



# Anti-Bullying Week Youth Conference 2018

## Adult Workshop



# 3 workshops

1. Policy/context and practical activities to prevent and tackle LGBT bullying in your school/setting
2. Supporting Trans and Gender Questioning young people
3. Scenarios

Thanks to Rae Hancock, The Cherwell School and Guy Brigg, OCC LGBT Champion and Deputy Head at Dr Radcliffe's Primary School



# National Context

- Nearly half of LGBT pupils (45%) including 64% of trans pupils are being bullied for being LGBT
- 84% of trans young people have self-harmed and 61% of LGB pupils have self-harmed
- 45% of trans young people have attempted to take their own life. 22% of LGB young people have attempted to take their own life

Stonewall School Report - 2017



# National Context

- More than half (53 per cent) of LGBTQ young people have deliberately harmed themselves
- More than one in four (27 per cent) of trans young people have tried to kill themselves, with nearly two in three (62 per cent) having thought about committing suicide

The Metro Youth Chances report (2014)



# The Law & Ofsted

- Equality Act 2010: The public sector Equality Duty requires all schools in England to eliminate discrimination on the grounds of sexual orientation and gender reassignment. Schools must promote equality of opportunity and foster good relations.
- Education and Inspections Act 2006: Schools have a duty to promote the safety and well-being of all children and young people in their care
- Ofsted: [Exploring the school's actions to prevent homophobic bullying: Ofsted guidance \(pdf format, 165Kb\)](#)



# Ofsted questions – 2013 framework

- Inspectors are guided to ask students whether:
  - there is any homophobic bullying, anti-gay derogatory language or name calling in school or on social media sites
  - if a gay pupil was ‘out’ in school, that pupil would feel safe from bullying
  - they have learned about homophobic/transphobic bullying and ways to stop it happening in school
  - they learn in school about different types of families – whether anyone is, or would be, teased about having same-sex parents.
  - there is any homophobic bullying or derogatory language about staff
  - someone - pupil or teacher - who thought of themselves as the opposite gender, feels safe and free from bullying at school



# Keeping Children Safe in Education (2018)

This statutory guidance sets out what schools and colleges in England should do, and the legal duties they must comply with, to safeguard and promote the welfare of children.

LGBTQ+ young people are **not a safeguarding issue in and of themselves**, it becomes an issue when they are at risk.

E.g. Meeting older people online because there is no safe youth space in their local area.



# Getting Started

1. Set the Ground Rules (Policies/Training)
2. Communicate to Parents & Carers
3. Keep track of incidents
4. Find out what's going on
5. Support LGBT young people

<https://www.stonewall.org.uk/resources/getting-started-toolkit-secondary-schools>



# Local Resources

- [Anti-bullying policy guidelines \(pdf format, 147Kb\)](#)
- [Form for recording prejudice-related incidents and bullying \(doc format, 116KB\)](#)
- [Trans Inclusion Toolkit for Schools \(pdf format, 1.3Mb\)](#)
- [Equality School Champion Award \(pdf format, 118Kb\)](#)

<http://schools.oxfordshire.gov.uk/cms/content/policy-and-guidance>

<http://schools.oxfordshire.gov.uk/cms/content/homophobic-biphobic-and-transphobic-bullying>



# Project Q



DVD with guidance and  
resource sheets



# The story of Dominic Crouch



# Challenging Myths and Stereotypes

**ALL GAY MEN  
ARE FEMININE**

**RIGHT?**

**STEREOTYPES ARE THE VIEWS OF  
THE SMALL-MINDED.**

DESIGN  
DEVINERART.JUMBLR.COM

GARETH THOMAS, 36 YRS.  
WELSH RUGBY PLAYER. GAY.



# Bi-invisibility

“Where the existence or experience of bisexual individuals is ignored or denied”

- Higher rates of poor mental health
- Repeated need for coming out-out
- Reduced access to services and support
- Prejudice and stigma from within the LGBTQ+ community

**Reflect on your setting.**

**What simple, quick changes could you make to challenge bi-invisibility?**

Consider: Students, staff and parents/carers

What is banter?

**The playful and friendly  
exchange of teasing  
remarks.**

**You can only banter with someone you know very well and like very much.....otherwise its not banter**

**A suggested checklist to consider:**

- When is their birthday?
- Did you send them a card?
- Have they ever been to your house?
- Have you been to theirs?
- Do you socialise together?
- Have you comforted them when they have been upset?
- Do you share secrets?
- Would you ask them for help if you had a problem?

- If you don't really know the other person – *it's not banter*
- If you are annoyed or cross – *it's not banter*
- If you mean it – *it's not banter*
- If it is racist, sexist or homo/bi/transphobic – *it's not banter*
- If it is using the language of allegation – *it's not banter*
- If the other person is upset as a result – *it's not banter*
- If they ask you to stop – *it's not banter*

“I’m out at school and most people don’t seem to have a problem with me, not publically at least. In my close group of friends we’ll banter quite a lot; calling things ‘gay’ or saying I can or can’t do things because I’m queer. I’m totally fine with this and enjoy it. However, sometimes other people who aren’t my friends do it or join in and then it doesn’t feel ok. Is it?.” **AB (14)**

# An Introduction to Creating LGBTQI+ Inclusive Learning Environments

Rae Hancock

The Cherwell School

(Chartered Teacher of PSHE, Stonewall School Champion)

[rhancock@cherwell.oxon.sch.uk](mailto:rhancock@cherwell.oxon.sch.uk)

**64%** of trans\* men (assigned female at birth - AFB) experienced transphobic bullying at school and **44%** of trans\* women (assigned male at birth - AMB) experienced transphobic bullying at school.

On average, trans\* children leave school earlier than any other group, **25% have attempted suicide**, and a further 25% have considered it.

'Engendered Penalties'(2007)

**64%** of trans pupils still experience transphobic bullying in school

Stonewall (2017)

The experience of trans\* and  
intersex individuals brings  
gender issues to the foreground

Tackling gender issues benefits  
everyone

Joel (2012) '3G sex'

Three core biological markers of maleness and femaleness:

**Genetic**

**Gonadal**

**Genital**

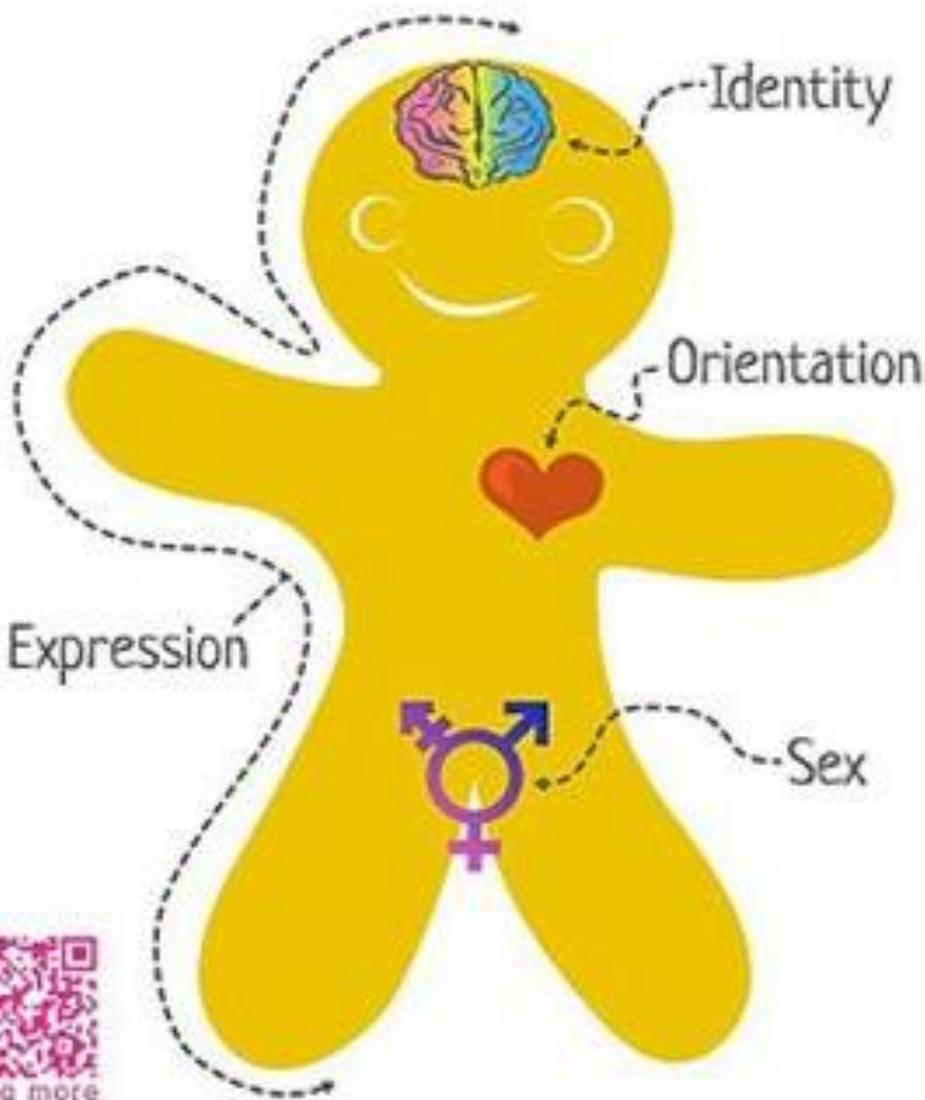
Therefore although only 1% percent of humans are '3G-intersex', when it comes to human bodies and brains we all have a **mosaic** of male and female features

Gender is a social construction that  
develops over time

Gender Socialisation

# The Genderbread Person

by [www.ItsPronouncedMetrosexual.com](http://www.ItsPronouncedMetrosexual.com)



## Gender Identity

← Woman Genderqueer Man →

Gender identity is how you, in your head, think about yourself. It's the chemistry that composes you (e.g., hormonal levels) and how you interpret what that means.

## Gender Expression

← Feminine Androgynous Masculine →

Gender expression is how you demonstrate your gender (based on traditional gender roles) through the ways you act, dress, behave, and interact.

## Biological Sex

← Female Intersex Male →

Biological sex refers to the objectively measurable organs, hormones, and chromosomes. Female = vagina, ovaries, XX chromosomes; male = penis, testes, XY chromosomes; intersex = a combination of the two.

## Sexual Orientation

← Heterosexual Bisexual Homosexual →

Sexual orientation is who you are physically, spiritually, and emotionally attracted to, based on their sex/gender in relation to your own.



and more

Gender is a social construction that  
develops over time

Transgender and cisgender

Gender questioning  
Gender non-conforming  
Gender queer

**Reflect on your setting.**

**Where are gender norms/stereotypes reinforced and where are they challenged?**

**Consider:**

The [im]balance of power

The impact on students

Senior Leadership support

Policies

Procedures

Environment

Ethos

**Reflect on your setting.**

**Do you have SLT support for  
gender equality and trans\*  
inclusion?**

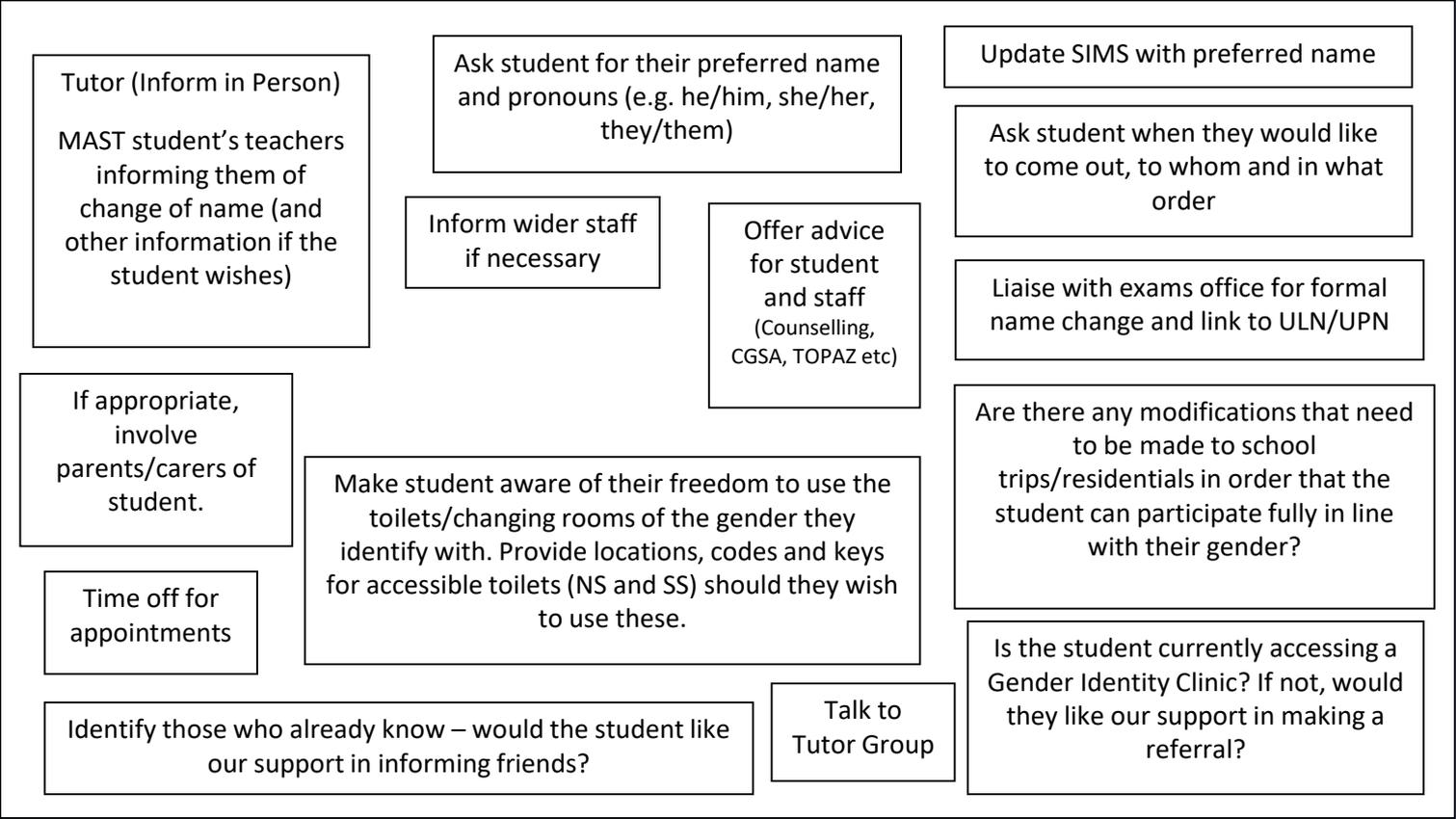
**Consider:**

What that support would look like

Who would you need to get on side to bring about  
change

How would you do that

- 1. Inform YL/DYL (if news did not come through them)YL/DYL to meet with student.**
- 2. Student leads the consultation of their needs.**
- 3. Offer Designated Key Worker.**
- 4. Other staff informed as appropriate**



## Review/On-Going Support

Check if actions still in place and appropriate – Check in on regular intervals with all parties involved - Do we need to revisit support at a later date? – Have an open door policy - Monitor HBT Bullying incidents – Staff Training – Keep staff informed of any changes

# **Reflect on your setting.**

**What areas do you already have covered by procedures and which would it be useful to have?**

## **Consider:**

Access to facilities and subjects

Documentation

Communication

Exams

# **Reflect on your setting.**

**To what extent does the physical environment reinforce or challenge gender stereotypes/norms?**

## **Consider:**

Toilets

Changing rooms

Playtime facilities

# **Reflect on your setting.**

**To what extent does the overall ethos of your school reinforce or challenge gender stereotypes/norms?**

## **Consider:**

Language

The [im]balance of power

Role models

Codes of conduct

You are a member of SLT/Head of PSHE and have been given the task of reviewing policy and procedures in relation to support trans and gender questioning children in your school.

You've received an e-mail from an organisation you haven't heard of with a copy of a comprehensive toolkit and guidance for schools.

A parent comes to you to express concerns that their child doesn't feel comfortable getting changed for P.E. as there is a trans girl changing in there with them. The parent says that this isn't appropriate and that the trans girl should be made to change elsewhere.

You are planning a residential trip and one of your students identifies as trans.

Stretch and Challenge = they are not out at home.....

“When we are changing classes some boys brush up against me and my friends in the corridor. Sometimes they touch us on our breasts or under our skirts and if we complain they say it’s just banter. Maybe I should just be ok with it?” **S (14)**

“When I was in year 8 people used to jokingly call me a man because of how I behaved and how I moved and sat and it made me feel like I had to hide it. I had to fight really hard and pretend to be girly and that didn’t make me feel good either.” **J (18)**

“I’m out at school and although people are ok with it on the surface I can feel them looking at me and talking behind my back. It happens in class and the teacher never does anything” **DW (15)**

“Something about Transgender  
Trend leaflets” **AI (Teacher)**

# Legislation is now supportive

## Unions

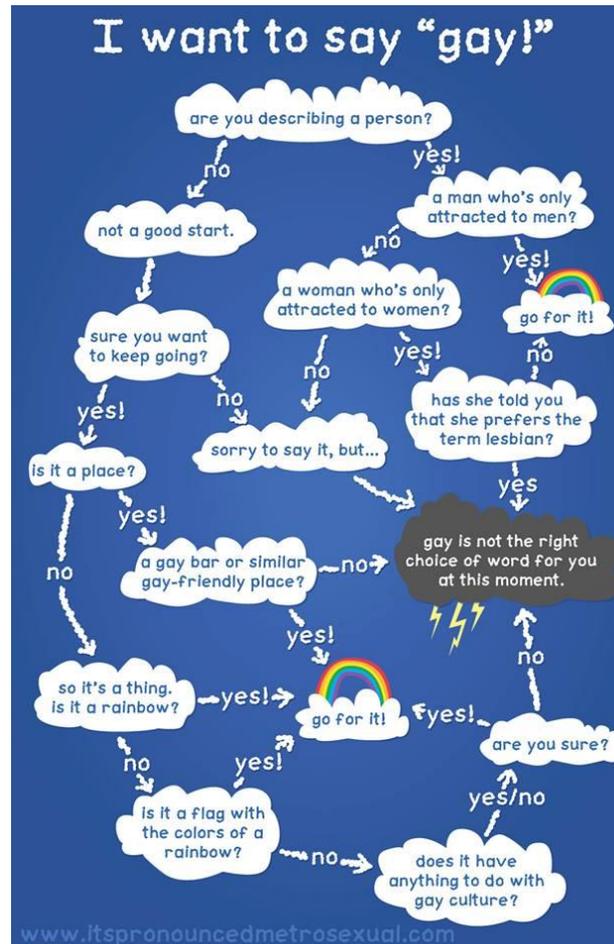




# Workshop 3 - Scenarios

- Challenging Language – Carousel Activities
- Scenarios – How would you respond?

# Challenging HBT language – Developing a script





# Working out a script to respond

- Policy
- Deal with language every time it happens – consistency is the key
- Don't ban the word – make sure it's used properly
- What do you mean by.....?
- Explore and explain in age appropriate way – gay is when two men or two women love each other and there's nothing wrong with that
- It's wrong to use the word gay as an insult/ to mean rubbish or bad because it could upset people e.g. if they have two mum's or 2 dad's or if they are gay
- Organisational response
- Personal response



# Equality Champion School Award – Bronze Award

- Do you have an Anti-Bullying/LGBT lead?
- Does your Anti-Bullying policy include specific mention of HBT bullying and how to prevent?
- Have teachers/staff had training?
- Does your recording system allow you to record and analyse HBT incidents and bullying?
- Evidence of incidence of HBT language and bullying?
- A plan in place to address HBT/LGBT bullying?



# Any Questions?

