

Combating Homophobic, Biphobic and Transphobic Bullying of Young People in Hillingdon



A review by the Corporate Services and Partnerships Policy Overview Committee

Councillors on the Committee: Scott Seaman-Digby (Chairman); Richard Mills (Vice-Chairman); Wayne Bridges; Jazz Dhillon; Beulah East (Labour Lead); Duncan Flynn; Raymond Graham; Henry Higgins; and Robin Sansarpuri

2017/18



HILLINGDON
LONDON

Chairmen's Foreword

The Council's commitment to supporting and defending young people and eliminating bullying is unwavering, and this review was yet another example of the Council's work in this area. Initiated and originally considered by the Corporate Services and Partnerships Policy Overview Committee in 2017/18, this review continued briefly into the following municipal year, and was agreed and finalised by the Chairman and Labour Lead Member of the new Corporate Services, Commerce and Communities Policy Overview Committee.

On a national level, figures associated with the bullying of young lesbian, gay, bisexual and transsexual (LGBT) people are hugely concerning and upsetting, with nearly half of all lesbian, gay and bisexual (LGB), and two-thirds of transsexual young people, reporting that they have suffered from bullying.

Furthermore, it is important to understand that not all victims of homophobic bullying identify as LGBT. Some young people have same-sex parents, some are thought to be different in some way, and for others, homophobic language is directed at them even though they identify as heterosexual.

Roughly 7% of the population now identifies as lesbian, gay, bisexual or transsexual, and this represents thousands of residents within the London Borough of Hillingdon. This review considered what more could, and should, be done as a Borough to help support the LGBT community, in particular the approximate 5,500 young LGBT Hillingdon residents who are, potentially, in need of more support.

The devastating impact of this bullying can be found all over the country, and the LGBT community continuously face higher levels of mental health problems, addiction, self-harm and suicide as a result. The Committee recognised the importance of leading by example in the attempts to eradicate bullying, and by taking action to support the LGBT community, it was hoped that this action would send an important message to the rest of the community.

This review gave the Committee the opportunity to engage with a number of witnesses, ranging from officers, equalities charities, teachers and schools, and young LGBT residents who have personally been victims of this form of bullying. These powerful witness testimonies inspired the Committee to make a series of recommendations that we believe will help empower those young people who have suffered or witnessed bullying to speak up, while helping tackle the causes and effects of this dangerous and upsetting behaviour and promoting inclusiveness and equality.

This review illustrates the importance of tackling bullying and ensuring that our young LGBT residents feel protected, supported, and comfortable living their lives however they see fit.

Intolerance will not be tolerated in Hillingdon, and we hope that this review can serve to improve the lives of thousands within the Borough.

Councillor Scott Seaman-Digby

Chairman of the Corporate Services & Partnerships Policy Overview Committee, 2017/18

Councillor Richard Mills

Chairman of the Corporate Services, Commerce & Communities Policy Overview Committee, 2018/19

Contents

Chairmen's Foreword	2
Summary of Recommendations to Cabinet	5
Background to the Review	6
Evidence & Witness Testimony	
Findings & Conclusions	
Terms of Reference	
Witness & Committee activity	
References	
Appendices	

Summary of Recommendations to Cabinet

Through the witnesses and evidence received during the detailed review by the Committee, Members have agreed the following recommendations to Cabinet:

Following an in-depth review on the subject, it is proposed that the Council follows-up the outstanding actions from the ‘2013 assessment of homophobic, biphobic and transphobic bullying in Hillingdon’ [page 11 of the review], which the Committee have incorporated into a set of revised recommendations focussed on younger LGBT residents, as detailed below:

- 1. Officers attend the Headteachers' Forum and Governors' Forum to promote all elements of equality, including a focus on LGBT issues and preventing and tackling homophobic, biphobic and transphobic bullying, as well as how to report it.**
- 2. Ensure homophobic, biphobic and transphobic bullying be included in the Council's programme of tackling hate crime and extremism in schools.**
- 3. The Council release a template / guidance regarding LGBT bullying for schools, including best practice to combat homophobic, biphobic and transphobic bullying, that can be used or adapted by schools to ensure it meets their individual needs.**
- 4. The Council encourages local primary and secondary schools to join the “Stonewall Champions Programme”.**
- 5. The Council release a press statement and fly the rainbow flag outside the Council on the date of “Pride in London” to celebrate LGBT awareness.**

Background to the review

In July 2017, a representative of Stonewall attended the Committee meeting to deliver a presentation on homophobic, biphobic and transphobic (HBT) bullying, as part of the Committee's policy overview role in relation to equalities and community cohesion.

The presentation highlighted worrying statistics regarding bullying, the effects of bullying on young people, and how schools combat these forms of bullying. Members of the Committee expressed their concern regarding the disturbing impact that this bullying had on the lives of young lesbian, gay, bisexual or trans (LGBT) people in Hillingdon Borough, and sought further information on the issue.

In 2013, the Council published "An assessment of homophobic bullying and health and wellbeing amongst young Lesbian, Gay, Bisexual and Transgender people in Hillingdon", and the report confirmed that bullying was experienced by a large proportion of the LGBT community. This was considered to be a major cause of mental disorder, substance abuse, deliberate self-harm and suicidal tendencies within the LGBT community.

These issues are very often the cause of social exclusion, homophobia and discrimination in society, and as such, LGBT people are at a much higher risk of these concerns than the heterosexual population.

It is estimated that five to seven percent of the British population are LGBT, while one percent is trans. These figures would suggest that roughly 5,000 children and young people in Hillingdon were LGB, while 500 were trans, and it is vital that the Council do as much as they can to prevent them from suffering the discrimination and resulting consequences that many of the LGBT community have faced in the past.

The Committee suggested a review into HBT bullying be undertaken to further investigate the issue, and improve ways to both prevent and tackle homophobic, biphobic and transphobic bullying, and the social problems that arise from it within the Borough.

Defining Homophobic, Biphobic & Transphobic Behaviour

Before it is possible to look deeper into the issue, it is first necessary to consider how to define instances of HBT behaviour.

These instances of hostility can be identified using a shared definition that was devised by the Crown Prosecution Service (CPS) and the Police when dealing with hate crimes within the CPS guidance, '*Hate Crime: Public Statement on prosecuting homophobic, biphobic and transphobic hate crime*'.

This document states that *"in order to identify cases involving HBT hostility, we have ... a definition wider than the legal definition of a hate crime within the Criminal Justice Act 2003 to ensure we capture all relevant cases: 'Any incident / crime which is perceived by the victim or any other person, to be motivated by hostility or prejudice towards a person because of their sexual orientation or transgender identity or perceived sexual orientation of transgender identity by the victim or any other person'".*

With regards to hate crime, the definition that is widely accepted by a number of councils and will be used for the purposes of this review, is that: *"hate crime can take many forms including: physical attacks such as physical assault, damage to property, offensive graffiti and arson; threat of attack including offensive letters, abusive or obscene telephone calls, groups hanging around to intimidate, and unfounded, malicious complaints; or, verbal abuse, insults or harassment - taunting, offensive leaflets and posters, abusive gestures, dumping of rubbish outside homes or through letterboxes, and bullying at school or in the workplace".*

Bullying can therefore be considered a hate crime, and this is important to recognise, as it can contribute to these negative health and wellbeing connotations that are suffered by many young LGBT people. This bullying takes many forms, including homophobic bullying. The Department of Health and the Department of Education have an agreed definition of homophobia, which states *"homophobia is a dislike or fear of someone who is lesbian, gay or bisexual (LGB). At its most benign, it involves passive resentment of LGB men and women. In its most destructive form, it involves active victimisation. Such attitudes can also affect anyone who is perceived to be homosexual or who does not conform to stereotypical standards of masculine or feminine behaviour".*

Furthermore, there is a raft of legislation that enables local authorities and the Police to tackle incidents of harassment or hate crimes, and the Council must fulfil its legal obligations and statutory duties under the Public Sector Equality Duty (Equality Act 2010), Harassment Act 1997, Public Order Act 1986, Crime and Disorder Act 1998, Gender Recognition Act 2004 (GRA 2004), and by acting in accordance with the European Convention of Human Rights (Human Rights Act 1998).

The Public Order Act 1986 confirms that "hatred on the grounds of sexual orientation" refers to the sexual orientation of persons of the same sex, the opposite sex, or both. As such, this covers hostility towards LGBT people.

The Crown Prosecution Service also define transgender, or trans, as terms for *"people whose gender identity does not correspond with their birth gender". These terms "are used in the hate crime legislation and include references to being transsexual, or undergoing, proposing to undergo, or having undergone a process or part of a process of gender reassignment", and the Gender Recognition Act 2004 provides legal recognition of the trans person in their acquired gender.*

HBT bullying is, however, not limited to those who are LGBT, but also affects those who are perceived to be LGBT. As such, the national legislation recognises this concern, and S146 of the Criminal Justice Act 2003 is also *“relevant to cases where the offender has assumed a person has made assumptions about a person’s presumed sexual orientation or transgender identity, whether or not that assumption is correct”*.

With regards to local involvement in tackling these issues, the Crime and Disorder Act 1998 placed a statutory duty on police and local authorities to develop and implement a strategy to tackle community safety issues.

Additionally, the London Borough of Hillingdon's own "Equality and Diversity Policy" states that the Council *“recognises that different people will have different needs and our aim is to provide services in a way that responds to those needs”*. The document confirms that the Council *“is committed to promoting fair and equal access to services and equality in employment”* and that the organisation aims *“to recognise and value the differences in the people we serve and employ”*, including sexual orientation.

Background Information & Connected Activity

In October 2012, a Hillingdon Adult LGBT Forum launch event was held at Brunel University, which was coordinated by Peter Vittles at Ealing Community and Voluntary Service. The intention was to bring together LGBT people and provide a support network and social opportunities. It was agreed to be a self-sufficient group, but unfortunately the group no longer meets in a formal capacity.

However, in September 2014, a partnership was established between the Council and MOSAIC Youth Centre, a London-based charity that specialised in the delivery of services for Lesbian, Gay, Bisexual, Transgender, Intersex and Questioning (LGBTIQ) young people, in partnership with other local authorities in West London. Within the partnership agreement, Hillingdon Council committed two youth work practitioners, free access to Fountains Mill Young People's Centre in Uxbridge for one session per week, and a revenue budget for programme delivery costs. MOSAIC Youth Centre committed a senior member of staff to lead and develop the programme. The programme was branded as 'MOSAIC Hillingdon'.

In 2015, Early Intervention and Prevention Services and MOSAIC Youth Centre agreed to terminate their partnership, and the MOSAIC Hillingdon programme was closed in 2016, to be replaced by a directly-delivered Council service.

The new service, provisionally branded as 'OUTreach LGBTIQ Programme' was established in the spring of 2017. The programme is delivered by Early Intervention and Prevention Services' Sexual Health and Wellbeing Programmes unit, and is located at Fountains Mill Young People's Centre. To date, seven young people aged between 13 and 17 have been engaged on a sustained basis.

In autumn 2017, the programme offer will expand to a weekly session at Fountains Mill Young People's Centre, to be delivered in accordance to the consultation outcomes with current service users.

The Sexual Health and Wellbeing Programmes unit is also working with the Student Union at Uxbridge College to establish an on-campus element to the OUTreach programme offer, while there is also an active LGBT+ Society at Brunel University, which is primarily a support network and offers events for its members.

2013 Study into Homophobic, Biphobic and Transphobic Bullying in Hillingdon

As part of the Council's aim to achieve its commitment to equality and diversity, it carried out the aforementioned "Assessment of Homophobic Bullying and Health and Wellbeing amongst Young, Lesbian, Gay, Bisexual and Transgender People in Hillingdon" in 2013. This research was commissioned by the Public Health Team, and was aimed to document and assess LGBT people's needs in order to inform future commissioning, collate evidence of best practice from existing LGBT youth work, and draw recommendations on making the Borough more inclusive to LGBT people.

The research was conducted using a participatory approach, where members of the young LGBT community, professionals, other young people and school staff contribute to the evidence base and development of recommendations. Qualitative and quantitative data was collected through two web-based surveys, focus groups, and conversations with individuals, and in total, 1,661 people took part in the research; 168 professionals and 1,493 young people. Table 1, detailed below, shows the breakdown of the method of communication used and the people included.

Table 1: Breakdown of participants and communication in the 2013 survey "Assessment of Homophobic Bullying and Health & Wellbeing amongst young LGBT people in Hillingdon".

Participants	Method of Communication and People Reached					Total
	Focus Groups	Email	One-to-One	Questionnaire	Online Survey	
Professionals / School Staff	17	11	5	4	131	168
Young People / Students	8	1	36	28	1,420	1,493
Total	25	12	41	32	1,551	1,661

The demographics of the respondents were designed to be representative of the population of Hillingdon, and, of the students who completed the survey, 65 (4.6%) identified themselves as LGB, and 13 (10%) of the staff identified as LGB.

It should be noted that current estimates have between five and seven percent of the population of the UK now identifying themselves as LGBT.

A number of extremely concerning figures came from the survey, and some of these are outlined below:

- Two thirds (58%-69%) of LGB students say that homophobic bullying makes them feel lonely and isolated, gives them poor self-esteem, makes them depressed and makes them self-harm.
- Half (49%) of students and three quarters (75%) of staff have not reported homophobic bullying.
- LGB students are nine times more likely to have experienced homophobic bullying, and LGB staff 16 times more likely, than their straight colleagues.
- One in three (31%) LGB students have experienced sexual bullying, compared to one in twenty-five (4%) of straight students.
- Of those who report that they have experienced bullying, nearly all students have experienced verbal bullying (83%-94%) and about a third have experienced physical bullying; 39% of LGB students, in comparison with 28% of straight students.
- More than one third (38%) of LGB students reported witnessing homophobic bullying every day, while only 9% of the straight students and no staff reported the same.
- Over half (54%) of LGB students and over a third (38%) of LGB staff heard the word “gay” in a negative term every day.
- The majority of LGB staff reported witnessing homophobic bullying between students (76%) and students to staff (43%).
- A third (31%) of LGB staff said that homophobic bullying has increased during their time in education, compared to 8% of straight staff.
- LGB staff were twice as likely to challenge homophobic behaviour from staff and students, compared to straight staff members.
- 80% of the straight staff members felt comfortable to challenge homophobic behaviour, but only 38% of them challenged it every time.
- LGB staff were twice less likely to think that homophobic bullying is addressed in the same way as other forms of bullying than straight staff.

The research then led to the following five recommendations to be made in the assessment:

- 1. For partners to commit to making Hillingdon a LGBT-inclusive and affirmative Borough**
- 2. To support schools and services to proactively create a LGBT-inclusive and affirmative environment**
- 3. To collect and analyse data on LGBT in schools, health and other services in order to identify and meet the needs of LGBT people**
- 4. To offer a support group for young LGBT people in a safe environment**
- 5. To explore the option of a designated equality youth support worker to proactively promote LGBT rights for young people and be a support for relevant professionals, families and relatives**

The project culminated in an event in January 2013, the aim of which was to raise awareness of the needs of young LGBT people. This event aimed to engage professionals to meet these needs by presenting the results from the research of various LGBT people's needs, hear from speakers who raise awareness on various aspects of LGBT people's needs and how to meet these needs, and present the idea of an LGBT consortium in Hillingdon, that was created by, and for, professionals to address young LGBT people's needs in service delivery. However, with the exception of the latter two recommendations from the review, the Committee were unable to establish clear evidence that the following three of these initial recommendations had been followed-up:

- 1. For partners to commit to making Hillingdon a LGBT-inclusive and affirmative Borough**
- 2. To support schools and services to proactively create a LGBT-inclusive and affirmative environment**
- 3. To collect and analyse data on LGBT in schools, health and other services in order to identify and meet the needs of LGBT people**

National Institute of Economic & Social Research Report, July 2016

This evidence review, titled "*Inequality among Lesbian, Gay, Bisexual and Transgender Groups in the UK: A Review of Evidence*", was commissioned by the Government Equalities Office to identify the nature of inequality and relative disadvantage experienced by LGBT people in the UK. The National Institute of Economic and Social Research undertook the review, and detailed its findings in a report, published in July 2016.

The report gathered evidence from a number of sources, which highlights why there may be some slight disparities between the figures detailed therein, and those figures highlighted in other documents that were considered throughout this review, but the arguments and

conclusions made within the various reports do remain similar.

This report touched on a number of significant themes that were also raised throughout the review process. The conclusions made in the report also add further weight to the review's importance and the Committee's decision to tackle the issue, and the main findings are summarised below:

- **HBT Bullying**

This form of bullying remains a major problem in schools, and was found to be widespread in schools across the UK, supporting the evidence in the Council's 2013 study. The report even found that extensive bullying of transgender pupils included bullying by teachers and other members of staff.

- **School Policies on LGB Issues**

Teachers were in need of leadership and support, including training on LGBT issues, and while a number of measures, such as directly addressing incidents of HBT bullying, are thought to be effective by teachers, there was evidence to suggest that these measures fail to be universally implemented.

Teachers also admitted that heteronormativity, the belief that heterosexuality, or a romantic and sexual attraction to the opposite sex, is the only normal sexual orientation, was enshrined in policy. 39% of primary school teachers stated they were not allowed to teach about LGB issues, while a further 37% did not know if they were allowed. This was despite Ofsted inspections now assessing how well primary schools include same-sex families in their teachings.

Only $\frac{1}{3}$ of LGB pupils discussed LGB issues in Personal, Social and Health Education (PSHE) lessons, and fewer in Sex and Relationship Education (SRE) or other classes, while of those who were taught about these issues, only 34% said it was in a positive way. 85% were never taught about biological or physical aspects of same-sex relationships, and 81% were not given information of where to seek advice or help, and this lack of information extended to civil partnerships and having children.

- **School Libraries, Information & Clubs**

Evidence suggested it was vital for both LGB young people and children of same-sex parents that the range of sexual orientations, gender identities and families were included and, thus, normalised in lessons or information available to young people. The report found that only 40% of primary school teachers included same-sex parents in their teachings.

This lack of recognition of LGBT people and relationships extended to school libraries, with 35% of pupils stating their school had no books or information on LGB people and issues, and to computer use, where 34% said they could not use school computers to access information on LGB issues.

There is also high demand from LGBT young people for LGBT-specific clubs, but 72% of students were in schools without a club specifically for LGBT pupils and their friends, while 54% of LGBT young people felt they had no adult at school who they could talk to about their sexual orientation. The report stated that this may be related to heteronormativity and a lack of visibility of diversity of sexual orientation, as young people who reported school policies related to LGBT issues were more likely to have an adult that they could talk to at school. Furthermore, pupils who knew an openly gay teacher were more likely to speak to a teacher about being gay than those who did not, but only 32% knew an openly gay teacher.

- **HBT Language in Schools**

This is part of the bullying and harassment of LGBT people, and was found to be very common in schools, with 99% having heard HBT language used at school, and 29% of teachers surveyed confirmed that they had heard HBT language or remarks from other school staff. HBT language and bullying were also found to be closely linked, with homophobic bullying almost double in schools where pupils frequently heard homophobic language.

- **Alienation**

Half of LGB pupils felt they did not belong at their school, and around half did not feel that they could be themselves at school, with one-fifth reporting they did not feel safe at school. Heterosexism and heteronormativity are also prevalent in educational institutions, which reinforces feelings of alienation among LGBT students. Additionally, the European Union Agency for Fundamental Human Rights found that 47% of trans people reported a negative atmosphere towards LGBT people at school, and this was much higher than the EU average of 35%.

- **Being Out**

Fewer than half LGB young people felt they could be open about their sexuality in education.

- **Substance Abuse**

The evidence collated pointed to higher substance abuse amongst LGB than heterosexual people, and this includes higher rates of alcohol abuse, with Public Health England reporting that the rate of alcohol dependency for gay and bisexual men was double that of heterosexual men, particularly among young men aged 18-19.

- **Mental Health Conditions**

A number of studies pointed to higher incidence of mental health conditions amongst the LGBT population, compared with the heterosexual population. Meanwhile, young people are subject to extensive homophobic, biphobia and transphobia, and as a result, greater mental ill health. These experiences have life-long implications for mental health and resilience, and cannot be underestimated.

- **Action to Address Bullying and Harassment**

Evidence suggested many schools were failing to address HBT bullying and language throughout the UK, but the report recognised the importance of schools’ policies to reduce HBT bullying and harassment. Schools with these policies in place had considerably lower levels of HBT bullying (48% compared with 67%). It was also noted that within local authorities’ provision of school staff training, as only a small percentage offered training for sexual orientation and gender identity bullying.

However, the report confirmed that the existence and effectiveness of policies directed against HBT bullying would affect inequality between LGBT students and others.

The report details that young LGBT people face a hostile environment – in education, at home, and in wide society – at a stage in their lives when they are particularly in need of support, and these experiences can have negative repercussions that stay with people for the rest of their lives.

The report concluded that LGBT people continually face discrimination, harassment, disadvantage and inequality, and the fears and experiences of homophobic, biphobia and transphobia lead to a reluctance among some LGBT people to engage in many different aspects of public life.

Due to these findings and the conclusions made, the report noted that *“there is a pressing need to identify effective ways to address HBT bullying, particularly in schools”*.

The findings within this review then led to a 2017 national survey that was commissioned by the Government.

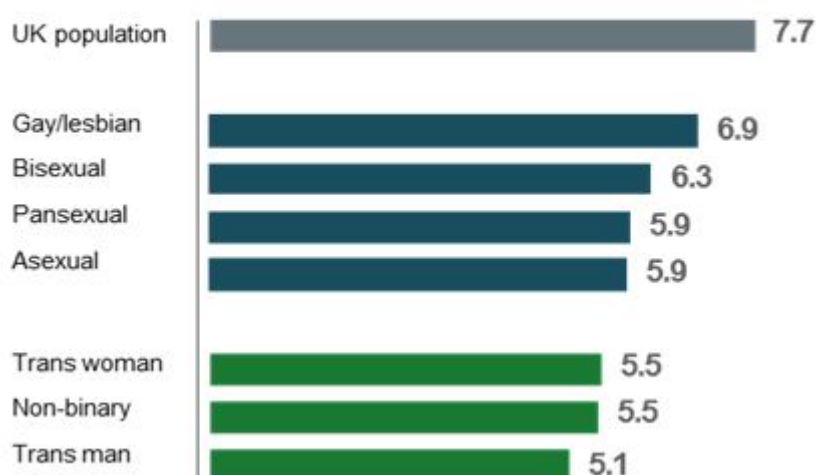
National LGBT Survey, 2017

In addition to the findings listing above, the Government announced the launch of a national survey in July 2017. This survey asked members of the LGBT community to share their views on public services to inform Government policy.

The consultation aimed to find out more *“about the experiences that LGBT people have living in the UK”* and the survey asks the LGBT community to anonymously share *“experiences of accessing and using*

Table 2: Life Satisfaction in the UK

Average life satisfaction out of 10



public services in the UK”, as well as “*any experiences of discrimination*” that they may have faced. The experiences in question include work, in healthcare, and regarding personal safety and life satisfaction, with responses on the latter detailed in Table 2.

The survey received over 108,000 valid responses, to date, making it the largest national survey of LGBT people anywhere in the world.

At least two in five respondents reported that they had experienced an incident because they were LGBT, such as verbal harassment or physical violence, in the 12 months preceding the survey. However, more than nine in ten of the most serious incidents went unreported, often because respondents thought ‘it happens all the time’.

Meanwhile, only 3% of respondents said that they had discussed sexual orientation and gender identity at school, be that during lessons, in assemblies, or elsewhere. 77% said that neither was discussed, although this was lower for younger respondents, and where these topics were discussed at school, only 9% stated that the discussions had prepared them well for later life as an LGBT person. Furthermore, 83% of the most serious incidents within educational institutions went unreported.

The impact of HBT bullying can manifest itself in a number of ways, and it is important to recognise the impact that bullying can have on the victim, whether this is an impact on their education, mental wellbeing, physical wellbeing or through behaviour such as self-harm, drinking alcohol or taking drugs. Appendix A, detailed later in this report, includes a number of case studies which describe first-hand the impact that bullying can have on LGBT young people.

Evidence & Witness Testimony

Scoping of the Review

In scoping and agreeing the review's Terms of Reference, which are set out in the appendices, the Committee sought to gain an in-depth understanding of what action had been taken by the in the Borough to address concerns about HBT bullying.

During its information gathering and call-for-evidence sessions, the Committee considered it important to take into account a selection of views from Council officers, partner agencies, schools and outside bodies. The following sections will outline the evidence received and witness testimonies.

Previous Work within the Council

The Council's Service Manager for Targeted Programmes in Early Intervention and Prevention Services attended a Committee meeting to discuss their involvement in combating HBT bullying and behaviour.

Members were informed that Targeted Programmes was a division of the Early Intervention, Prevention and SEND (Special Educational Needs and Disability) Services in the Council's Social Care Directorate. The division was commissioned to engage children, adolescents, young adults and adult parents who were vulnerable to negative outcomes in relation to their life experiences. Targeted Programmes stated purpose is *"to enable family members to develop and use enhanced Personal and Social Capabilities in their lives, to support their progression and attainment and reduce their risk of experiencing negative outcomes"*. The aim is realised through the activity of ten programme delivery units and external commissioned service providers that provide structured informal learning opportunities, through group-based and individual engagement activities. Groups that are identified in the Joint Strategic Needs Assessment as experiencing social, health, or economic disadvantage may be responded to through targeted provision, as has been established for Lesbian, Gay, Bisexual, Transsexual, Intersex and Questioning (LGBTIQ) young people.

Targeted Programmes responds to priority groups that were identified as being at risk of social, health and economic exclusion, and this includes young people who self-define as LGBTIQ. Within this context, Targeted Programmes was commissioned to deliver two key programmes that sought to benefit the lives of LGBTIQ youths: 'OUTreach' drop-in service, and 'KISS' Sex and Relationships Education Programmes. These programmes respond to the support and development needs of young people between the age of 13 and 25, who self-define as LGBTIQ,

and these young people within the target group are able to access the programme through referral by education, health and social care services, or through self-referral via word-of-mouth.

Members were informed of the aforementioned 2013 report, entitled *"An Assessment of Homophobic Bullying and Health and Wellbeing amongst Young Lesbian, Gay, Bisexual and Transgender People in Hillingdon"*, which identified a range of concerns amongst LGBTIQ young people. The report was well received, but never formally adopted into policy. Early Intervention, Prevention and SEND Services played a key role in responding to the recommendation that stated the Council should "offer a social network group for young LGBT people in a safe environment", through the establishment of new public-facing services for LGBTIQ youths.

This recommendation led to the establishment of a LGBTIQ programme that the Council provided in partnership with MOSAIC Youth Centre, a London-based charity that specialised in the delivery of services for LGBTIQ young people in partnership with other local authorities in West London. This was branded '*MOSAIC Hillingdon*' and launched in September 2014. The programme was delivered as an informal drop-in activity, and Hillingdon Council committed two youth work practitioners, free access to Fountain's Mill Young People's Centre in Uxbridge for one session a week, and a revenue budget for programme delivery costs. MOSAIC Youth Centre committed a senior member of staff to lead and develop the programme.

The location and opening times of the programme was managed in confidence to protect the service users' safety and anonymity, with prospective service users required to contact staff by telephone to confirm their appropriateness for the programme before being advised of the service times and location. Within the programme offer, two age-groups were engaged separately, with young people aged between 13 and 15 offered activities during the first part of the session, and young people between the age of 16 and 25 during the latter half. Within the programmes, young people undertook a range of informal discussion activities and received visiting speakers to address issues of concern and interest to them in relation to young people's sexual health, substance misuse and emotional health. A range of informal learning activities using cookery, arts and crafts, music production, drama, dance and off-site and residential activities were also offered.

Despite the activity of the Council and MOSAIC to publicise the programme in local secondary schools, colleges and residential children's homes, the initial level of interest in the programme was not maintained. In 2015, a review of Early Intervention and Prevention Services led to a level of staff turnover and associated loss of staffing capacity. MOSAIC Youth centre also experienced challenges in maintaining their commitment to the programme due to funding. As a result, it was agreed to terminate the partnership between the two organisations, and the programme closed in 2016, to be replaced by a new directly-delivered Council service.

'OUTreach' LGBTIQ Programme

Targeted Programmes then established a directly-managed programme for LGBTIQ youths in early 2017, which was provisionally branded as '*OUTreach LGBTIQ Programme*'. The programme is still delivered on a bi-weekly basis for an hour, and to date, seven young people are engaged on a sustained basis. The Targeted Programmes' Sexual Health and Wellbeing Programmes unit also deliver a range of sexual health and relationship education programmes for youth people ('KISS' Sexual Health and Wellbeing Programmes Unit), which are commissioned by secondary schools, young people's centres, residential children's homes, and young adult hostels in the Borough.

These programmes address issues relevant to all young people, have engaged over 850 service users since April 2017, and are delivered using 'sexual identity-neutral' language to avoid a presumption of heterosexuality, and present LGBTIQ identities as being of equal validity with a range of sexual orientations. A number of schools, youth clubs or other outside bodies that had been visited in conjunction with the programme was provided to the Committee and is detailed in the later section regarding 'KISS'.

Members heard that the young people that were targeted by the OUTreach programme were aged eight or over, but children who were below the age of eight could also be approached if so required. In contrast, the sexual health and wellbeing programme was targeted to youths aged 12-13 and over, to ensure that it was developmentally and age appropriate. Officers confirmed that the interaction between young LGBTIQ people was a balancing act, as inclusiveness was welcomed, but many preferred to attend groups for LGBT youths only to improve their confidence, before speaking to other groups that include heterosexual youths. The programmes work to help develop individual capabilities, and confidence is key to this.

It was noted that secondary school pupils would be more likely to come into contact with LGBTIQ youths, as pupils of this age gravitate towards certain peer groups and better understand their own identities, often socialising with more like-minded people. The Service Manager confirmed that society, on the whole, is now much more accepting of LGBTIQ people and it was vital to ensure a culture of acceptance and normality around LGBTIQ issues remained. The work of the Targeted Programmes Team tended to take place in problematic areas, and those people involved in the programmes were more likely to be socially isolated.

The Committee supported positive affirmation at these programmes, and heard that youth groups were fostering a culture of acceptance, noting there were signs at the youth club which informed anyone who engaged in abusive behaviour that they would not be able to remain at the group.

In the autumn of 2017, the OUTreach programme's offer expanded to a weekly session, which was delivered in accordance with consultation outcomes with current service users. The

OUTreach satellite programme at Uxbridge College will also continue to be developed in partnership with the college Student Union, with the aim of establishing an on-campus element to the programme offer. Meanwhile, Targeted Programmes will develop its preventative education programme to offer a defined 'menu' of issues-based services for young people, and within this 'menu', a wider range of LGBTIQ-specific workshops will be created to specifically address homophobic, biphobic and transphobic bullying.

'KISS' Sexual Health and Wellbeing Programmes Unit

KISS-branded Sexual Health and Relationships Education Programmes address a range of issues and concerns in the context of young people's sexual health and personal relationships. Programmes are delivered using informal education methods, and are configured in a variety of learning packages, from one-off introductory workshops to co-ordinated series of multiple contact sessions. Programmes seek to enable young people to make well-informed and responsible decisions in the context of their intimate relationships, to prevent their becoming perpetrators or victims of exploitative or abusive relationships.

The programmes are offered to secondary, further, and higher education providers; residential children's homes; young people's centres and projects; and hostels that accommodate young adults within the London Borough of Hillingdon. All programmes are offered without charge to service users or service-requesting agencies.

KISS-branded Sexual Health and Relationships Education Programmes were delivered to 22 schools, training providers, residential children's homes, young adult hostels and young people's centres, projects and programmes during the period from April 2016 to March 2017. This increased to 23 in the following year, during the period that ran from April 2017 to March 2018.

MOPAC

Hillingdon is currently receiving funding from the Mayor's Office for Policing and Crime (MOPAC), through their London Crime Prevention Fund (LCPF), to deliver local activity in relation to tackling Hate and Extremism. As part of this programme, the Council is working with local schools to enable young people to explore and understand issues relating to hate and extremism and develop their own materials to educate others. The aim is to improve their confidence to report and challenge hate and extremism, and keep themselves and others safe from negative influence, including when they are online.

Stonewall Testimony

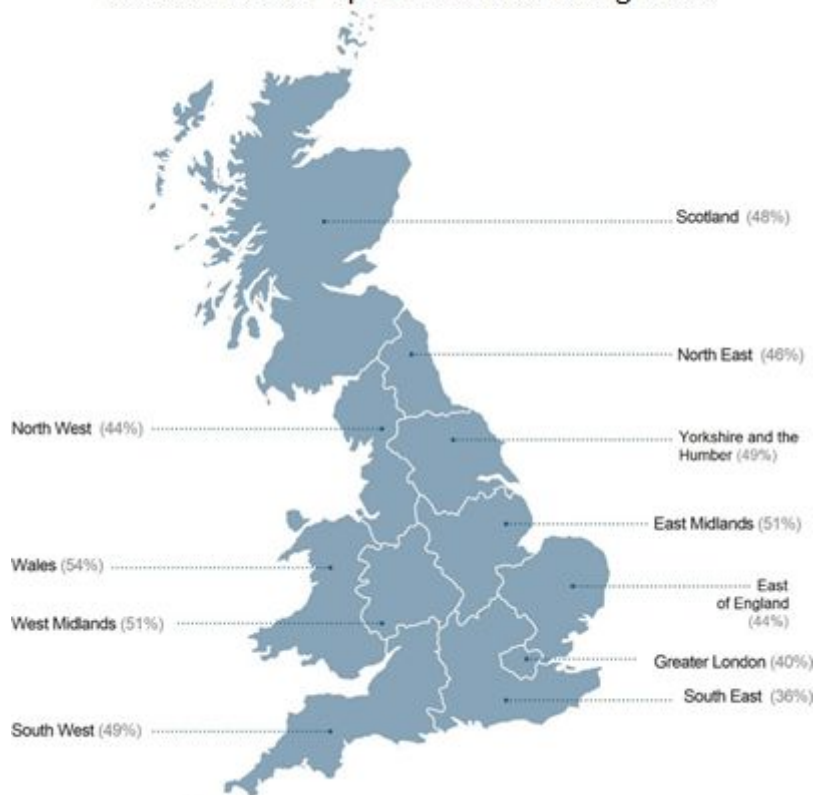
The Committee heard from Ms Sarah Rose, Senior Account Manager at Stonewall, who gave a presentation to the Committee regarding HBT bullying in schools. Ms Rose stated that LGBT young people were some of the most vulnerable in Britain, and the results published in

Stonewall's 2017 School Report confirmed this was the case, following a survey of over 3,700 LGBT young people.

The survey investigated the experiences of LGBT young people in Britain's schools in 2017, and outlined a number of key statistics regarding LGBT youths on the national scale. These included:

- Nearly half of LGBT pupils (45%) - including 64% of trans pupils - are bullied for being LGBT at school. This figure falls to 40% in Greater London. Other nationwide figures can be found detailed in Table 3;
- Almost half (45%) of LGBT students who are bullied for being LGBT never tell anyone;
- 52% of LGBT pupils hear homophobic language 'frequently' or 'often' at school; these figures fall to 46% for transphobic, and 36% for biphobic language. 86% of LGBT pupils regularly hear phrases such as "that's / you're so gay" at school";
- 9% of trans pupils are subjected to death threats at school;
- One in three LGB students have experienced sexual bullying, compared with one in 25 straight students;
- Just 29% of bullied LGBT pupils say that teachers intervened when they were present during then bullying;
- 68% of LGBT pupils reported their schools says that homophobic and biphobic bullying is wrong, and that figure falls to 41% with regards to transphobic bullying;
- 40% of pupils are never taught anything about LGBT issues at school;
- More than half of LGBT (53%) of pupils say that there isn't an adult at school they can talk to about being LGBT;
- 40% of LGBT young people have an adult at home they can talk to about being LGBT;
- Nearly all (97%) of LGBT young people see HBT content online;
- 40% of LGBT students bullied have skipped school because of bullying;
- 52% of LGBT pupils feel that HBT bullying has had a negative effect on their plans for future education;

Table 3: LGBT Pupils Bullied for Being LGBT



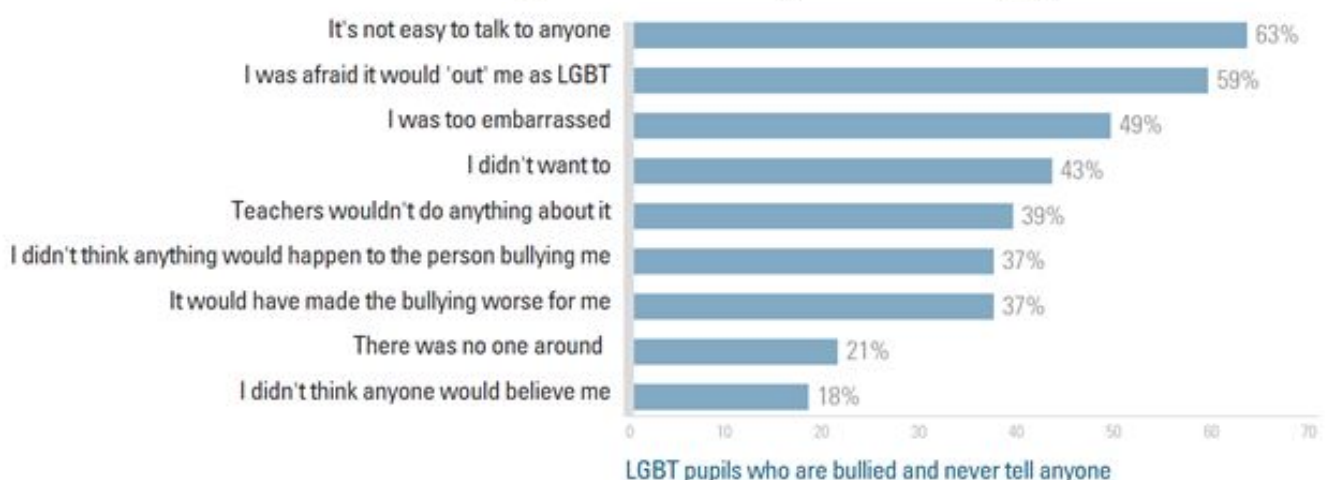
- 84% of trans young people have self-harmed. For LGB young people who aren't trans, 61% have self-harmed; and,
- Nearly half (45%) of trans young people have attempted to take their own life; among LGB young people who aren't trans this figure is 22%, while 92% of trans youths having thought about committing suicide.

Further to this, Stonewall also released a 2014 Teachers' Report, which included data from a survey of 2,200 teaching staff. The figures published included:

- 89% of secondary school teachers said young people, regardless of their sexual orientation, experience homophobic bullying;
- 29% of teachers didn't know if they were allowed to teach about LGBT issues;
- More than half of secondary school teachers (55%) and 42% of primary school teachers said they don't challenge homophobic language every time they heard it;
- Only 17% of secondary school teachers say their school library stocks books and information about LGBTIQ people;
- 8% of teachers in primary schools and 17% in secondary schools say they have received training specific to tackling homophobic behaviour; and,
- Fewer than half of teachers were confident they would have the support of parents in tackling HBT bullying in schools (46% in secondary schools, 39% in primary schools).

Using the statistics that were provided by Stonewall, it was concluded that several thousand young people within the Borough were affected by this issue, making it something that was more than worthy of further investigation. However, it was clear that many students did not inform anyone of the bullying that they experienced, and this can be found detailed in Table 4 below.

Table 4: Reasons Pupils Do Not Tell Anyone About Bullying



Councils have a statutory requirement to protect the health and wellbeing of all children and young people in the Borough in schools that fall under the Council's remit. As such, the

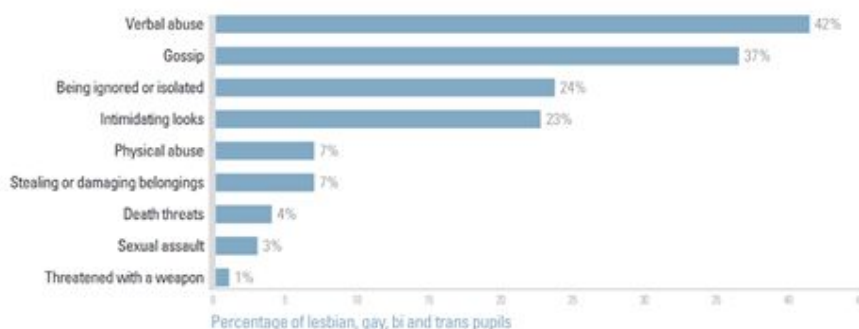
Committee heard that LGBT issues were taught to pupils in PSHE, as well as in Relationship and Sex Education, which will become a statutory requirement to be taught within schools from 2019 onwards. It was noted that Stonewall encouraged the inclusion of LGBT relationships throughout the curriculum, and not just in topics related solely to relationships or sex education.

One way to help improve the inclusion of LGBT pupils within schools was with poster campaigns, and these have led to teachers changing lesson plans or language used within their lessons, alongside visual messaging, to relate to the LGBT community. For example, a photo of a couple in a happy relationship could include same-sex partners. It was widely agreed that this action helps to normalise LGBT issues for those students who are less aware or accepting of LGBT pupils, and as such, improved results in tackling HBT bullying.

Furthermore, tackling homophobic language used within schools was seen as a vital part of combating bullying. As mentioned previously, 52% of LGBT students heard homophobic language “frequently” or “often”, and 86% stated that they regularly heard phrases such as “that’s gay” at school. The normalisation of this language can be very damaging to LGBT pupils, and makes them feel as if they are different to other pupils. Tackling this language is vital to help LGBT students fit in at school.

Members also questioned how HBT language could be tackled among parents, as this sort of behaviour could easily be passed onto children. Ms Rose noted that Stonewall trains schools to engage with parents, for example, through talks at parents’ evenings, to help tackle this issue. Other methods were used in regard to this, but it was considered vital to teach children to behave according to school rules, and tackling HBT language within schools is an important focal point of this. The Committee also recognised that children would be more willing to challenge their parents’ opinions on issues if they are better educated about them, and making students more aware of LGBT issues and teaching them not to use HBT language could be very helpful in this regard.

Table 5: What form did the bullying take?



Today, Ofsted has a strong focus on preventing HBT bullying in its current inspection framework, and Ofsted judgements can be affected if inspectors identify HBT bullying within a school. The obligation for schools to log and report any equalities-based bullying incidents was removed by the

Department of Education in 2010, but many Councils now provide their own guidance or templates for schools to deal with, and record, prejudice-related incidents. Although this was not

something currently provided by Hillingdon Council, Councillors agreed that it would be very helpful to provide this information.

These templates and guidance were seen as an important step towards helping schools deal with HBT bullying, as it would allow schools or teachers who were less experienced in facing these matters better combat the issue at hand. Furthermore, schools have also expressed a direct interest in receiving information in the form of either templates or guidance, through their involvement in the review.

The Committee suggested that further involvement with Stonewall would be beneficial to provide further input and guidance to tackle HBT bullying in Hillingdon's maintained schools and the community. Stonewall run a number of programmes which could offer this assistance, and the options that are available to the Council and local schools are outlined below:

- **Education Champions Programme**

This programme provides bespoke support and guidance to local authorities to tackle HBT bullying in local schools and support LGBT young people in their community.

The features of this programme include initial needs assessment to assist the local authority in prioritising work around tackling and preventing HBT bullying, Stonewall representation at two local events (which can include training for school or local authority staff), free good practice seminars, regional meetings, networking opportunities and discount on orders of Stonewall's education resources. Membership of the programme is £1,500 + VAT per year, but available at a rate of £1,250 + VAT per year if the authority is already a Stonewall Diversity Champion.

- **Primary School Champions Programme**

This programme is available to individual primary schools provides a pack of age-appropriate primary school resources, posters, DVDs and teaching guides, along with support, guidance, best practice and access to the schools' helpline, as well as discounted access to events and training seminars. The cost of this programme is £200 + VAT.

- **Secondary School Champions Programme**

This programme is similar to the Primary School Champions Programme, but with resources aimed at secondary schools, including lesson plans and education guides. It also includes the tools to benchmark schools' policies with legal requirements and national best practice and access to free role model visits. This programme also costs £200 + VAT.

- **Diversity Champions Programme**

This programme is a framework aimed at creating a workplace that enables LGBT staff to

reach their full potential. The Council would receive a dedicated account manager to share research and best practice, assess progress on LGBT equality, plan next steps and review policies. The cost of the programme is £2,500 + VAT per annum.

- **Train the Trainer Courses**

These courses give anti-bullying, pastoral and PSHE leads help to train colleagues on tackling HBT bullying and celebrating difference. Help can also be given to help meet the new Ofsted inspection framework requirements, and participating schools become members of Stonewall's School Champions Programme. The cost of a course is £200 + VAT.

The Committee agreed that using Stonewall's expertise would be very helpful when tackling HBT bullying and supporting the Council's maintained schools, and recommended them enrolling in one of these programmes that help support schools and the local community. As such, Members requested that officers look into the possibility of becoming a "Stonewall accredited" Council, as well as the programmes for schools, it was another useful step to supporting young people in the Borough.

School's Perspective

Throughout the review process, the Committee noted how important it was to have the involvement and input from local schools. To achieve this, the Committee agreed to both invite a local headteacher to attend a meeting to discuss concerns, as well as sending a survey to schools regarding HBT bullying and how it was tackled in schools.

Mr Colin Tucker, Headteacher at Ryefield Primary School, accepted the Committee's invitation to attend one of the review witness sessions to discuss his own experiences of tackling HBT bullying in school.

The Committee heard that the issue of HBT bullying was now far more nuanced than in previous years, as children were more likely to identify themselves differently, and schools must ensure that they are well equipped to deal with these changing times and opinions. Mr Tucker confirmed that bullying takes place at every school, even if it is not prevalent, but Ryefield Primary School had not experienced any instances of HBT bullying. However, the Committee were informed that the term "that's gay" was sometimes used, although it was stated that this was now much more infrequently used than in previous years. Mr Tucker also noted that the term was used more commonly among years 5 and 6, although not always necessarily in a homophobic manner.

Mr Tucker informed Members that his pupils were taught that all people are different, and respect and inclusiveness are used in the subject matter that is taught. Primary schools, historically, have not addressed these issues as they are not included on the curriculum, and it was not even possible to teach children about LGBT rights until 2003. However, the topic would not be pushed aside if it were raised, and it was now welcomed by teachers, as it was vital that different families

were reflected in schools and learning (e.g. same sex parents), and Ofsted's focus on the issue, which supports a better understanding of LGBT rights among pupils, has helped in this regard.

The Committee were informed that it was important that children were taught about relationships and friendships, as well as their body in primary school, although this did not necessarily refer to sex education, which was taught in secondary schools. Members all agreed that younger children must understand that all families were different, and if this is achieved at a young age, then any perceived differences are more easily accepted as the societal norm. It was also noted that children are now much more aware of relationships, differences and related topics at a much earlier age, as it is more visible, either on TV or film, or through social media and the internet.

As per the curriculum, Mr Tucker commented that nine to 11 year olds were taught about sex, but this focussed on the scientific aspects of the topic in a loving relationship. This does not explicitly reference LGBT people, but it would not exclude same-sex couples who were in relationships. The Committee also noted that from 2019 onwards, relationship education was to be made compulsory in every English primary school, while relationships and sex education would be made compulsory in every English secondary school.

When asked by the Committee whether parent involvement was also a necessity to combat HBT bullying, Mr Tucker commented that although in most cases home influence was stronger than the influence from school, in many instances children often make changes first, and then can ask parents to change, which in turn leads to changes in the home as well.

Mr Tucker confirmed that his school followed a bullying policy which explicitly included a section regarding HBT bullying, and although it was his belief that most other schools' policies have something similar included, all policies were different and that could not be confirmed.

The Committee commented that it was vital that any school policy was proactive, and not reactive to bullying, and noted that any bullying issues must be eradicated early due to the concerns for the mental health of the victim.

Responding to questions from Members, Mr Tucker confirmed that he believed that most schools would likely find it very useful if the Council released a template or some guidance which helped schools form anti-bullying policies, and included best practice regarding dealing with HBT bullying. It was his view that schools could then use this guidance or template and adapt it to suit their own school's needs.

Councillors stated their support for such an idea, and noted that if such guidance was put together, it was important that the victim of the bullying was supported, but there was also a focus on the bully. Bullying takes place due to ignorance, and it can help reduce bullying by educating the perpetrators on the issue. Members also noted that it was vital the Council could support and help teachers address the issues with parents too, as well as including some guidance regarding gender in PE and sport at school.

Stonewall's testimony confirmed that the issue of gender remains of great importance, as 40% of

trans people the age of 18-25 confirmed that they knew they were trans before the age of 11, however, it is not legal to medically transition before the age of 16. It was noted that there were case studies that included children as young as three years old who believed they were a girl, although they were born a boy, and it was vital that this topic was not ignored in schools, as primary school pupils may come into contact with other children who feel this way from a very young age.

The Committee noted that schools must be offered as much support as possible, and to achieve this, it was recommended that officers look at the possibility of becoming a “Stonewall Diversity Champion”. This would be another useful step to support schools, and could help with training for schools on topics such as HBT bullying. Furthermore, headteachers’ conferences could be a good platform for speakers and further training for teachers.

Members also agreed a survey to be sent out to all local schools in the Borough to ask a series of questions relating to HBT bullying and how their behaviour was tackled. This survey was sent out electronically, and allowed schools to respond anonymously if they wished.

The complete survey is detailed in Appendix B of this report, but the key responses are detailed below:

- School behaviour or anti-bullying policies are in place to combat bullying, and some of these do explicitly mention bullying relating to sexual orientation;
- Very few schools had any assistance in formulating an anti-LGBT bullying policy, although some used online materials for guidance;
- An overwhelming number of responders confirmed that templates for anti-LGBT bullying policies would be helpful;
- None of the schools who responded to the survey felt that the Borough did not have a role to take the lead in sharing best practice and providing assistance to schools on the issue of HBT bullying; and,
- Workshops, training, guidance and support materials were among suggestions for improving procedures that tackle HBT bullying in organisations that work with young people.

The complete responses were presented to the Committee at a later meeting, and at this meeting, the Councillors commented that there was clear evidence that schools were happy to accept help from the Council in tackling the issue of HBT bullying, even though there was not a specific request for such help.

As such, the Committee reiterated its support for a template or guidance to be sent to schools to help them continue to combat HBT bullying.

Role Models

Role models are important for any young person who is growing up, but the impact of role models on LGBT young people cannot be underestimated. These role models often speak about

LGBT issues, and help young people feel more comfortable accepting themselves, with some youths commenting that it ensures they are “not ashamed of their sexuality”, as it gives them a chance to see successful people who are openly LGBT.

During the evidence sessions, Councillors commented on the concerning figures regarding self-harm and suicide, and asked whether Stonewall used role models that understood the issues faced as a young LGBT person and could share experiences or success stories to help prevent loneliness among LGBT youths and help provide positive aspirations.

Stonewall confirmed that they do use role models who were often high-performing staff in industries such as the Civil Service, Police or Army, to speak to schools. In addition to these role models, Stonewall has also enjoyed the support of a number of high-profile celebrities, such as Sir Ian McKellen, who back their campaigns to help them reach more members of the LGBT community through public and press exposure.

Furthermore, teachers can also have a huge impact on LGBT young people and become a role model through their teaching methods. In the Stonewall “School Report” of 2017, one 18-year-old university student was quoted as saying *“My teachers at sixth form always tried to include LGBT people and issues. In English Literature lessons my teacher include work by Audre Lorde and Oscar Wilde, and discussed the ways that they presented their homosexuality in their poems or novels. We watched films such as Pride and Milk to learn about LGBT history. I think that a lot of my confidence and acceptance around my sexual orientation is because of the way my A-Level teachers celebrated LGBT history and the achievements of LGBT people”*.

This comment shows the importance of supporting LGBT young people at school by ensuring heteronormativity is not enshrined in all lessons, and it may also result in some students finding a teacher or staff member who they feel comfortable talking to about their sexuality.

Fountain’s Mill LGBT Youth Group

The Committee agreed that it was vital for the review to include input from the very people it was aiming to protect: young LGBT people. As such, it was agreed to meet with a local community LGBT group for young people in the community to discuss with them some of the concerns they have, and any possible solutions or ways in which the Council could help them.

Youth groups are an important tool in helping LGBT young people feel accepted, and allowing them support that they may lack elsewhere in society. They allow young people the opportunity to speak openly about being homosexual, bisexual or trans, and allow them a place to be themselves and not be judged by others, as well as giving the opportunity to make friends with people who understand each other, and this can have a very positive impact on their wellbeing.

Laura Keegan, the Programme Co-ordinator for Sexual Health and Wellbeing Programme within

the Early Intervention and Prevention Service at Hillingdon Council, helped arrange for two informal meetings with the Fountain's Mill LGBT Youth Group to take place. The Committee agreed that the Chairmen of both the Corporate Services and Partnerships, and Children, Young People and Learning Policy Overview Committees would attend to discuss the prevalent issues and ensure that the meetings retained an informal feel.

A number of young people who attend Fountain's Mill LGBT Youth Group attended the meetings to discuss the review, and during this meeting, a number of points and suggestions were raised by the youth group. A summary of these suggestions can be seen below:

- General anti-bullying campaigns have not had much impact on improving the situation for LGBT young people. To better tackle HBT bullying, schools must be hands-on and approach the problems directly, and educating the bullies themselves is vital towards any success;
- Teachers must be better educated on the issues of HBT bullying;
- Students must be educated about the use of homophobic language, as HBT is normalised and very painful to hear. Improved communications and awareness should be considered;
- HBT language should be included in any guidance / templates that are issued to schools to tackle HBT bullying;
- An LGBT Youth Group that was activity-based might be a popular idea. Currently there are opportunities to sit and talk, but nothing available to allow young LGBT people to interact and engage in activities, such as sport. This would likely be more popular among LGBT youths, and may increase attendance at these groups;
- Groups outside of school would be beneficial, as currently there are a number of events in or after school hours, but nothing is provided for weekends;
- An annual LGBT-friendly event might be popular among LGBT youths. Suggestions for the event included sessions on the history of LGBT issues, role models, and breakout sessions to discuss experiences and support structures, with involvement from guest speakers, companies who were interested in supporting LGBT issues, and Stonewall, or similar organisations;
- The Youth Council may have some useful input that could help in the future, and provide new ideas or concepts that may be beneficial to LGBT young people;
- The idea of flying the 'Rainbow Flag' on the day of London Pride had significant support. It was noted that this took place in Harrow, and it was a nice gesture to the LGBT community that made them feel supported and valued as a member of the local community;
- The Council could consider looking into using so-called "safe havens" from bullying for people who felt under threat. This could be used in a similar manner to the "Ask Angela" campaign that was aimed at protecting people who did not feel safe on a date. It was

suggested that libraries be used for this purpose.

- More LGBT information should be included on the relevant websites, such as the Young Hillingdon website. Information on youth groups and advice, or links to other websites that provide advice, would be supported.

The Committee also heard that the youth group were supportive of the recommendations outlined in the 2012 assessment of HBT bullying in Hillingdon, particularly with regard to the proposal to “explore the option of a designated equality youth support worker to proactively promote LGBT rights for young people and be a support for relevant professionals, families and relatives”. The youth group noted that this would be very beneficial and should carry extra weight.

A further suggestion from the Youth Group that could potentially be used in any guidance that was sent out to schools was regarding the reporting of HBT behaviour. Members heard that at some schools there was an anonymous box that could be used to leave comments or report bullying or homophobic language. It was suggested that this was a helpful tool for students who feel bullied but find it difficult to speak out and report such issues.

Finally, the Youth Group commented that the Council has specific Champions for Domestic Violence and Equalities, among other areas, and noted that a specific Champion for LGBT Rights would be very welcome.

Perspective from Outside Bodies

The Committee agreed that, throughout the course of the review, it was vital to consider the views and work of outside bodies that may be able to give their own experiences of working in this area.

As such, a number of local outside bodies and neighbouring local authorities were contacted to ask for information on their involvement when working alongside the LGBT community to tackle their concerns and better educate people on LGBT issues.

Some of the responses received are detailed below:

Hillingdon Child & Adolescent Mental Health Services (CAMHS)

The service has worked with schools and teachers with regards to transgender youngsters who have been referred to CAMHS. The service links with the tertiary service run by 'The Tavistock and Portman', where a young person is in treatment at their specialist 'Gender Identity Clinic (GIDS)'. Locally – linked to specific cases – the team has got advice from GIDS in Tavistock to think about how the teachers and school staff could deal with these issues in a sensitive manner and helped them in specific

instances and schools.

The service will raise concerns with SENCOs, and other pastoral care staff, when there are issues around bullying related to sexuality, which could either be related to genuine concerns for the young person or when false rumours are being spread. However, there has been no specific work in schools to talk about this issue. CAMHS involvement has been based around specific cases and supporting families and schools around the children or young people.

The service makes use of signposting to third sector organisations where children or young people are being bullied around these issues and, following assessment, there is no need for specialist mental health input.

As a five-borough CAMHS service, CNWL CAMHS are receiving more referrals, as is the case nationally, where the young person may have complex mental health issues related to identity, sexuality and bullying. We are aware that these children and young people are more at risk of self-harming behaviour. There is a role for CAMHS, particularly if there is an identified mental health problem to treat, or a need to support a tertiary referral to 'The Tavistock and Portman' where a child or young person and their family is exploring transition around gender. The service has provided a service-wide CPD training for a cohort of staff on Gender Identity issues facilitated by The Gendered Intelligence Team, a specialist external resource.

Hillingdon School Nursing Service

The Hillingdon school nursing service delivers weekly drop-in sessions of one hour in all Hillingdon secondary schools. Young people can self-refer, or they can be referred by a member of teaching staff or family; no appointment is necessary.

The service is confidential and open to all children, but themes of issues are collected manually to identify trends and key issues for young people. Managers have reviewed these referrals, and the referrals are themed.

There is currently no evidence of any children or young people who have presented an issue of homophobic, biphobic or transphobic bullying.

Slough Borough Council

Slough Borough Council confirmed that they are at the very beginning of this work and, as far as they were aware, the group “Spectrum” is the only youth LGBT provision in Slough and the only council LGBT project.

Spectrum is a group for 13-19 year olds, and it runs two types of session:

- *Spectrum, Peer support and PSHE* – guest speakers on LGBT specific issues of their choice and a short forum for the group to be able to talk and support each other. They meet every two months. Some sessions include discussions on hate crime, relationships and gender.
- *Spectrum, Youth Voice* – This group works on local campaigns and events, and meet monthly. They also have two representatives that sit on Slough’s Youth Parliament.

Young people can self-refer to the group for a one-to-one meeting with the responsible officer prior to the group. Prior to Spectrum, a small LGBT group called “8 Flags” ran for a couple of years but the Council is currently trying to develop this area of work, and work with other partners within the council, the police and other agencies.

In terms of bullying as a specific area of work, the Council are still in the early days of their work. Homophobic bullying and hate crime is a priority for the group to tackle in their campaigns and educational work. The Council wants to start working more closely with schools and hope to address this as specific issue with them. A relationship with the police team that deals with hate crime is also being developed. As well as this work, the community safety team within the Council has recently taken interest in this work and is looking at ways of working alongside officers to tackle this.

Bath & North East Somerset Council

Over the past year, Bath and North East Somerset Council has undertaken a lot of work to prevent and tackle HBT bullying. There is particular positivity over the encouragement of over 50 schools and youth settings to develop and maintain Equality Teams to drive change. These “E-Teams” are led by children and young people, and work collaboratively on diversity and inclusion campaigns across the Borough. These are particularly focussed on celebrating difference and challenging discriminatory language, and to empower more schools to get involved in the scheme, detailed guidance was provided to schools

on the program.

Additionally, the Council works closely with its LGBT youth group, SPACE, to engage and support wider audiences of young people, with over 80 young people now attending the group. Meanwhile, a series of innovative resources for schools have been developed in consultation with LGBT young people to provide support and lead strategic change.

The active involvement by children and young people in every part of the campaign to make Bath and North East Somerset a more inclusive place in which to study, live and work. The Council are most proud of the lead that has been taken by children and young people to find new and fun ways to celebrate difference and ensure schools take inclusion seriously.

Cyberbullying

The Committee sought clarification over cyberbullying, and whether there were any figures to demonstrate how many young people were victims of this form of bullying.

Ms Rose of Stonewall commented that their figures suggested that 40% of LGBT young people have been the target of HBT abuse online, but the Committee noted that the figure may be increasing as “trolling” and the act of anonymously bullying others became more widely publicised.

Cyberbullying poses a different challenge for organisations wishing to combat bullying, as it means that the victims of bullying no longer have a safe haven to hide from bullying. Whereas in the past, young people could leave situations where they faced bullying, and / or return to their homes to avoid being bullied, technology and social media now mean it is even more difficult to escape bullying, and children can be bullied at any time, including when they are at home alone, via the internet or by text message or phone calls.

One in four gay young people experience homophobic bullying online, and many victims have reported that this makes them unhappy and less likely to reach their full potential at school. However, the effects of this bullying can be even more damaging, with the worst cases impact on mental health and wellbeing, potentially leading to self-harm or suicide.

LGBT young people were found to be much more likely than non-LGBT youth to be bullied or harassed online, by a margin of 42% to 15%, and LGBT young people were as likely to report feeling unsafe online as they were in school, or while travelling to and from school.

It is important that schools can offer advice to young LGBT pupils regarding online activity, and it

is also vital that school policies that tackle bullying include cyberbullying. Staff training must also instil confidence to teachers who are dealing with these issues, and e-safety education for students must be relevant updated regularly due to the changing nature of social media and the various ‘apps’ that can be used for bullying, while parents should be engaged.

Cyberbullying cannot be ignored by schools, parents or local authorities, and victims must feel comfortable reporting instances of this form of bullying. However, the internet provides a way for young gay people to connect with other young people who are experiencing similar issues, and can offer support and friendship. The positives must be considered when taking into account the use of internet or social media by young LGBT people, but the negatives that come with it, such as cyberbullying, must be treated as seriously as all other forms of bullying.

“Pride in London”

Pride in London is the UK’s biggest event aimed at celebrating the LGBT+ community, and is inclusive of all sexualities and genders. The first UK Gay Pride Rally took place in 1972, and the event and associated parade now takes place on an annual basis through the central London.

As the event is the largest of its kind in the United Kingdom, the Committee suggested it would be the perfect day to celebrate LGBT awareness, and commented that it was vital that the Council led by example and took actions that were supportive of the LGBT community that would send an important message to the rest of the community.

As such, the Committee expressed their wish to fly the rainbow flag outside the Council on the date on “Pride in London” and also asked that the Council release a press statement on this day to celebrate diversity and LGBT awareness.

“Safe Zones”

The Committee commented on the idea that so-called “safe zones” could be used to protect residents who were concerned about bullying, including members of the LGBT community who were victims, or worried that they were going to become a victim, of HBT bullying.

London Borough of Hillingdon currently have “safe zones” in Council buildings such as libraries, which are identifiable by posters, and make special reference to welcoming and respecting *“all people, regardless of sexual orientation or gender identity”*.



Findings & Conclusions

From the evidence provided, the Committee concluded that further steps to help combat homophobic, biphobic and transphobic bullying were necessary to continue to ensure that all young people in the Borough, regardless of gender or sexual orientation, felt as though they were able to be themselves without any negative repercussions.

The review heard evidence from the Council's 2012 report into HBT bullying, and the report's research ended with five recommendations to help the Borough become more inclusive to LGBT people. Members agreed that these recommendations were sensible steps to take, but throughout the review, it became unclear how the recommendations were implemented and what the impact all five of the recommendations had on the Council's work to ensure Hillingdon became more inclusive for LGBT young people. The Committee, therefore, recommended:

Following an in-depth review on the subject, it is proposed that the Council follows-up the outstanding actions from the '2013 assessment of homophobic, biphobic and transphobic bullying in Hillingdon' [page 11 of the review], which the Committee have incorporated into a set of revised recommendations focussed on younger LGBT residents, as detailed below.

The discussions that were held with local LGBT youths, schools and Stonewall helped shape the review, while evidence submitted by Council officers and local schools offered a valuable insight into what was successful when combating HBT bullying, and where further progress could be made. All this evidence helped the Committee with their review findings, and led to a number of recommendations that were aimed at helping schools and local communities in tackling HBT bullying. These recommendations can be found outlined below:

Councillors noted that schools were at the forefront of attempts to tackle HBT bullying, and it was vital that teachers are given the support they need to help promote equality and ensure that all pupils are treated equally and are not victims of bullying. By offering further help to schools through the currently available platforms, teachers can be given any necessary support they need to continue their work to combat bullying. On that basis, it was recommended that:

1

Officers attend the Headteachers' Forum and Governors' Forum to promote all elements of equality, including a focus on LGBT issues and preventing and tackling homophobic, biphobic and transphobic bullying, as well as how to report it.

The Council discussed a number of ways to ensure that pupils could be taught about HBT bullying and the impacts that this can have upon its victims. Furthermore, the Committee recognised the need to ensure that young people were aware that any homophobic, biphobic or transphobic behaviour was unacceptable. Hillingdon run a series of sessions in schools to tackle hate crime and extremism, and as HBT behaviour can be considered a hate crime, the Committee proposed that this would be a suitable platform to help educate young people on the dangers of HBT bullying. Having considered all the evidence, it was recommended that:

2

Ensure homophobic, biphobic and transphobic bullying be included in the Council's programme of tackling hate crime and extremism in schools.

The Committee discussed the need to offer as much support to schools to combat HBT bullying as possible, and recognised that a number of schools who responded to the electronic survey stated that they would consider working with an outside organisation, such as Stonewall, to help reduce anti-LGBT behaviour. It was noted that support and training could be provided to the Council's maintained schools by Stonewall through one of their programmes, outlined earlier in the report and this would be another useful step to support schools. With this in mind, Councillors recommended that:

3

The Council encourages local primary and secondary schools to join the "Stonewall Champions Programme".

During the school's testimony and survey results, it was noted that any further support offered by the Borough to combat HBT bullying would be welcomed by schools. Some Councils in the UK offer templates or guidance to schools that can be tailored to suit the individual school's need, and a number of schools agreed that these templates or guidance sheets for anti-LGBT bullying would be very helpful, as they could then be incorporated into the Council's own anti-bullying policies for maintained schools. As such, it was agreed to recommend that:

4

The Council release a template / guidance regarding LGBT bullying for schools, including best practice to combat homophobic, biphobic and transphobic bullying, that can be used or adapted by schools to ensure it meets their individual needs.

The Committee agreed that it was vital that the Council led by example, and supporting the LGBT community would send an important message to the Borough. Following discussions with local LGBT young people, they suggested that a public gesture of support to the LGBT community would be very significant to them. Such a public gesture was also unanimously backed by the Committee, and having considered all the evidence, Members recommended that:

5

The Council release a press statement and fly the rainbow flag outside the Council on the date of “Pride in London” to celebrate LGBT awareness.

Terms of Reference of the review

The following Terms of Reference were agreed by the Committee from the outset of the review:

1. To examine how the Council services, schools, and other relevant departments identify and support those who are experiencing, or have experienced, homophobic, biphobic or transphobic bullying.
2. To examine relevant work by this Council, other Councils, and voluntary sectors to identify opportunities and methods to tackle homophobic, biphobic and transphobic bullying in support of the Council's wider equality objectives and the aims of the review.
3. To make practical, prudent recommendations to Cabinet (and other bodies, if applicable) from the Committee's findings to support residents experiencing homophobic, biphobic and transphobic bullying, and reduce instances of bullying within the Borough.

Witnesses and Committee activity

The Committee received evidence from the following sources and witnesses:

<p>Witness Session 1 - 7 November 2017</p>	<ul style="list-style-type: none"> • Mr Chris Scott, Service Manager for Targeted Programmes in Early Intervention and Prevention Services, London Borough of Hillingdon
<p>Witness Session 2 - 4 January 2018</p>	<ul style="list-style-type: none"> • Ms Sarah Rose, Senior Account Manager, Stonewall • Mr Colin Tucker, Headteacher, Ryefield Primary School
<p>Witness Session 3 - 21 February 2018</p>	<p>Members of Fountain's Mill LGBT Youth Group</p>
<p>Survey</p>	<p>A survey on combating homophobic, biphobic and transphobic bullying in schools, conducted from 26 January 2018 to 1 March 2018, and sent to all schools in the London Borough of Hillingdon</p>

References

Public Health England (19 May 2016). “*Improving the Mental Health and Wellbeing of lesbian, gay, bisexual and trans individuals*” (online). Available from:

<https://publichealthmatters.blog.gov.uk/2016/05/19/improving-the-mental-health-and-wellbeing-of-lesbian-gay-bisexual-and-trans-individuals/>

Public Health England (March 2015). “*Preventing suicide among lesbian, gay, and bisexual young people: a toolkit for nurses*” (online). Available from:

https://assets.publishing.service.gov.uk/government/uploads/system/uploads/attachment_data/file/412427/LGB_Suicide_Prevention_Toolkit_FINAL.pdf

Public Health England (March 2015). “*Preventing suicide among trans young people: a toolkit for nurses*” (online). Available from:

https://assets.publishing.service.gov.uk/government/uploads/system/uploads/attachment_data/file/417707/Trans_suicide_Prevention_Toolkit_Final_26032015.pdf

Public Health England (5 February 2014). “*Respecting and valuing diversity in the workforce*” (online). Available from:

<https://publichealthmatters.blog.gov.uk/2014/02/05/respecting-and-valuing-diversity-in-the-workforce/>

BBC (5 July 2013). “*Councils tackling homophobia praised by Stonewall*” (online). Available from:

<http://www.bbc.co.uk/news/uk-england-23199126>

Independent Schools Council (12 January 2016). “*Why schools need to tackle homophobia*” (online). Available from:

<https://www.isc.co.uk/media-enquiries/isc-blogs/why-schools-need-to-tackle-homophobia/>

Anti-Bullying Alliance, (28 May 2017), *Hate Crime and Bullying* (online). Available from:

<https://www.anti-bullyingalliance.org.uk/tools-information/all-about-bullying/bullying-and-law/hate-crime-and-bullying>

Stonewall (2017), *Secondary Schools* (online). Available from:

<http://www.stonewall.org.uk/get-involved/education/secondary-schools>

Stonewall (2017), *Primary Schools* (online). Available from:
<http://www.stonewall.org.uk/get-involved/education/primary-schools>

Diversity Role Models (2018), *Advice for Schools* (online). Available from:
<https://www.diversityrolemodels.org/advice/advice-for-schools>

Gov.UK (21 November 2013), *Tackling Homophobic Bullying in Schools* (online). Available from:
<https://www.gov.uk/government/news/tackling-homophobic-bullying-in-schools>

Anti-Bullying Alliance (28 May 2017), *Hate Crime and Bullying* (online). Available from:
<https://www.anti-bullyingalliance.org.uk/tools-information/all-about-bullying/bullying-and-law/hate-crime-and-bullying>

Citizens Advice (2018), *What are hate incidents and hate crime?* (online). Available from:
<https://www.citizensadvice.org.uk/law-and-courts/discrimination/hate-crime/what-are-hate-incident-and-hate-crime/>

The Register (21 August 2017), *“UK.gov to treat online abuse as seriously as IRL hate crime”* (online). Available from:
https://www.theregister.co.uk/2017/08/21/ukgov_to_treat_online_abuse_as_seriously_as_offline_hate/

Crown Prosecution Service (21 August 2017), *Homophobic, Biphobic and Transphobic Hate Crime – Prosecution Guidance* (online). Available from:
<https://www.cps.gov.uk/legal-guidance/homophobic-biphobic-and-transphobic-hate-crime-prosecution-guidance>

Department for Education guidance (July 2017), *“Preventing and Tackling Bullying: Advice for headteachers, staff and governing bodies”* (online). Available from:
https://assets.publishing.service.gov.uk/government/uploads/system/uploads/attachment_data/file/623895/Preventing_and_tackling_bullying_advice.pdf

Government Equalities Office (23 July 2017), *“New Action to Promote LGBT Equality”* (online). Available from: <https://www.gov.uk/government/news/new-action-to-promote-lgbt-equality>

Crown Prosecution Service (August 2017), *“Hate Crime: Public Statement on prosecuting homophobic, biphobic and transphobic hate crime”* (online). Available from:
<http://www.cps.gov.uk/publications/docs/homophobic-biphobic-transphobic-hate-crime-public-statement>

tement-2017.pdf

Bullying UK (2017), *Advice for schools on bullying* (online). Available from:
<http://www.bullying.co.uk/advice-for-schools/>

London Borough of Hillingdon (January 2013), *“An assessment of homophobic bullying and health and wellbeing amongst young Lesbian, Gay, Bisexual and Transgender people in Hillingdon”*

Stonewall (2017), *“The School Report – the experiences of lesbian, gay, bi and trans young people in Britain’s schools in 2017”* (online). Available from:
<http://www.stonewall.org.uk/school-report-2017>

Stonewall (2014), *“The Teachers’ Report 2014”* (online). Available from:
http://www.stonewall.org.uk/sites/default/files/teachers_report_2014.pdf

Ofsted (September 2013), *“Exploring the school’s actions to prevent and tackle homophobic and transphobic bullying”* (online). Available from:
http://www.schools-out.org.uk/wp-content/files_mf/1384363550OFSTEDexploringschoolsactionstopreventhomophobicbullying.pdf

Gov.UK (26 September 2017), *National LGBT Survey* (online). Available from:
<https://www.gov.uk/government/consultations/national-lgbt-survey>

Government Equalities Office (11 October 2017), *“Why do we need the #LGBTsurvey?”* (online). Available from: <https://equalities.blog.gov.uk/2017/10/11/why-do-we-need-the-lgbtsurvey/>

Government Equalities Office (21 July 2016), *Inequality among LGB&T groups in the UK: a review of evidence* (online). Available from:
<https://www.gov.uk/government/publications/inequality-among-lgbt-groups-in-the-uk-a-review-of-evidence>

Stonewall (2017), *LGBT in Britain: Hate Crime and Discrimination* (online). Available from:
https://www.stonewall.org.uk/sites/default/files/lgbt_in_britain_hate_crime.pdf

Stonewall, *Staying Safe* (online). Available from:
<https://www.stonewall.org.uk/sites/default/files/onlinestaysafe.pdf>

GLSEN (2013), *“Out Online: The experiences of Lesbian, Gay, Bisexual and Transgender Youth on the Internet”* (online). Available from:

www.glsen.org/sites/default/files/Out%20Online%20FINAL.pdf

Ditch the Label (2015), “*The Annual Bullying Survey 2015*” (online). Available from:
https://www.internetmatters.org/wp-content/uploads/2015/12/Ditch_the_label_annual_bullying_survey.pdf

Department for Children, Schools and Families (2007), “*Homophobic Bullying – Safe to Learn: Embedding anti-bullying work in schools*” (online). Available from:
<http://www.educationengland.org.uk/documents/pdfs/2007-dcsf-homophobic-bullying.pdf>

Think Progress (11 July 2013), “*LGBT Youth Face High Levels of Cyberbullying*” (online). Available from:
<https://thinkprogress.org/study-lgbt-youth-face-high-levels-of-cyberbullying-93931ef9fa63/>

LGBT Foundation, (online). Available from: <https://lgbt.foundation>

Pride in London, (online). Available from: <https://prideinlondon.org>

Local Government Association (22 December 2016). *Equalities Case Studies* (online). Available from:
<https://www.local.gov.uk/our-support/guidance-and-resources/equality-frameworks/equalities-case-studies>

Educational Action Challenging Homophobia (online). Available from:
<https://www.eachaction.org.uk>

London Borough of Hillingdon (June 2013), “*Equality and Diversity Policy*” & London Borough of Hillingdon (2015), “*Harassment Policy Statement*”

Equality Act (2010), available from:
http://www.legislation.gov.uk/ukpga/2010/15/pdfs/ukpga_20100015_en.pdf

Hillingdon Council (March 2017), *Public Sector Equality Duty Explained* (online). Available from:
<http://www.hillingdon.gov.uk/article/33743/Public-Sector-Equality-Duty-explained>

Government Equalities Office (July 2018), “*National LGBT Survey – Summary Report*” (online). Available from:
https://assets.publishing.service.gov.uk/government/uploads/system/uploads/attachment_data/file/721354/GEO-LGBT-Survey-Report.pdf

BBC (3 July 2018), '*Gay Conversion Therapy*' to be banned as part of LGBT equality plan (online). Available from: <https://www.bbc.co.uk/news/uk-44686374>

Stonewall, *Education Champions* (online). Available from: <https://www.stonewall.org.uk/get-involved/get-involved-education/education-champions>

Stonewall, *Primary School Champions Programme* (online). Available from: <https://www.stonewall.org.uk/our-work/education-resources/primary-schools/primary-school-champions-programme>

Stonewall, *Secondary School Champions Programme* (online). Available from: <https://www.stonewall.org.uk/get-involved/get-involved-education/secondary-schools/secondary-school-champions-programme>

Stonewall, *Diversity Champions Programme* (online). Available from: <https://www.stonewall.org.uk/diversity-champions-programme>

Appendices

Appendix A – Negative Experiences of Bullying in Schools

1. Evening Standard – July 2017

Years & Years frontman Olly Alexander has opened up about the bullying he experienced as a gay youngster and how it led to bulimia and self-harm.

The 26-year-old singer and actor says he hopes a documentary he has made for the BBC's Gay Britannia series will help others who have suffered similarly, and also highlight the trauma for parents who feel they have "failed" their children.

He said: "I think I knew I was gay from a very young age, probably in primary school. By secondary school I was just in denial. It wasn't until I was 18 or 19 that I fully accepted it and came out to my friends and my mum.

I went to a comprehensive school, and there wasn't such a thing as LGBT people – they just didn't exist. There was no inclusive sex or relationship education – I feel like that really would have helped me.

School wasn't a pleasant environment. When I was bullied it was two things. It's the language and being picked on. Being called 'gay' as a negative word – it still is, really. Then there was the physical side – I got into a few fights.

It was so hard at the time. I felt like I was going mad. I wasn't talking to anybody about what I was feeling. I was writing it all down. Everything felt hopeless.

Bulimia and self-harm were a way of coping with that. Cutting was a coping mechanism. I was in a really dark place. It's still really difficult for me to talk about.

What I want to get across is that there is hope – you don't have to feel like that, if you have the right access to support, friends or family".

<https://www.standard.co.uk/showbiz/celebrity-news/olly-alexander-homophobic-bullying-at-school-drove-me-to-selfharm-a3588236.html>

2. BBC Newsbeat – February 2015

“It was a lot of boys. It was a lot of boys in groups. It was a living hell. I hated school. They’d rip my confidence in front of everyone.

I was victimised because I was gay. I was constantly being called names. What affected me most was feeling that I couldn’t relate to anyone else – feeling like I couldn’t talk to anyone else.

One day it really frustrated me, because I came into school and the teacher stopped me because my top button was undone. At my secondary school they’d pull you to the side and make you redress yourself where everyone can see you. It’s embarrassing.

That day this guy was walking past and shouted ‘Oi, oi, gay boy!’

The teacher went up to him and was like ‘Get to your lesson’ and he just completely avoided the fact I just got called a ‘gay boy’ or whatever he’d just said.

I genuinely felt offended. I was like ‘are you not going to do anything about it? You’re going to stop me outside school because of how I’m dressed, but you’re going to let this guy, who said abusive things, go to school and carry on his daily routine. Are you kidding me?’

<http://www.bbc.co.uk/newsbeat/article/31101341/bullied-at-school-for-being-gay-it-was-a-living-hell>

3. “The School Report”, Stonewall – 2017

“I’ve been bullied all my school life, but when I came out as gay five years ago, and then as trans two years ago, the bullying increased. People call me a ‘he-she’, ‘tranny’, and other transphobic or homophobic slurs”.

Jack, 15, secondary school (South East)

“I am not happy that they don’t even say it’s wrong to do. If they talk about bullying they would only say that it is based on things like race and looks but they never mention bullying based on sexual orientation”.

Liam, 14, faith secondary school (Greater London)

“I didn’t know much about LGBT people at the time and I was only exposed to the negative connotations that people sometimes associate with being gay, so I just saw being called a lesbian as an insult and was too embarrassed to admit to anyone that I had been called that”.

Olivia, 16, sixth form college (South West)

“I’ve considered dropping out and not attending sixth form in fear of being bullied even more”.

Hannah, 14, secondary school (Greater London)

https://www.stonewall.org.uk/sites/default/files/the_school_report_2017.pdf

Appendix B – School Survey on Homophobic, Biphobic and Transphobic Bullying in Hillingdon

Section I - Policies

What methods have you found successful when tackling homophobic, biphobic or transphobic bullying, and are there any instances of best practice that could be noted?

No experience of such events at all.

Openness, honesty and clarity of understanding.

Educating pupils about respecting difference.

Addressed immediately and restorative practices applied. Parents part of process from outset.

Stonewall toolkit helpful and informative. Good templates for use too.

Assemblies, PSHE workshops.

A very clear behaviour policy which states that any type of bullying is not tolerated.

Assemblies; strict and non-negotiable policy; parent discussion.

Following existing best practice from charities and school policy.

Talking to all children / information sharing with the children that are old enough to understand about how their words or actions hurt some people.

Zero tolerance of bullying. Best practice is around positives such as LGBT groups and events and promotions. Celebrating rather than tackling. We find students very accepting of transgender and gay students. Training staff and updating the training is a strong way of reinforcing messages and in-class challenge of bullying and promotion of positives.

It hasn't yet raised its head as an issue. We practice, teach and model tolerance for all at all times.

What policies and procedures are in place to combat bullying at your school and do these policies and procedures extend to homophobic, biphobic and transphobic bullying?

Anti-Bullying Policy refers to verbal bullying etc, but not explicitly LGBT.

Bullying and safeguarding policies, and yes they do.

Anti-bullying policy refers to bullying related to sexual orientation. The Equality and Diversity Policy also refers to sexual orientation. Clear procedures are in place if any incident of discrimination occur.

Yes, policies do; procedures are clear within the policy - zero tolerance.

Rewriting anti-bullying policy this term to include recommendations from toolkit.

Incorporated in behaviour policy.

Whole school behaviour policy, reviewed annually by governors, staff and children - does include above groups.

Bullying is part of a clear behaviour policy.

Behaviour for Learning Policy; homophobic only.

Anti-bullying and behaviour policy.

Anti-bullying policy that covers homophobic bullying.

Gender Identity Policy, E&D Policy, Anti-Bullying Policy, Student Code of Conduct

Anti-bullying policy, extends to any form of bullying for any reason

What assistance have you had in formulating an anti-LGBT bullying policy?

None (6).

None to my knowledge.

This is subsumed within the policies mentioned above but not explicit.

I look at various policies on the net and merge to ours.

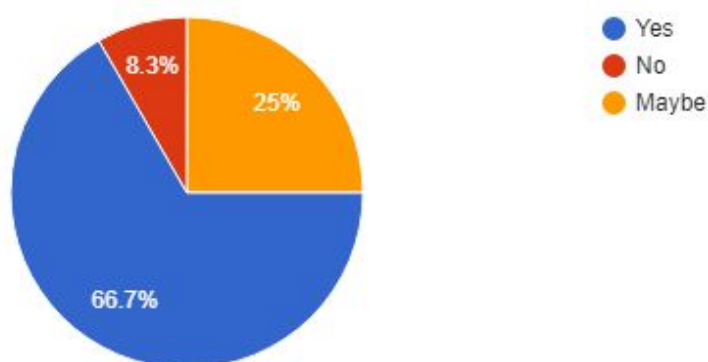
No help, but anti-LGBT bullying is rare for us.

Online materials.

None so far, as it is only a mention in our policy and nothing more than a sentence or two.

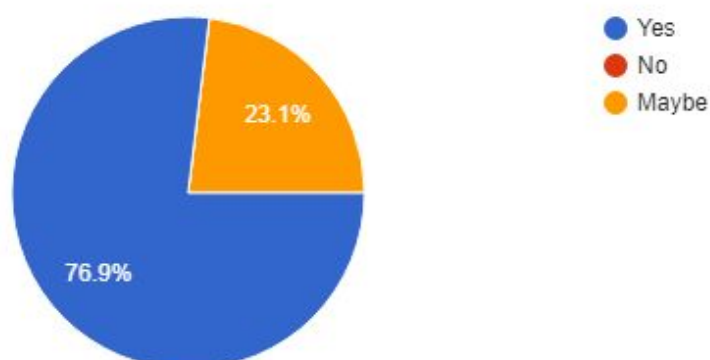
None; I'm not sure we need one. I think it can be contained within an anti-bullying policy.

Would templates for anti-LGBT bullying policies be helpful?



66.7% Yes; 25% Maybe; 8.3% No

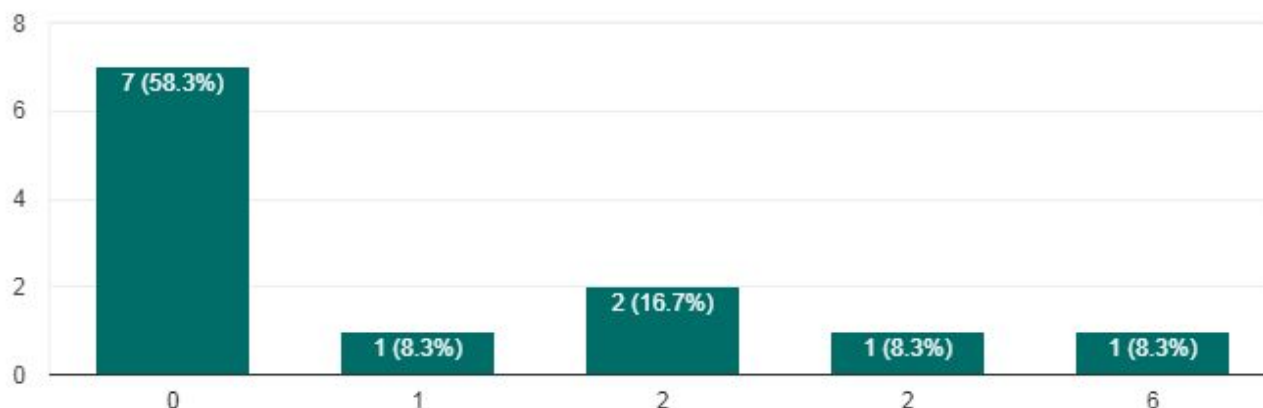
Do you feel the Borough has a role to take the lead in sharing such as best practice and providing assistance to schools?



76.9% Yes; 23.1% Maybe

Section II - In Practice

How many instances of homophobic, biphobic and transphobic bullying have taken place in your school over the last year?



Have you encountered any problems when tackling homophobic, biphobic and transphobic bullying within your school?

No (9)

No; only have experience of homophobic bullying and that was two years ago.

Normally hard to get to the care, the bullying is normally just part of the problem.

No; other than what to say and how to say it due to the age range of children.

Not really.

Do you have any suggestions for improving procedures that tackle homophobic, biphobic and transphobic bullying in organisations that work with young people?

No (2)

Not at present.

Workshops provided by the Borough that are age appropriate.

Yes - provide high quality training for school staff and templates for policies.

More workshops.

No; depends on your setting.

Guidance and support materials, training - awareness and inclusion.

Be positive - present the ethos you want to be. It permeates everything, gimmicks are ok, but a general level of respect for different types of students and treating people accordingly is built over time. Tackle problems and discrimination head on; ensure staff and students know what your position is.

Teaching and 'living' tolerance for all.

If they are taught it, at what age are LGBT issues first taught in your school?

n/a (3)

Not taught at primary school as a separate issue, except in respect of 'difference'.

Infant School only - not part of what we do at the moment.

Yes, policies do; procedures are clear within the policy - zero tolerance.

Not taught explicitly; I guess from Year 5 upwards.

Through PSHE from Year 3

Year 7.

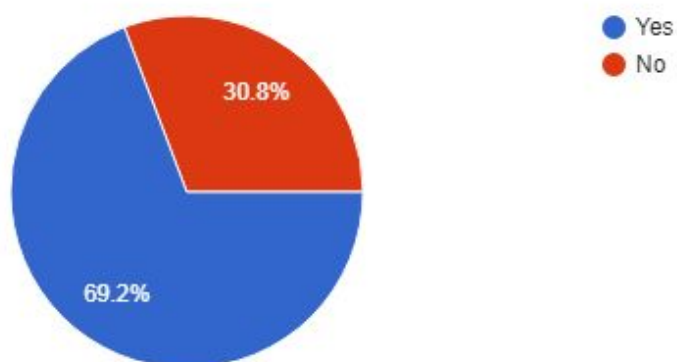
Tolerance of all taught from nursery, but not these groups specifically.

Year 6.

From week one in induction; 16 years old.

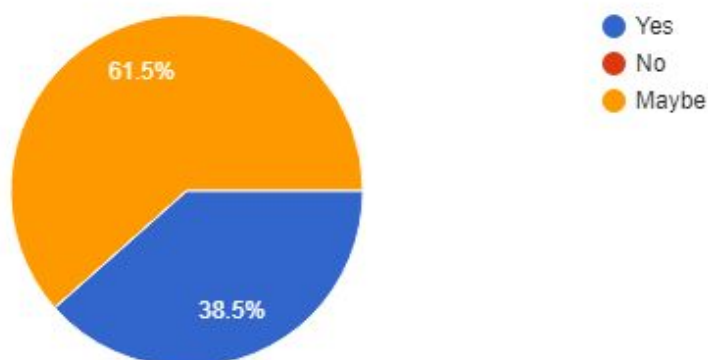
Due to the nature of the pupils, this is not taught so much by chronological age, but by readiness to learn and age-appropriateness indicators.

Are you aware of the work organisations like Stonewall do with schools, both primary and secondary, to help tackle LGBT bullying and the root causes behind it?



69.2% Yes, 30.8% No

Would you consider working with Stonewall, or similar organisations, at your school?



61.5% Yes; 38.5% Maybe

Section III - Your School

Your School Name

Harlyn Primary School

Lake Farm Park Academy

Field End Junior School

Hermitage

Frithwood

Haydon School

West Drayton

Whiteheath Junior School

West Drayton

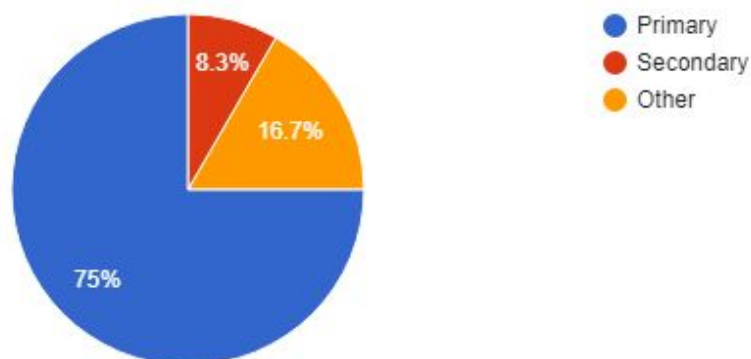
Ryefield Primary School

Heathrow Primary School

Uxbridge College

Meadow High School

School Type



75% Primary; 8.3% Secondary; 16.7% Other