves and others
- Attempts to alter or change their sexual orientation
- Feeling they are never good enough
- Under-achievement or over-achievement as a bid for acceptance
- Low self-esteem, negative body image
- Dislike of more open or obvious LGB people. Bullying other LGB people
- Attempts to pass as heterosexual, sometimes marrying someone of the other sex to gain social approval or in hope of 'being cured'
- Increased fear and withdrawal from friends and relatives
- Shame or depression, defensiveness, anger or bitterness
- School truancy or dropping out of school
- Continual self-monitoring of one's behaviour, mannerisms, beliefs, and ideas
- Self-ridicule
- Unsafe sexual practices and other destructive risk-taking behaviours
- Substance abuse, including drink and drugs
- Thinking about suicide, attempting suicide, committing suicide

A general sense of personal worth and a positive view of your sexual orientation are critical for good mental health. One of the main problems lesbian, gay and bisexual youth have is in accessing reliable information about their identity. Added to this, there are large amounts of unreliable (e.g. stereotypical) or negative information. It is important that **all** young people get reliable information which will assist in their individual choices and build their identity and security: this is equally true for lesbian, gay and bisexual youth.

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## Being in a Minority

20 minutes

### Aim

To engage participants in an understanding of what it is like to be in a minority and to support an empathetic response to the experiences of lesbian, gay, and bisexual people.

### Materials

Flipchart paper and pens, worksheet

### Method

Provide each participant with a copy of the 'Being in a minority' hand out. Ask them individually to think of a time when they were in a minority (i.e. they were the only person or one of only a small number of people like them in a larger group) and to describe that time in as much detail as they wish. Remind participants that you are hoping for them to share their stories with the group

Ask participants to fill in the rest of the hand-out - how did the majority group act towards you and how did that make you feel?

Flipchart feedback, noting down the way the majority group treated participants on one half of the flipchart and the person's feelings on the other

### Discussion

Studies show that one in ten people may identify as non-heterosexual (ShOut 2003). When applying these estimates to total enrolments in grant aided and independent schools in Northern Ireland, the non-heterosexual school age population could number in the region of 33,000 young people.

### Key ideas:

- The majority (heterosexual people) act in a variety of ways towards lesbian, gay and bisexual people - from curiosity to hatred
- Non-heterosexual people experience negative attitudes that may go unchallenged by other members of the group (i.e. those identified as heterosexual)
- Non-heterosexual people are bombarded with stereotypes
- Information is withheld from young lesbian, gay and bisexual people about their identity.

## Being in a minority worksheet

**Recall a situation where you were in a minority**

**Describe the way in which members of the majority group behaved towards you**

**Describe your feelings on how you were treated because you were in a minority**

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## Scenario exercise I

60 minutes

### Aim

To engage participants in developing a common approach to homophobic bullying incidents.

### Materials

Flipchart paper and pens.

Scenarios

### Method

Divide participants into small groups (optimum size is 4-6). Provide each group with flipchart paper and pen

Each group to draw the outline of a body on the flipchart paper. Ask the group to discuss their scenario and identify the victim in the scenario. (2 minutes)

Ask the group to discuss and write inside the body how the victim might be feeling. (10 minutes)

Ask the group to discuss the **positive** aspects they are able to identify from the scenario and write them in the top left corner of the flipchart paper. (10 minutes)

Ask the group to discuss the **negative** aspects they are able to identify from the scenario and write them in the top right corner of the flipchart paper. (10 minutes)

Ask the group to discuss what they as individuals could do in response to the scenario. (10 minutes)

Ask the group to discuss what actions are required from the school in response to the scenario. (10 minutes)

### Discussion

In responding to homophobic bullying incidents:

#### Individual

- Respond quickly and take action in accordance with your anti-bullying policy.
- Call a halt to the behaviour. Make clear your concern: use “I” and “the school” words. If appropriate, refer to school policy.
- Be led by what the victim wants, inform them of their rights and support them in getting their needs met.
- Record incident - noting names, times, location. Seek witness statements if applicable.
- Ensure confidentiality, particularly of victim’s sexual orientation. If it is a child protection issue and requires statutory referral of information: inform the pupil of your legal obligation, to whom you will pass the information and for what purpose. A pupil’s disclosure that they are lesbian, gay or bisexual is not in itself a child protection issue. Also, parents do not need to be informed if the pupil is concerned about their reaction. Remember that the child’s welfare is paramount (see section 2.4).

- 
- Encourage the victim to report homophobic bullying incidents. While most homophobic bullying incidents should be dealt with under the school's anti-bullying or discipline policies, there may be occasions where it amounts to an alleged crime to be reported to the PSNI - either as an assault, or as an incitement to hatred under the 1987 Public Order legislation.
  - In responding to the perpetrator: explore where the negative attitudes come from. Explore his or her images and knowledge of LGB people. Provide positive images of a range of LGB people from past and present, including parents.

### **School**

- Make sure the school's equal opportunities policy is inclusive of sexual orientation and gender identity.
- Provide counselling support to teachers.
- Provide further training opportunities for staff to challenge prejudice towards lesbian, gay and bisexual people.
- Consider calling in local agencies to do some work in the school around the issue with both staff and pupils.
- Where staff are involved in homophobic bullying incidents, follow through staff disciplinary issues - appropriate use of language, professionalism.
- Introduce a forum where issues can be raised.

In responding to a parent's disclosure of their sexual orientation:

### **Individual**

- Thank the parent for informing you. Explore the nature of their concerns.
- Outline the policies in the school that will deal with their issues.
- Explore how the parent wants the issues dealt with, while making it clear that the school has a responsibility to make sure that every pupil is safe in the school.
- Consider and discuss contacting LGB organisations.
- The information about the parent's sexual orientation statement is confidential. Should you need to share it with any other person (including your colleagues) you will need that parent's permission.

### **School**

- Check that the Equal Opportunities and Anti-Bullying Policies are inclusive and explicit.
- Check that the curriculum is positive and includes the diversity of LGB people.



## Scenario exercise 1 worksheet



### Scenario 1

A colleague comes to you saying he is very uncomfortable as he has been verbally harassed for being gay by another colleague outside of school hours and off school property.



### Scenario 2

A pupil asks for time to see you in private. The pupil confides that he is being harassed continuously by other younger pupils about being gay. He tells you he has been beaten up by these same pupils on his way home from school on a few occasions. He does not want his parents told as he believes they won't understand. He says that his PE teacher also has called him names when he fell over at football, resulting in his classmates laughing at him.



### Scenario 3

You witness a colleague being verbally harassed by a pupil. This pupil is using homophobic taunts. Your colleague does not say anything to the pupil as he / she is too upset.

## Scenario exercise 1 worksheet



### Scenario 4

A pupil walks around swaying his hips and holding his palms up in a lesson you are teaching. When you ask him what he is doing, he replies: “Don’t you know I’m a queer?” in a camp voice. The other pupils laugh, which encourages him to do it more.



### Scenario 5

A parent tells you that she is a lesbian. She does this as she is concerned that the school should support her child in case of any homophobic abuse.



### Scenario 6

During one of your lessons a pupil says it is wrong and disgusting for lesbians and gays to be parents.



### Scenario 7

A pupil comes out to you as gay\*. He is unable to tell his parents or his friends. The pupil confides that he has been chatting to people online and is thinking about meeting some of his new friends.

## Scenario exercise I worksheet



### Scenario 8

A discussion about sexuality opens up in one of your gay colleague's lessons. A number of students tell your colleague that talking about queers is disgusting, "that God made Adam and Eve - not Adam and Steve," and that it is wrong for lesbians and gays to be parents. Another pupil in the class tries to challenge the other pupils but is ridiculed and accused of being queer.



### Scenario 9

A parent of one of your pupils asks that their child not be allowed to socialise with another of your pupils whose parents are gay. They ask for their child to be placed in a separate class.



### Scenario 10

A teacher hears a pupil use the word "gay" in a derogatory way to another pupil. Both pupils laugh. Another colleague within earshot says nothing.



### Scenario 11

While sitting in the staff room, you overhear two colleagues commenting negatively on a pupil that they perceive to be gay.

## Section 2 Supporting anti-homophobic bullying practice

### 2.1 The challenge of effective support

Building and sustaining anti-homophobic bullying practice within a school requires time for managers, staff and pupils to be allowed to develop their understanding of homophobia. Section 1 of this resource has provided an introduction to some issues, in order to stimulate discussion and develop a sense of ownership and confidence in challenging homophobic bullying behaviours within the school environment. It is worth reiterating that anti-homophobic bullying practice within a school builds on skills, policies and practice which already exist. Essentially, anti-homophobic bullying practice supports the ethos of respect and equality within the school community, established through existing school policies. In Section 2 we will move away from a focus on challenging homophobic behaviour to considering how best to support those who suffer the consequences of homophobic bullying.

It is probable that many teachers have little or no experience of having an openly lesbian, gay, or bisexual student in their classroom. It should be no surprise that if a school maintains a predominantly heterosexist environment where homophobia is not actively addressed, it is unlikely that same-sex attracted young people will disclose their sexual orientation while at school. However, once homophobic behavior is challenged and a more respectful environment encouraged, the following issues may need to be considered:

- **Disclosures may rise** Young people may choose to talk individually to teaching staff about the bullying behaviours they experience, or perhaps practise, and more generally about their lives and experiences
- **Existing policies may need review** School management may need to revisit child protection and anti-bullying policies with staff in order to address issues related to homophobia
- **Recording systems may need review** The school may need to improve existing recording systems for bullying incidents or implement a system for homophobic bullying incidents using the SIMS Behaviour Management Module. This module is an electronic database available through C2K which enables schools to record any behaviour incident (including bullying) on a particular child's record. The Northern Ireland Anti-Bullying Forum promotes the use of this electronic database as a best practice mechanism for recording alleged bullying incidents. The system can provide information on 'type' of bullying incident and where it occurs, from which schools can review their anti-bullying policy and practice.
- **Information may need updated** Schools may need to develop a more detailed knowledge of the range of statutory and voluntary agencies which offer support services and training on issues related to homophobia
- **Strategy may need to be developed** The school will need to initiate preventative and responsive strategies to challenge homophobic bullying in school.

## 2.2 Establishing an advocate within your school

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It is strongly recommended that in order to sustain and develop efforts within a school and with individual staff and pupils, a lead member of staff or **advocate** be identified to co-ordinate the work.

The advocate will act as the point of contact for other staff seeking support in challenging homophobic bullying, and for young people who report and/or are involved in incidents. The role needs to be mutually agreed once the whole school community has started to engage with the issue of homophobic bullying. Everyone within the school however needs to take responsibility for developing anti-homophobic bullying practice. The advocate can act as a catalyst for change, but change itself will happen with individual people. Although the advocate is important, any member of staff may be approached by a young person seeking advice or support, and they cannot simply pass the buck, deferring to the advocate. They must realise that the young person has come to them through choice, because he / she trusts they will be supportive, and not because they have an 'advocate' title.

## 2.3 Responding to disclosures

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Teachers, youth workers and volunteers should be aware that 'coming out' (i.e. an individual disclosing that they are lesbian, gay or bisexual) can be a very difficult process for many young people. The young person has probably debated the issue for a long time before seeking to approach anyone to discuss it. They may choose a person because they anticipate a supportive reaction based on past behaviour and language.

The following section offers information to consider in relation to disclosure:

- You have an obligation to outline your responsibilities with regard to child protection prior to any confidential conversation you may have. The young person may disclose information that you consider harmful or abusive that will need to be acted on. You need to be clear and open about the legal responsibilities you have with regard to information you believe to be harmful to a young person. Inform the young person of the circumstances in which information may or may not be shared, with whom it will be shared and for what purpose. Overall however, ensure the young person understands that, within the child protection parameters you have outlined, what they say will be treated confidentially
- Create a safe space by ensuring you will not be interrupted by the telephone or other people
- Stress that lesbian, gay or bisexual issues are not just about sexuality. There are also emotions and wider relationships with friends and family to work through. Again, reassure the young person of confidentiality
- Sometimes young people can feel pressure to be 'out' - explain that, whatever stage they feel they are at, they can take things at their own pace
- Encourage the young person to think about why they want to tell other people
- Encourage the young person to consider the responses they might expect from friends and loved ones. If they are worried about the responses, encourage them to explore how they can deal with this situation

- 
- Offer the young person the opportunity to talk about their feelings with another appropriate person such as the school counsellor, a youth worker, or ChildLine (see Appendix 2)
  - Reassure the young person that there is nothing wrong with being lesbian, gay or bisexual
  - Remain positive. Throughout these young people's lives they have heard that heterosexuality is the only normal and correct way to be. Hearing and seeing negative depictions of lesbian, gay and bisexual people leads them to internalise these negative feelings. By being positive and offering your support, you are offering lesbian, gay or bisexual pupils the invaluable resource of hope
  - Be aware of non-verbal communication as the young person may hear one thing but see another in your body language
  - Offer contact details for support organisations (see Appendix 2).

If a young person discloses that they are *questioning* or are *confused* about their sexuality, go through the above steps and:

- Reassure them that it is normal for young people to question their sexuality as they develop and establish their identities. With time they will come to know and feel comfortable with their sexual orientation, whatever that may be
- Reassure them that they may be heterosexual, lesbian, gay or bisexual. Explore with them their understanding of what sexual orientation is and what these labels mean
- Sexual orientation refers to who we are attracted to - emotionally, physically and sexually
  - A heterosexual is a person who is attracted to and has feelings towards someone of the opposite gender
  - A gay man is attracted to and has feelings towards another man
  - A lesbian is a woman who is attracted to and has feelings towards another woman
  - A bisexual is someone who is attracted to and has feelings towards both men and women; however, not necessarily equally or at the same time.

If the young person discloses about sexual activity, the following factors should be considered, in order to determine whether the relationship presents a risk to the young person:

- Whether the young person is competent in understanding and consenting to the sexual activity they're involved in
- You should also consider the nature of the relationship between those involved, particularly if there are age or power imbalances that may come within the child protection concerns outlined above.

If there are concerns that the young person may be at risk of sexual abuse or exploitation, a referral should be made to Social Services, NSPCC or the PSNI.

## 2.4 Young people's right to confidentiality

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Young people have the same right to privacy as adults. If a young person chooses to confide information about themselves, this information must remain confidential. However adults have responsibilities under law to pass on information to appropriate agencies if a young person discloses abuse, or if not sharing the information would place a young person at risk of significant harm.

A breach of confidentiality occurs when information of some sensitivity is shared without legitimate purpose, or the permission of the person who provided it, or to whom it relates, is not sought without a justifiable reason for not doing so.

Young people who disclose their sexual orientation or 'come out' to you, may not have done so to members of their family or to other staff members, as they may deem the personal risk too high, or expect discrimination or rejection. It is important to note that disclosure of sexual orientation is not a reason to breach a young person's confidentiality. If they also disclose information that places them at risk of significant harm, their sexual orientation must still remain private until consent is obtained from the young person to share this information.

Consent must be informed: the person giving consent needs to understand why information needs to be shared, who will see or hear the information, for what purpose, and the implications of it being shared. Even in cases of disclosure of abuse it is best practice to inform young people why this information is shared, with whom it is shared, and for what purpose.

You should not seek consent if to do so would place a young person at risk of significant harm, or place an adult at risk of significant harm, or would prejudice the prevention or detection of serious crime.

It is still possible to share information for learning purposes amongst staff or in order to develop policy, if the information shared does not enable the young person to be identified.

Key factors in disclosing information:

- Is there a legitimate purpose for you to share the information?
- Does the information enable a person to be identified?
- Is the information confidential?
- If the information is confidential, do you have informed consent to share?
- If consent is refused, or there are good reasons not to seek consent to share confidential information, is there sufficient public interest to share information?
- If the decision is to share, are you sharing the right information in the right way?
- Have you properly recorded your decision?

## 2.5 Relevant legislation and guidance

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### **United Nations Convention on the Rights of the Child (1989)**

Article 12: Right to express views freely in all matters affecting the child.

Article 13: Right to access information.

Article 16: Right to privacy.

Articles 19, 36: Protection from harm.

### **Children (Northern Ireland) Order 1995**

The welfare of the child must be the paramount consideration.

### **Sexual Offences (Northern Ireland) Order 2008**

This order will consolidate sexual offences law in Northern Ireland, and harmonise offences and penalties with England and Wales. The order is expected to come into effect early in 2009.

### **DHSSPSNI 2005**

Area Child Protection Committees' Regional Policy & Procedures. These procedures should be referred to if any concerns arise with regard to sexual activity or with regard to child protection responsibilities. <http://www.dhsspsni.gov.uk/acpcregionalstrategy.pdf>

### **Department of Education (Northern Ireland) 1999.**

#### **Pastoral Care in Schools: Child Protection**

Section 1, part 6 of this document provides a summary of advice on child protection issues for teachers.

Section 2, part 17 provides an overview of issues related to confidentiality.

<http://www.deni.gov.uk/dc1999-10-5.pdf>

## 2.6 Practice development - the traffic light model

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The following exercises were used during the PRIDE pilot and are based on the traffic light model commonly used within schools. They offer the opportunity for staff not only to engage with issues related to homophobic bullying but also to start to think about how to approach those issues. In working through these exercises staff may become more aware of their own attitudes and responsibilities and, in doing that work, the process of identifying a school advocate may become more of a collective and democratic process.



The traffic light model offers a method for staff to take a common approach to issues as they arise. It encourages consistency and offers a valuable methodology to gain confidence and work through issues as they arise within a day to day context. Please read through the process outlined below and go on to use the principles in the following exercises.

### 'Stop'



Take every incident seriously

Stop the behaviour immediately and directly

Explain to the person being bullied, perpetrator and bystanders that you are intervening because the behaviour is homophobic and unacceptable

Educate pupils about homophobic stereotypes and misconceptions, and link homophobia to other types of discrimination that young people may relate to, e.g. racism, sectarianism, or how adults stereotype young people etc.

### 'Prepare to proceed'



Meet with those involved in and impacted upon by the incident separately, and explain school policy and conditions of confidentiality

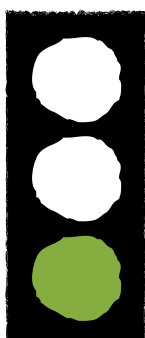
Listen to accounts and assure them that the incident will be dealt with according to your school policy and relevant legislation

Determine appropriate action

Record information on homophobic bullying incident report

Assess risk of future bullying incidents and necessary response, e.g. where appropriate arrange adult supervision in areas where it is likely to occur (hallways during break, cafeteria, etc).

### 'Go'



Assure pupils of your ongoing support and check in with them regularly

Support and recognise efforts made both by pupils and staff to address homophobic bullying within their peer groups

Signpost pupils and staff to relevant agencies and provide information as requested

Regularly review policy and monitor data from incident reports

Identify training needs of staff in relation to homophobic bullying as part of ongoing practice development

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## Strategy development

10 minutes

### Aim

To allow participants to think about the opportunities they have at their school for developing the traffic light model and creating awareness at all levels that homophobic bullying is not acceptable.

### Materials

Strategy development task sheets

Pens

### Method

Participants are put into pairs, and are given a strategy development task sheet.

Individually and in pairs, participants discuss the questions on the sheet and come up with some ideas.

Feedback to the whole group, with discussion taking place around opportunities and challenges.

*Task Sheet Questions:*

**Individually:** Think about the opportunities you have at your school for developing the traffic light model and creating awareness that homophobic bullying at all levels is not acceptable.

**Pairs:** How can you best influence your school staff team and school policies to reflect the skills and training gained through use of the traffic light model?

What are the opportunities that your school presents to you for doing this?

What might be some of the challenges that you could face?

---

## Scenario exercise 2

30 minutes

### Aim

To provide participants with the opportunity to 'try out' the traffic light model in response to homophobic bullying behaviour

### Materials

'Traffic Light Model'

Scenarios

Pens

Paper

### Method

Participants are put into pairs and are given a sheet of paper with scenarios on it.

In pairs, participants discuss and respond to the scenarios given, using the traffic light model. Direct the participants to expand this scenario and then develop a role play that provides an outcome for the rest of the group using the traffic light model.

Pairs then feedback to the whole group or perform their scenario, and discussion takes place around responses.

### References

Homophobic Bullying

Safe to Learn: Embedding anti-bullying work in schools, DCSF 2007

Regional Child Protection Policy and Procedures, Area Child Protection Committees, DHSSPSNI 2005

Working Together to Safeguard Children, DfES 2006

## Scenario exercise 2 worksheet



### Challenging language

You hear a pupil say “that’s so gay” in reference to another pupil’s mobile phone.



### Direct homophobic bullying incident

You witness pupils deliberately standing with their backs to the wall as a pupil walks past. The pupil is clearly isolated and embarrassed.



### Disclosure incident

A pupil arranges to meet you in private and discloses their sexual orientation to you.



### Challenging behaviour

You witness another teacher call a pupil a “sissy” in the corridor. The pupil looks embarrassed.

Or

You witness sexualised gestures being made at a young person clearly in reference to their sexual identity or perceived sexual identity.

## Scenario exercise 2 worksheet




### **Stereotyping incident**

You hear two teachers talking about a pupil and labelling the young person gay because they fit certain stereotypes.

Or

You hear a couple of pupils talking about a teacher and labelling the teacher gay because they fit certain stereotypes.



A homophobic bullying incident has been reported to you by the parent of the child who experienced the bullying. When you go to the school's anti-bullying policy there is no reference to homophobic bullying and when you mention this to the Principal she states that words such as homosexuality will not be promoted within the school or any school policy, as the school will not be seen to promote that type of behaviour. What do you do?

---

## Scenario exercise 3

30 minutes

### Aim

To help staff to decide when information is confidential and, if it is not, to whom it should be reported.

### Materials

Scenarios

Pen

Paper

### Method

Participants are put into small groups and are given a sheet of paper with scenarios on it. They are instructed to debate the following questions and write their decisions down. Small groups then feedback to the whole group.

### Scenario exercise 2 worksheets

*For each scenario decide:*

*Is the information confidential?*

*Is there legitimate purpose to share the information?*

*Do you have or need consent to share?*

*Is there sufficient public interest to share the information?*

*Who will you share the information with and why?*

*How will you record the incident / information?*

*How will you protect the information you have recorded?*

## Scenario exercise 3 worksheet



### Scenario 1

A parent tells you that she is a lesbian, as she is concerned that her child might be experiencing homophobic abuse.



### Scenario 2

A pupil comes out to you as gay. They are unable to tell their parents or their friends as they feel likely to be rejected by them. The pupil confides that they have been chatting to other young people online and are thinking about meeting some of these new friends.



### Scenario 3

A 16 year old bisexual pupil discloses that they are sexually active.

## Section 3

# Engaging young people in anti-homophobic bullying practice

In Sections one and two we explored how to challenge homophobic bullying behaviour within the school and provide support to those affected by it. We have suggested that there are three key principles to developing a successful anti-homophobic bullying culture within a school:

- **Use existing capacity and expertise**
- **Make the links to existing policies and practice**
- **Allow thinking time for those who will implement change**

This resource provides the catalyst to developing capacity within your school, by providing exercises which allow users to explore the issues in depth, considering the systemic and individual implications of challenging homophobic bullying. Having considered school management and staff, Section three provides exercises focused on developing the capacity of young people.

Young people must be included as equal stakeholders if a change process tackling homophobic bullying is to be successful. School management and staff should not assume that they always know what young people experience in their day to day lives, or that they always know what is best for young people. Young people themselves, alongside school staff and management, must be afforded the space, within the curriculum, to engage with the three principles of change outlined above.

The approach which this resource takes is to allow for discussion and learning, and to build understanding within the whole school community, in order to better confront inequalities caused by homophobic bullying behaviour. Young people must develop their own understanding of the impact of homophobic bullying behaviour so that they too can lead change.

The exercises that follow have been designed with links to the Revised Curriculum and were delivered sequentially during the PRIDE pilot project in order to better encourage thought development in this area. Comments from young people regarding this pilot can be seen in the Research Summary at Appendix I.



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## Lesson plan: Icebreaker 1

### Time

20 minutes

### Skills and capabilities

Thinking, problem solving, decision making, working with others

### Learning intentions

To develop a group contract by considering the importance of:

- Communication
- Co-operation
- Taking part
- Listening
- Discussing

### Success criteria

To draw up a group contract which sets out rules for the group to work effectively together in future sessions

### Materials

Large room, flip chart

### Lesson structure and key questions

Ask participants to line up in order of:

- Height, *then*
- Age, *then*
- Size of feet, *then*
- Number of brothers and sisters, *then*
- Eye colour

The group should do these *without talking*.

Following the exercise discussion takes place around the issues below:

What skills were important to make the exercise work?

How easy or difficult was the exercise and why?

How important are facial expressions/body language?

Put pupil responses on to a flip chart.

The following responses may form the basis for a group contract:

- Communication
- Co-operation
- Respect
- Taking part
- Listening and looking
- Having a laugh
- Understanding what someone else is saying

### Conclusion

Facilitate discussion on how the skills for the exercise can be used to form the rules for this group working well and effectively together.

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## Lesson plan: What is bullying?

### Time

30 minutes

### Skills and capabilities

Thinking, problem solving, decision making, working with others

### Learning intentions

To enable participants to consider some of the issues involved with bullying and its effects

### Success criteria

To identify bullying type behaviour

To identify bullies and the bullied

To understand how bullying makes people feel

To see the differences between bullying and banter

### Materials

Space for four groups

Flip chart paper and pens

Questions for each group (see separate sheet)

### Lesson structure and key questions

Split into 4 groups, give each group flip chart paper and pen and one of the clusters of questions below. Give the groups 10 minutes to write answers on flip chart.

1. What is bullying? How can you bully someone? What does bullying look like?  
How can you tell someone is being bullied?
2. Who gets bullied? What sorts of people get bullied?  
Why do you think they get bullied?
3. Who bullies? What sort of people bully? Why do you think some people bully?
4. What does it feel like to be bullied? What do you think it feels like to be a bully?  
How does it feel to watch someone get bullied?

Feedback and group discussion takes place with participants on each group response

### Conclusion

Further questions for discussion can include:

Do adults bully? In what ways do adults bully?

How might the way a teacher controls the class (behaviour management) be different to bullying?

What's the difference between bullying and banter?

## Group questions worksheet

### **What is bullying?**

How can you bully someone?

What does bullying look like?

How can you tell someone is being bullied?

### **Who gets bullied?**

What sorts of people get bullied?

Why do you think they get bullied?

### **Who bullies?**

What sort of people bully?

Why do you think some people bully?

### **What does it feel like to be bullied?**

What do you think it feels like to be a bully?

How does it feel to watch someone get bullied?

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## Lesson plan: Icebreaker 2

### Time

15 minutes (allow 1 minute for each participant)

### Skills and capabilities

Thinking, problem solving, decision making, working with others

### Learning intentions

To encourage participants to identify things they have in common

To understand that difference is a positive thing

### Success criteria

Identify what participants have in common with one another

Identify differences

Understand how differences may be advantageous

Understand that difference may be a reason for someone being bullied

### Materials

None required

### Lesson structure and key questions

Participants sit in a circle. Following guidance from the teacher, participants introduce the person next to them on the right, saying what they have in common and what is different.

### Discussion

Did you find out something you didn't know about someone else?

Do participants have more in common with someone than they thought?

What type of differences did you notice first?

Are there more similarities than differences?

Is it good that people are different? Why?

Remind participants that in the previous activities they may have mentioned that people who are different are targeted for bullying.

Bring to the participants' attention that difference is often a reason for someone being bullied.

### Conclusion

What sort of difference is likely to make you a target for a bully?

Why are some differences acceptable?

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## Lesson plan: What is homophobic bullying?

### Time

30 minutes

### Skills and capabilities

Thinking, decision making, working with others

### Learning intentions

To understand what is meant by homophobic bullying

To consider examples of homophobic bullying

### Success criteria

To agree a definition of homophobic bullying

To consider whether or not scenarios are examples of homophobia and / or bullying

To think about the language we use

### Materials

Worksheet - Bullying / Not Bullying

Worksheet - List of Scenarios

Flip chart/whiteboard and pens

### Lesson structure and key questions

Have the group define homophobia by having participants word 'storm' the meaning.

Homophobia is the prejudice towards lesbian, gay or bisexual people.

The word prejudice refers to prejudgment: making a decision before becoming aware of the relevant facts of a case or event.

Divide the participants into groups and give each group a scenario to consider.

It may be useful to ask the participants to first consider if the scenario is homophobic (negative towards lesbian, gay and bisexual) and then if they consider it to be bullying.

Allow several minutes for discussion and a decision, and then each group should pass the scenario to the group on their right.

Display participants' responses. Allow groups to explain their decisions.

### Prompt questions

What do people mean when they use the word 'gay' in this way?

Is it to describe something positively?

Is the person calling the object 'gay' because they want one too - that it's the 'must have' fashion accessory?

What message might using the word 'gay' in such a negative way have on someone who is gay themselves or who has a family member who is gay?

Have you ever not wanted to go outside on a really cold day? Would that make you gay?

### Conclusion

Young people may find it especially difficult to understand that calling a mobile phone 'gay' is bullying. Discuss the importance of the language we use.

How does it feel to be treated differently?

How does it feel when people are talking about you and you don't feel you can defend yourself?

## Lesson plan worksheet

**Bullyying**

**Not  
Bullyying**

## Lesson plan worksheet



### Scenario 1

You see a young person being pushed and called “queer” and “faggot” because they don’t want to play football outside on a really cold winter’s day.



### Scenario 2

A young person walks down the corridor past others standing around waiting for a class. As the young person walks past, the others put their backs to the wall and laugh.



### Scenario 3

A young person logs into Bebo as someone else and starts a rumour that that person is gay.



### Scenario 4

A person says “that’s so gay” in response to your new mobile phone.

---

## Lesson plan: Closing circle

### Time

Allow 1-2 minutes per person

### Skills and capabilities

Thinking, working with others, decision making

### Learning intentions

Participants feed back their thoughts about the last session, whether or not they met the success criteria and if the learning intention was met

### Success criteria

Participants have the confidence to reflect and make an honest assessment of their work in the last session.

Participants discuss successes and make suggestions for improvement

### Materials

None

### Lesson structure and key questions

Participants sit or stand in circle

Following guidance from the teacher, participants say what they liked best about the session and what they learned

### Conclusion

Consider participants' responses for the next lesson



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## Lesson plan: Challenge between sessions

### Time

n/a

### Skills and capabilities

Thinking, decision making, problem solving, communication

### Learning intentions

To encourage participants to recognise incidents of homophobic bullying in their everyday lives

### Success criteria

To share examples of homophobic bullying they have seen

To discuss these incidents

### Materials

None

### Lesson structure and key questions

Ask participants to count the number of homophobic bullying incidents they witness between this session and the next session

What happened?

Would they describe the bullying as physical, verbal, jokes, name calling etc?

Who was involved - how many people?

How did it feel to watch?

What might it have felt like to be a part of it?

### Conclusion

Refer to this activity at the start of the next session using the prompt questions below:

Were you surprised at how much homophobic language is used at school?

Can we do anything to change this?

---

## **Lesson plan: Who is affected by homophobic bullying?**

### **Time**

30 minutes

### **Skills and capabilities**

Thinking, problem solving, decision making, working with others, communication

### **Learning intentions**

Consider the effect bullying has on the person who is bullied, the person doing the bullying, and any bystanders

Look at possible characteristics of the above

Consider how we can change things

### **Success criteria**

Agree typical characteristics of each of the above

Discuss the feelings and emotions of each and possible reasons for these

Agree how participants can influence outcomes

### **Materials**

Worksheet of the scenario for each group

Flip chart paper and pens for each group

### **Lesson structure and key questions**

Participants are divided into three groups:

- those who experience homophobic bullying
- those who carry out homophobic bullying
- those who witness homophobic bullying (bystanders)

The three groups get the scenario to read

Each group then draws an outline of a person who is their character in the scenario.

Participants can draw what the person physically might look like

What clothes would they wear etc?

Outside the body image each group writes the external factors that might have contributed to them being bullied, doing the bullying or being a bystander

Why would someone behave like that?

What may have happened in their life? Inside the body image write personal feelings and emotions that the person might have during the scenario

What would be going through that person's mind?

How would they feel inside?

---

Each group feeds back the information on their flip chart sheet and then all participants discuss

Why did the characters look like that? (Point out on the information provided that nothing was mentioned about the character being bullied except he was quiet and small for his age.)

Why did they then come up with the characteristics they did?

Why did they feel those emotions?

Who has the power in the scenario?

### **Conclusion**

*Discussion:* Which of the three characters has the most power to change what is going on?

Look at the role of the bystander - the role which the majority of participants are involved in. Point out that the bystander gives the bully social kudos by being there - they provide the laughs and provide the bully with acceptance.

Ask the participants to think about what they could do as bystanders to challenge the bully in this scenario.

## Scenerio worksheet

At lunch, a pupil's drink is accidentally knocked over by a boy, who is quiet and small for his age. The pupil jumps up and shoves the boy.

When the boy stumbles, some people start to laugh.

The pupil says, "Look at what you did, you idiot! What are you, gay?" The boy blushes and says nothing. The people around him laugh and as he leaves they call out "Get lost gay boy."

---

## **Lesson plan: How can we challenge homophobic bullying?**

### **Time**

30 minutes

### **Skills and capabilities**

Thinking, problem solving, working with others

### **Learning intentions**

To consider practical ways participants might challenge homophobic bullying personally in their class and in their school

### **Success criteria**

Reconsider the points made in the last session

Complete the three-step plan by deciding on what:

- I can do to challenge homophobic bullying
- Our class can do to challenge homophobic bullying
- Our school can do to challenge homophobic bullying

### **Materials**

Worksheet, three-step plan for each group

### **Lesson structure and key questions**

Divide participants into groups of three comprising one from each group in the last session:

- one from the group who imagined experiencing homophobic bullying
- one from the group who imagined carrying out homophobic bullying
- one from the group who imagined witnessing homophobic bullying

Groups work together to complete the three-step plan worksheet

Remind participants of the discussion during the last session

### **Conclusion**

Each group feeds back and their suggestions are discussed by the whole group

Consider the possibility of agreement on what our class can do and what our school can do.

---

## Lesson plan: Personal pledges

### Time

20 minutes

### Skills and capabilities

Thinking, decision making

### Learning intentions

To enable participants to think about what they can do personally about homophobic bullying.  
To encourage them to actively do something about it

### Success criteria

Each participant will make a pledge to do one thing to stamp out homophobic bullying

### Materials

Flip chart paper and pens

### Lesson structure and key questions

This exercise can be done in two ways:

#### Method I

Participants are given a large sheet of flipchart paper that has “stamp out homophobic bullying” written on it.

Following on from the previous exercise each participant draws an outline of their foot. Inside the outline they write one thing they pledge to do to stamp out homophobic bullying in their school

#### Method II

A sheet of paper is put up with “Personal Pledges” written on it

Each person in turn goes up to pledge board and writes their personal pledge to help combat homophobic bullying at the school

### Conclusion

Encourage participants to keep their pledges and help each other to do so.

## 3-step plan worksheet

**What I can do:**

**What our class can do:**

**What our school can do:**

# Appendix I

## PRIDE research summary

### Teachers' and pupils' perceptions of LGB issues in schools

#### Background

Research has suggested that Northern Ireland (NI) has the highest rate of homophobic violence in the United Kingdom (Jarman and Tennant, 2003). In addition, it is recognised that young lesbian, gay, bisexual or transgender (LGBT) people are at a significantly higher risk of school bullying than young people in general (Young Life and Times Survey, 2005; Rivers, 1996). Homophobia directed at lesbian or gay adolescents results in stress, and mental health problems which include clinical depression, self-harm and suicide (Young Life and Times Survey, 2005; McNamee, 2006; D'Augelli, 2002).

Homophobic bullying has an impact on the academic performance of LGBT pupils, which tends to be poorer than that of their non-bullied peers (Rivers, 2000; Rivers, 1996), with victimised adolescents reporting higher truancy rates and an earlier school leaving age (Carolan and Redmond, 2003).

Studies indicate that although the majority of school staff are aware of homophobic bullying, few schools have implemented policies specifically addressing this issue (Norman, 2005; Douglas et al., 1999), with teachers in the UK and Ireland reporting a lack of confidence in dealing with this particular type of bullying (James, 2007, Rinezo et al., 2006; Little, 2001).

A total of 240 pupils (aged between 12 and 18 years) and 49 teachers completed a questionnaire examining their attitudes towards and perceptions of homophobic bullying in their school.

#### Young people's views

- One in five pupils (20%) indicated they had been a victim of bullying at their school
- One in ten young people (10%) indicated they had bullied someone in their school, whilst 14% were unsure whether they had ever bullied someone else or not
- Almost 20% of pupils indicated that they did not feel safe from bullying in their school and 1/4 were unsure as to whether they were safe or not
- When asked about the safety of different groups of people in their school, pupils overwhelmingly indicated that LGB people were most likely to be unsafe. As is displayed in Table I, only 42% of respondents believed that LGB people could be assured of personal safety at school.



**Table 1 Pupils' perception of safety of different groups of people in their school (n=211).**

	Safe	Unsafe/ unsure
<b>Ethnic minorities</b>	<b>81%</b>	<b>19%</b>
<b>Irish Travellers</b>	<b>61%</b>	<b>39%</b>
<b>Opposite religious/ political community</b>	<b>76%</b>	<b>24%</b>
<b>LGB</b>	<b>42%</b>	<b>58%</b>
<b>Disabled</b>	<b>93%</b>	<b>7%</b>

- When pupils were asked why they considered their school to be unsafe for LGB individuals, most pupils believed LGB people would be bullied. Figure 1 below illustrates some of the pupils' responses to this issue:

**Figure 1: Pupils' perceptions as to why LGB individuals would not be safe in their respective schools**

“They are called names and things are thrown at them.”  
(MALE, AGED 12)

“WE HATE PEOPLE LIKE THAT.”  
(MALE, AGED 13)

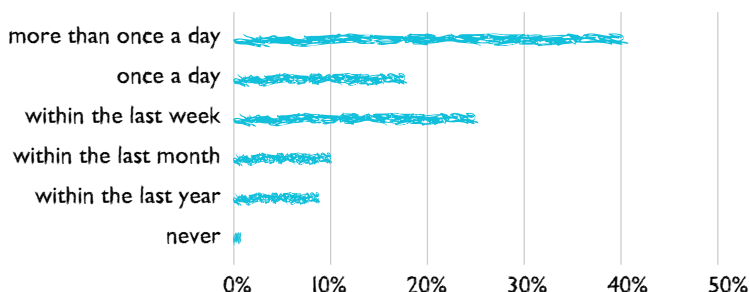
“People would make fun of them and it would be hell for them. But this happens in every school.”  
(FEMALE, AGED 13)

“They get bullied because they are different.”  
(MALE, AGED 12)

“They normally aren't welcome.”  
(MALE, AGED 16)

- 87% of pupils who completed the questionnaire indicated that homophobic language had been directed at someone believed to be LGB. Over 60% of pupils maintained they had heard homophobic terms used in their school at least once every school day, whilst one in five pupils (20%) reported hearing words such as 'fag', 'queer', 'lezzy' or 'poof' within the last week in school.

**Figure 2 Frequency of homophobic language reported by respondents (n=211)**



- Almost 2/5 (37%) of young people were aware of another pupil in their school who had been physically assaulted (i.e. hit, punched, kicked, pushed or spat on) due to their sexuality or perceived sexuality
- 43% of pupils were aware of someone at their school who was deliberately excluded or ignored because they were LGB or perceived by other pupils as such. Almost half of all pupils (48%) said they knew of someone else in their school who was LGB
- Although most of the young people did not condone homophobic bullying behaviour, 27% were unsure or felt that it was okay to verbally abuse young LGB people, almost 1/4 (23%) indicated it was - or might be - acceptable to hit, punch, kick or spit on young gay people, whilst 29% felt unsure or believed it was acceptable to deliberately exclude young LGB individuals.

*“I have gay and lesbian friends and would like other people to see that they are no different to people who are attracted to the opposite sex.”*  
 (FEMALE, AGED 14)

*“I have no problem with gays except when they’re near me; it’s against my religion; I have no problem as long as they stay away from me.”*  
 (MALE, AGED 14)

*“This survey would be useful with people that bully homosexual people to help them realise what they are doing.”*  
 (MALE, AGED 14)

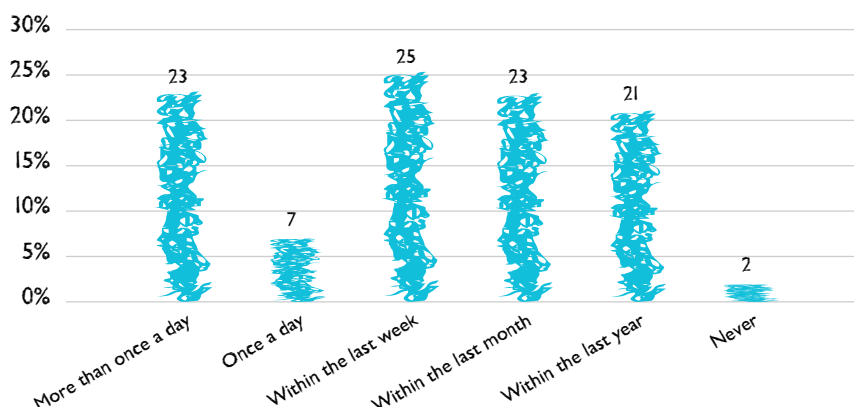
**Table 2: Pupils' attitudes towards acceptability of different types of homophobic bullying (n=210)**

	Acceptable	Unacceptable	Unsure
Verbal abuse	13%	72%	15%
Physical abuse	11%	77%	12%
Exclude / ignore	14%	71%	15%

**Teachers' views**

- The majority (60%) of teachers felt that all pupils were not safe in their respective schools
- Less than 1/5 (18%) of teachers felt that all pupils were able to be themselves, or express themselves fully in their school
- 85% of teachers were aware of homophobic verbal bullying where pejorative terms such as fag, queer, poof or lezzy were used
- As is displayed in Figure 3, whilst 1/4 of teachers reported hearing homophobic language within the last week, almost 30% of teachers reported hearing homophobic slurs either once or more than once during the school day.

**Figure 3: Teachers' recollections of hearing homophobic language in school (n=49)**



- Over 1/3 (35%) of teachers were aware of instances where pupils who identified as LGB or were perceived to be LGB were subjected to deliberate exclusion by their peers
- 1 in 8 (12%) teachers were aware of cases of homophobic physical bullying, where the victim was (or was perceived to be) LGB
- The four most widely cited hindrances in tackling homophobic bullying were parental disapproval (53%); a lack of confidence in developing and delivering resources (39%); student disapproval (35%) and school inexperience in dealing with these issues (29%)
- More than 2/3 of teachers knew of LGB pupils attending their respective schools

- 
- 1 in 8 (12%) teachers indicated a pupil had approached them to discuss his/her sexual orientation, with the majority indicating they were able to offer information on appropriate advice or advocacy services
  - Insofar as the national and/or subject curricula were concerned, 45% of teachers were unsure whether the needs of heterosexual and non-heterosexual pupils were catered for, whilst 10% felt that all pupils' needs were not met by the existing school curriculum

“One boy told me he felt left out of literature. It's there for him & we need to be more direct about its gayness, e.g. Carol Ann Duffy's poems.”

(TEACHER)

- Almost 1/2 (49%) of all teachers felt that school was an appropriate setting to provide information on LGB issues, whilst approximately 1/3 (34%) were uncertain. Only 17% of teachers believed that providing information about LGB issues in their school was inappropriate.

**This document is based on the PRIDE Evaluation 2008 available from:**  
[http://www.niabf.org.uk/cms/images/stories/documents/resources/pride\\_evaluation\\_may\\_2008.pdf](http://www.niabf.org.uk/cms/images/stories/documents/resources/pride_evaluation_may_2008.pdf)

## References

- Jarman, N. & Tennant, A. 2003, *An Acceptable Prejudice? Homophobic Violence and Harassment In Northern Ireland*, Institute for Conflict Research, Northern Ireland.
- Young Life and Times (2005), *Northern Ireland Young Life and Times Survey*. [www.ark.ac.uk/ylt](http://www.ark.ac.uk/ylt)
- Rivers, I. 1996, 'Young, gay and bullied'. *Young People Now*, vol. 81, no. 1, pp. 18-19.
- Rivers, I. 2000, 'Social exclusion, absenteeism and sexual minority youth', *Support for Learning*, vol. 15, no. 1, pp. 13-18.
- McNamee, H. 2006, *Out on your own: An examination of the mental health of young same-sex attracted young men*. Rainbow Project, Belfast.
- D'Augelli, A. 2002, 'Mental Health Problems among Gay, Lesbian and Bisexual Youths Ages 14 to 21', *Clinical Child Psychology*, vol. 7, no. 3, pp. 443-456.
- Carolan, F. and Redmond, S. 2003, *The needs of young people in Northern Ireland who identify as lesbian, gay, bisexual or transgender*. Belfast: Youthnet.
- Trenchard, L. & Warren, H. 1984, *Something To Tell You... The Experiences and Needs Of Young Lesbians And Gay Men In London*, London Gay Teenage Group, London.

## Appendix 2

# Further reading and resources

- 1 *Bullying: Don't Suffer in Silence - an anti-bullying pack for schools*. DfES. (2000) A pack offering practical advice for combating bullying in schools.  
[www.dfes.gov.uk/bullying/teachersindex.shtml](http://www.dfes.gov.uk/bullying/teachersindex.shtml)
- 2 *Calls to Childline about sexual orientation, homophobia and homophobic bullying*. Available for download as part of "Childline casenotes: A series of reports on issues facing children today".  
[www.childline.org.uk/Casenotes.asp](http://www.childline.org.uk/Casenotes.asp)
- 3 "Dad, I've got something to tell you" - some answers to the questions you might have if your son is gay. Parents Enquiry and NHS (2007) A booklet to support fathers of gay sons.  
<http://www.lgbtyouth.org.uk/ResourcesToolkitsandGuides.htm>
- 4 *Create Equality in Education*. Website provides ideas on how to tackle discrimination and promote equal opportunities.  
[www.creequality.org/English/reports.html](http://www.creequality.org/English/reports.html)
- 5 *Educational Action Challenging Homophobia (UK)*. Confidential free phone helpline for young people affected by homophobic bullying.  
<http://www.eachaction.org.uk>  
Helpline: 0808 1000 143
- 6 *Education for All (Stonewall)*. Resources and information for teachers and young people, to deal with homophobic bullying.  
[www.stonewall.org.uk/education\\_for\\_all/default.asp](http://www.stonewall.org.uk/education_for_all/default.asp)
- 7 *Homophobia, Sexual Orientation and Schools: A Review and Implications for Action*. DfES. (2004). Action planning using equity and diversity principles.  
<http://www.dfes.gov.uk/research/programmeofresearch/projectinformation.cfm?projectid=14436&resultspage=1>
- 8 *Information and Guidance on Engaging Young Lesbian, Gay and Bisexual People*. Connexions (2003)  
<http://www.connexions.gov.uk/partnerships/publications/uploads/cp/LGBreprintfinal03.04.pdf>
- 9 *Learning to Grow Up: Multiple Identities of Young Lesbians, Gay Men and Bisexual People in Northern Ireland (2003)*  
[www.nihrc.org](http://www.nihrc.org) (click resources / investigation reports / sexual orientation).

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- 10 *Mermaids* Support group for gender variant children and teenagers.  
[www.mermaids.freeuk.com](http://www.mermaids.freeuk.com)  
Helpline: 070 2093 5066 (12 noon - 9pm UK time, when staffed)
  - 11 “Safe for all” (2001) A best practice guide to prevent homophobic bullying.  
(Citizenship 21, Stonewall)  
This webpage offers a range of resources, including the PDF version of the “Safe for all” guide.  
[www.stonewall.org.uk/information\\_bank/education/homophobic\\_bullying/181.asp](http://www.stonewall.org.uk/information_bank/education/homophobic_bullying/181.asp)
  - 12 *School Matters, Challenging Homophobia* (2005)  
Video download. Staff and pupils speak about their experience of homophobic bullying.  
<http://www.teachers.tv/video/44>
  - 13 *Schools Out UK*. (2004) This website includes a downloadable resource for teachers, called Tackling Homophobia.  
[www.schoolsout.org.uk](http://www.schoolsout.org.uk)
  - 14 *ShOut:YouthNet NI* (2003) A report into the needs of young people who identify as lesbian, gay, bisexual and or transgender in Northern Ireland.  
<http://www.youthnetni.org.uk/default.aspx?CATID=5160>
  - 15 *Something to Say - Listening to Children: Developing an anti-bullying culture in primary schools.* Save the Children (2005)  
Strategies to support children to tackle bullying by developing a deeper understanding of their own and others’ feelings.  
[http://www.savethechildren.org.uk/en/docs/NI\\_something\\_to\\_say.pdf](http://www.savethechildren.org.uk/en/docs/NI_something_to_say.pdf)  
Hard copies from: Save the Children  
Telephone: 028 9043 1123  
[infoni@savethechildren.org.uk](mailto:infoni@savethechildren.org.uk)
  - 16 *Focus on Bullying: Guidance and resources for post-primary schools.* Save the Children (2002)  
[http://www.savethechildren.org.uk/en/docs/focus\\_on\\_bullying.pdf](http://www.savethechildren.org.uk/en/docs/focus_on_bullying.pdf)  
Hard copies from: Save the Children  
Telephone: 028 9043 1123  
[infoni@savethechildren.org.uk](mailto:infoni@savethechildren.org.uk)
  - 17 *Supporting Lesbian, Gay, Bisexual and Transgender Students: An Issue for Every Teacher.* (2004) (NUT). Information and advice on tackling homophobia within the school environment.  
[www.teachers.org.uk/resources/pdf/LGBT\\_2004.pdf](http://www.teachers.org.uk/resources/pdf/LGBT_2004.pdf)
  - 18 *The Safe Schools Coalition USA.* Offers resources for schools on gender identity or sexual orientation. [www.safeschoolscoalition.org](http://www.safeschoolscoalition.org)
  - 19 *Them and us: A guide to anti-homophobia policies and practice in schools* (The Metro Centre)  
Download from the Schools Out policy webpage.  
<http://www.lgbthistorymonth.org.uk/documents/Them%20and%20Us%20Pack.pdf> or  
[www.schools-out.org.uk/policy/contents.htm](http://www.schools-out.org.uk/policy/contents.htm)

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- 20 *Tackling Homophobic Bullying: An Issue for Every Teacher* (National Union of Teachers)  
Guidance on supporting pupils who are lesbian, gay, bisexual or transgender (LGBT)  
and on tackling homophobia within a school environment.  
[www.teachers.org.uk/resources/pdf/Tackling\\_Homophobia.pdf](http://www.teachers.org.uk/resources/pdf/Tackling_Homophobia.pdf)
  - 21 *Out on Your Own: (2006)* An examination of the mental health of same-sex attracted  
young men.  
<http://www.mensproject.org/ooyo.pdf>  
Telephone: 028 9031 9030  
[info@rainbow-project.org](mailto:info@rainbow-project.org)
  - 22 *Straight Talk: Researching Gay and Lesbian Issues in the School Curriculum (2006)*  
The Centre for Educational Evaluation, Dublin City University.  
[http://www.dcu.ie/education\\_studies/schooling\\_sexualities/schoolingsexualities-phase2report.pdf](http://www.dcu.ie/education_studies/schooling_sexualities/schoolingsexualities-phase2report.pdf)
  - 23 *The Nature and Extent of Bullying in Schools in the North of Ireland (2007)*  
[http://www.deni.gov.uk/no.46\\_second\\_edition.pdf](http://www.deni.gov.uk/no.46_second_edition.pdf)
  - 24 *Children's Rights in Northern Ireland (2004)*  
Chapter 4 includes a section on homophobic bullying.  
<http://www.niccy.org/article.aspx?menuId=381>

### Resources available in hard copy

- 1 "Mum, Dad, I've got something to tell you" A guide for Parents who have Lesbian, Gay or  
Bisexual Children (2002)  
Eastern Health and Social Services Board  
Telephone: 028 9032 1313  
[pr@ehssb.n-i.nhs.uk](mailto:pr@ehssb.n-i.nhs.uk)
- 2 "Pride and Prejudice" - Save the Children (1999) Practical advice about setting up a  
group; about staffing, resources, supervision and management; and about issues of access,  
confidentiality and safety.  
Quote ISBN 1899120904 or EAN 9781899120901  
Telephone: 01752 202 301  
[orders@nbninternational.com](mailto:orders@nbninternational.com)









# leave it OUT

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Developing anti-homophobic  
bullying practice in schools

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# leave it OUT

Developing anti-homophobic  
bullying practice in schools

Save the Children and  
The Rainbow Project  
are members of



Northern Ireland  
Anti-Bullying Forum  
Acting Together To End Bullying

[www.niabf.org.uk](http://www.niabf.org.uk)

Save the Children, Popper House, 15 Richmond Park, Belfast BT10 OHB  
Tel: +44 (0)28 9043 1123 Fax: +44 (0)28 9043 1314  
[infolni@savethechildren.org.uk](mailto:infolni@savethechildren.org.uk) [www.savethechildren.org.uk](http://www.savethechildren.org.uk)