LESBIAN, GAY, BISEXUAL, TRANS+

BULLYING AND HATE CRIME

SCHOOLS PROJECT

Classroom activities and guidance for teachers
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How to use this pack to suit your school

The pack has been produced for key stages 3 and 4. It has three core lessons and a number of activities which you can use as appropriate to your school situation, the time available, your curriculum area and the age and experience of your students. The activities are important in all schools, however they are established, because bullying and hostility towards lesbian, gay, bisexual, transgender and questioning people can be found throughout society.

For ease of reference, the pages have been colour-coded in the top left hand corner.
SECTION ONE

This section is the first of the three core lessons. It contains:

- an introductory warm-up activity
- an introductory activity to teach students about incidents and crime motivated by hostility towards LGBT+ people
- the first part of a PowerPoint presentation, with a series of filmed scenarios for discussion and classroom activities
- the worksheets to go with these

SECTION TWO

This section is the second of the three core lessons. It contains:

- the second part of a PowerPoint presentation which uses filmed stories of young people talking about their experiences and the messages that they want to give to others, for discussion and classroom activities
- the worksheets to go with these
- an activity examining roles, responsibilities and taking action

SECTION THREE

This is the third core lesson. It contains:

- activities following the scenario ‘bystanders and upstanders’
- activities aimed at empowering individuals and peer groups to take action to challenge LGBT+ prejudice and bullying, and contribute to developing the school as an inclusive and safe space
Section Four

Extension and enhancement activities—these are optional and additional. Teachers can use as many or as few of them as they wish, or have time for. However, we strongly recommend teachers consider them as they will deepen the students’ understanding of the impact of anti-LGBT+ behaviours, provide strategies for challenging them and help students avoid these behaviours themselves.

This section contains more in-depth classroom activities in which students can give more thought to the serious issues raised in the pack. Students can think about their own role and responsibilities; about how to challenge behaviours based on hostility to LGBT+ people; about how to move from being a bystander to being an upstander; about preventing and challenging bullying and about potentially far-reaching consequences for everyone involved in such incidents.

There are suggestions for using the activities in different curriculum areas.

At the end of this section are the biographies for the role models who are featured in the warm-up activity.

Section Five

This section contains notes for teachers including:

- Equality duties and guidance for Schools relevant to this pack
- Guidance from the Department for Education (DfE)
- Ofsted guidance and information
- New antibullying guidance for Wales
- Useful information and websites for students and teachers
- Antibullying helplines and advice
- Hate crime reporting lines
- Websites with education activities for challenging homophobic and transphobic prejudice
- Useful websites for teachers.
**IMPORTANT NOTE**

BEFORE USING THIS PACK WITH YOUR STUDENTS, TEACHERS ARE ADVISED TO INFORM THEMSELVES WITH SOME PRIOR PREPARATION

1. Do some research on LGBT+ issues using specialist LGBT+ education websites. The organisations below have helpful information, and there are other helpful websites in section 5 of this pack. In some cases we have made the links directly to their school resources but it is well worth looking through the information on their websites to learn more.

   - **Anti-bullying Alliance**
     https://www.anti-bullyingalliance.org.uk
   - **Crown Prosecution Service**
     https://www.cps.gov.uk/hate-crime
   - **Gendered Intelligence**
     www.genderedintelligence.co.uk
   - **Proud Trust**
     https://www.theproudtrust.org/resources/

   - **Schools Out – The Classroom**
     http://www.schools-out.org.uk/
     or http://the-classroom.org.uk/
   - **Stonewall**
     www.stonewall.org.uk/
     educationresources

2. Have copies of the relevant school policies and papers, including those on combating bullying and implementing the Public Sector Equality Duty.

3. Find out the contact details for local LGBT+ groups, especially any that have specific services for under 18s as these will be the most suitable. The Switchboard LGBT+ Helpline on 0300 330 0630 will be able to assist. In terms of youth groups, teachers should be careful not to use contact details on the posters which are not public – i.e. they should check with the group leader first. Youth groups may not want to publicise where and when they meet to protect those who attend. Print out the poster on page 181 of this pack, write in the contact details of local groups, and display the poster in the classroom and around the school. It may well be useful to call and talk to them first to tell them what you are doing and find out what kind of help they may be able to offer to the students and to the school.

4. Students should be given information about who to talk to privately and confidentially within school if the session raises concerns for them. It would be advisable for teachers to discuss the workshop with their safeguarding and year group leads so that colleagues can support and look out for impact after the workshop. A teacher may not be aware of a specific safeguarding issue for a particular student (this might be confidential) and so it is important to alert the safeguarding lead.

5. It is important for teachers and other school staff to understand that if a pupil discloses information that raises a safeguarding concern, they are under an obligation to share this information with the schools designates safeguarding lead. Staff should never promise a child that they will not tell anyone about a report of abuse (Keeping Children Safe in Education–Para17). For additional information read chapter 1 - Keeping Children Safe in Education.
6. Referral to an LGBT+ youth group can be very useful but teachers should make a judgement about the best referral route if a student discloses harassment at school, home or elsewhere. What students might label as hate crime, might actually be honour based violence, domestic abuse, child abuse or child sexual exploitation. Although these are not directly part of this session, teachers need to listen out for these things and refer to the safeguarding lead or other professional service as appropriate, be careful not assume that everything labelled ‘bullying’ is best responded to by an LGBT+ youth group. Taking part in the workshop might trigger something for a participant or make them realise that what they’re experiencing in another part of their life isn’t right.

7. Teachers should ensure a follow-up ‘check in’ with the class (and/or individual students) to check their reaction to the session and any issues it has raised.

8. The stories in the video clips are sensitive and there is the possibility that a scenario might have specific significance for one or more students. Teachers should watch the clips before showing them to the class. Teachers will be best placed to judge the appropriateness of any material for their particular class, and can be prepared for any issues which might arise.

9. LGBT+ issues are best addressed in a school environment which explicitly supports and includes students, taking into account all the protected characteristics in the equality legislation. In schools where LGBT+ equality issues have not been discussed with students previously, teachers should be prepared for the fact that there may be repercussions and prejudiced comments in the playground and around school from students in other classes. For this reason we recommend teachers using the pack with their classes should inform their colleagues and pass any relevant information in the pack to them. All staff need to know how to challenge students demonstrating hostility to LGBT+ people, and there is material on the websites in section 5 to help them do that.

10. Teachers must be especially mindful of the fact that some students in their groups will be LGBT+, and must be protected whether they are out or not. Similarly, teachers must ensure that any students who are not out, or who are only out to a few trusted friends, are not outed in the course of this work.

11. Make sure the students understand that anti LGBT+ behaviour is not caused by LGBT+ people; it is caused by people with homophobic attitudes.

12. The activities have been designed for teachers to be able to make use of the pack flexibly according to the context of their teaching situations. Intentionally no specific year groups have been assigned to activities. Most can be used across key stages 3 and 4, and will be completed by students according to their own level and experience. Where an activity is meant to be challenging this will be signalled in the teachers’ notes. Similarly teachers will be able to choose less demanding activities for teaching situations where students may not have a high level of concentration or literacy skills. Teachers should bear in mind that the most important thing is for students to discuss, think about and understand the issues, and in some teaching contexts this might mean teacher-led discussion rather than group discussion.
Starting to use this pack

Sharing understandings
When introducing the pack to students, the teacher should begin by establishing some shared understandings of hostility towards LGBT+ people. The notes and definitions below are included to help teachers find forms of words appropriate to their teaching contexts.

Why does the law and the CPS treat crime more seriously when there is an element of hate crime?

When an act is classed as a hate crime, the courts can impose a tougher sentence on the offender under the Criminal Justice Act 2003. The CPS regards homophobic and transphobic crimes as particularly serious because they undermine people’s right to feel safe about and be safe in their sexual orientation, whether they are lesbian, gay, bisexual or heterosexual, and in their gender identity, whether they are women or men and including trans men and women. Such crimes are based on prejudice, discrimination and hostility and they do not have any place in an open and democratic society.

What does the CPS mean by hate crime?

“Any criminal offence which is perceived by the victim or any other person, to be motivated by a hostility or prejudice based on a person’s race or perceived race; religion or perceived religion; sexual orientation or perceived sexual orientation; disability or perceived disability and any crime motivated by a hostility or prejudice against a person who is transgender or perceived to be transgender.”

The National Police Chiefs’ Council and the CPS common definition of hate crime
What do the Police mean by LGBT hate incidents?

There is no statutory definition of a homophobic or transphobic incident. However, when considering such cases, and to help us to apply our policy on dealing with cases with a homophobic or transphobic element, we adopt the following definition:

“All incident which is perceived to be homophobic or transphobic by the victim, or by any other person.”

Both definitions help the CPS to identify all LGBT hate crimes on their case files to make sure they take that element into account when they make decisions about prosecuting.

There is no single criminal offence of LGBT hate crime. There are a number of different offences where an accused person can be found guilty if it is shown there is an LGBT hate or hostility element.

What happens to sentencing when there is an element of hate crime in the offence?

The criminal courts have a duty to treat any offence as being more serious where there is evidence that the accused person demonstrated hostility, or was motivated by hostility towards the victim because of the victim’s sexual orientation or perceived sexual orientation, transgender identity or perceived transgender identity.

In these cases, where a person is found guilty, the court has a duty to take it into account when they are sentencing, and give a greater sentence.

Not all anti-LGBT+ incidents are or amount to criminal offences.

NB Please note the legislation on hate crime also includes crimes against heterosexual people.

For the purposes of this pack and its use in schools we have adopted the term LGBT+ to describe people, as this reflects the discussions we have had with children and young people.
FOREWORD

Homophobic and transphobic bullying and hate crime attack people’s right to feel safe and confident about their sexual orientation and their gender identity. As with all incidents and crimes that are motivated by prejudice and hostility, they can have a devastating impact on those who are targeted.

The Crown Prosecution Service (CPS), National Police Chiefs Council, Gendered Intelligence, Stonewall and NASUWT – The Teachers’ Union are committed to tackling homophobic and transphobic hate crime and to increasing the confidence of victims to come forward and report these incidents and crimes. Not only that, we want to prevent these crimes, and homophobic and transphobic bullying, from happening in the first place. Education and working with young people are the key to achieving this.

This is the second edition of the LGBT+ Hate Crime Resource for Schools and is one in a series of three that has been developed to raise awareness of identity-based bullying and hate crime. The resource pack aims to increase young people’s understanding about homophobic and transphobic prejudice, to educate them about their responsibilities as citizens and to provide them with knowledge and skills to help them challenge the attitudes and behaviours that can lead to bullying and hate crime. The CPS has worked together with a number of public sector and NGO partners to produce this updated resource pack for teachers for use at Key Stages 3 and 4.

We are especially grateful to Thomas Tallis School and their young people for supporting us with the development of additional scenarios and to the young people from a number of LGBT+ organisations who shared their personal stories and challenges to support the development of the second edition, and to Stephen Henderson of the NASUWT – The Teachers’ Union. We are also hugely grateful to Berenice Miles, our antibullying specialist for overseeing the second edition, including the development of the lesson plans and working with partners to ensure the second edition builds on the good work of the first.

This resource contains updated legislation information and updated guidance from the DfE and Ofsted, also an updated glossary for teachers to support them in their understanding of LGBT+ terminology which has been developed through contributions from many LGBTQ+ organisations, listed in the acknowledgements.

We benefited from special help and advice from Professor Emeritus Sue Sanders of Schools OUT UK and LGBT+ History Month, and also from the Papyrus organisation. We are grateful to all who contributed.
Teachers have a particularly important role in challenging bullying and guiding young people to a greater understanding of the impact of homophobic, biphobic or transphobic behaviour. We hope that this resource pack will support them in doing so. It contains guidance notes and information for teachers, suggested classroom activities for students, and video clips of dramatised scenarios based on real life experiences of homophobic, biphobic and transphobic incidents. These experiences act as starting points for the work.

The young people and the role models who have worked on this project have been inspirational. We are immensely grateful to them for their time, their ideas and for sharing their experiences. We are also very grateful to all the organisations and individuals who have generously given expertise, advice, support and commitment. Without their invaluable contributions this updated schools’ resource would not have been possible. We hope you find it helpful and inspiring.
The Crown Prosecution Service and the role of the Police

The Crown Prosecution Service prosecutes cases that have been investigated and referred to us by the police. We are at the heart of the criminal justice system in England and Wales, working with our partners to protect the public and create a safe society.

We prosecute independently, without bias and work to deliver justice in every case. We must always be fair, objective and impartial to secure justice for victims, witnesses, defendants and the public.

Our duty is to make sure the right person is prosecuted for the right offence, and that trials are fairly brought so that guilty offenders are correctly convicted. Our work is demand led; we do not investigate crime, or choose which cases to consider. CPS prosecutors must review every case referred to us by the police or other investigators.

We provide expert legal advice early in investigations to help build strong cases or identify where a suspect should not be charged. We do not decide whether a person is guilty of a criminal offence – that is for the jury, judge or magistrate – but we must make the key decision of whether a case should be put before a court.

Every charging decision is based on the same two-stage test in the Code for Crown Prosecutors:

- Does the evidence provide a realistic prospect of conviction? That means, having heard the evidence, is a court more likely than not to find the defendant guilty? And
- Is it in the public interest to prosecute? That means asking questions including how serious the offence is, the harm caused to the victim, the impact on communities and whether prosecution is a proportionate response.

Should a case fail the first stage it will not proceed, even if it would have passed the second stage. Both stages must be satisfied for the CPS to proceed with a case.

It is more likely that prosecution is required if the offence was motivated by any form of prejudice against the victim’s actual or presumed ethnic or national origin, gender, disability, age, religion or belief, sexual orientation or gender identity; or if the suspect targeted or exploited the victim, or demonstrated hostility towards the victim, based on any of those characteristics.
‘Special Measures’ are a series of provisions that help people who may feel intimidated by the process and may have additional support needs to give evidence. Special measures apply to prosecution and defence witnesses but not to the defendant. Many witnesses experience stress and fear during the investigation of a crime and subsequently when attending court and giving evidence. Stress can affect the quality of communication with, and by, witnesses of all ages. Some witnesses may have particular difficulties attending court and giving evidence due to their age, personal circumstances, fear of intimidation or because of their particular needs.

Further information about the CPS can be found on our website at www.cps.gov.uk

The role of the police

The police are responsible for the day-to-day investigation of crimes or alleged crimes. Their role is to collect evidence, obtain statements from witnesses, interview suspects and identify support needs. The police also provide further information required by the CPS to proceed with a case and collate information, e.g. forms, and exhibits, so it can be used in court.

The police will warn witnesses to attend court via their civilian support staff and arrange for interpreters or witness intermediaries.

The special measures available to vulnerable and intimidated witnesses, with the agreement of the court, include: screens (screens may be made available to shield the witness from the defendant); live link (a live link enables the witness to give evidence during the trial from outside the court through a visual link to the courtroom) and; the removal of wigs and gowns by judges and barristers.

Further information about the police can be found at www.direct.gov.uk/en/crimejusticeandthelaw
What do we mean by LGBT+?

In this pack we use the acronym LGBT+ to mean lesbian, gay, bi (bisexual), trans (transgender). Plus represents other sexual identities including pansexual, asexual and omnisexual and questioning people exploring their sexuality.

We use the term anti-LGBT+ to refer to prejudiced behaviour or hate crime against people who are LGBT+ or perceived to be LGBT+, and hostility to people who are LGBT+ or perceived to be LGBT+.

The pack looks at:

- what we mean by LGBT+ hate crime
- how LGBT+ prejudice and bullying behaviours in schools relate to hate crime
- the damage that these behaviours cause to their targets, to bystanders, bullies and the whole school environment
- how people can help to challenge bullying behaviour.

Aims

To provide classroom activities for students in key stages 3 and 4 to:

- support the school’s policy and practice in preventing LGBT+ prejudice and bullying
- support teachers to challenge and respond to LGBT+ prejudice and bullying
- empower students to challenge and respond to LGBT+ prejudice and bullying
- teach students about the legislation relating to LGBT+ hate crime and its consequences for perpetrators.

Objectives

On completing this pack students will understand:

- the damaging effect of LGBT+ prejudice and bullying on their targets
- what LGBT+ hate crimes are, see the relationships between them and hostility to LGBT+ people in school
- how small incidents can escalate into serious incidents if they are not stopped
- that there are steps they can take and they do not have to put up with LGBT+ prejudice and bullying, either as targets or witnesses
- the potential consequences for people who are convicted of hate crime aggravated by hostility to LGBT+ people.
Options for teachers using this pack

The pack contains three core lessons which cover the objectives. To enhance the students’ learning and understanding, the pack contains a number of activities which enable them to think about the concepts in more depth. Teachers can choose to use as many or as few of these activities as they wish, or have time for.
Glossary of Terms

Below is a list of words that may be useful when thinking about LGBT+ bullying.

**Ally:** A person who helps and supports others in their pursuit of equality despite not being a member of the marginalised group. An example is a heterosexual and/or cisgender person who believes in and supports equality for LGBT+ people.

**Bi (Bisexual):** A person of any gender who experiences romantic and/or sexual attraction to people of their own gender, and other genders.

**Biphobia:** Discrimination against and/or dislike of bisexual people.

**Bullying:** There is no legal definition of bullying. However, it’s usually defined as behaviour that is: often repeated, intended to hurt someone either physically or emotionally, often aimed at certain groups, for example because of race, religion, gender or sexual orientation. It takes many forms and can include: physical assault, teasing, making threats, name calling and cyberbullying.

**Bystander:** Bullying situations usually involve more than the bully and the victim or target. They also involve bystanders – those who watch bullying happen or hear about it. Depending on how bystanders respond, they can either contribute to the problem or the solution.

**Cyberbullying:** Cyberbullying is any form of bullying which takes place online or through smartphones and tablets, social networking sites, messaging apps, gaming sites and chat rooms. Some of the most common examples include: sending hurtful messages and posting pictures or untrue messages on web sites, blogs or social networks.

**Discrimination:** unfair treatment of a person or group because of negative ideas held about that person or group.

**Diverse:** a group or organisation that has many different people in it, for example people of different ethnicities, sexual orientation, sex and background.

**Gay:** a term that is used to describe a man who has an emotional and/or sexual orientation towards men. Some women also define themselves as gay rather than lesbian; it is a generic term for lesbian and gay sexuality.

**Heterosexual:** Refers to a man who has a romantic and/or sexual orientation towards women or to a woman who has a romantic and/or sexual orientation towards men.

**Homophobia:** Discrimination against and/or dislike of lesbians/gay women and gay men.

**Homophobic bullying:** bullying someone because they are or thought to be lesbian, gay or bisexual or bullying someone using homophobic terms of abuse.

**Homophobic hate crime:** a crime committed against someone that the victim or someone else believes to be homophobic in nature – meaning motivated by prejudice or hostility towards lesbian, gay and bisexual people.
**Homophobic hate incident**: an incident, that may or may not be a crime, that the victim or someone else believes to be homophobic in nature – meaning motivated by prejudice or hostility towards lesbian, gay and bisexual people.

**Homosexual**: This might be considered a more medical term used to describe someone who has an emotional romantic and/or sexual orientation towards someone of the same gender. The term ‘gay’ or ‘LGBT+’ is now more generally used. The term is generally considered outdated.

**Intersex**: when a group of conditions cause people to be born in between male and female. Sometimes this does not show up at birth.

**Lesbian/gay woman**: a woman who is attracted to other women.

**LGB**: this is an acronym for lesbian, gay and bi.

**LGBT**: this is an acronym for lesbian, gay and bi and trans.

**Plus (+)**: covers all the emerging groups around gender identity including Questioning people exploring their sexuality.

**Prejudice**: a judgement made about someone without knowing them. It is usually called prejudice when the judgement is negative and prejudice is often formed by stereotypes.

**Queer**: Historically this word was used as a negative insult, however many people feel they have reclaimed the word to have a positive meaning. Some people use it as a collective term for LGBT+ people, and some use it to explain their gender, sexual or political identity. Some people still use this word as an insult, this is LGBTphobia and should be challenged. The word ‘reclaimed’ is used in a colloquial context.

**Questioning**: the process of exploring your own sexual orientation and/or gender identity.

**Sexual orientation**: the part of your identity that describes who people experience attraction to, commonly based on gender, e.g. lesbian, gay, bisexual, heterosexual etc.

**Stereotype**: a commonly held belief about a group of people – for example there are many stereotypes about the way that lesbian, gay and bisexual people look and act. Usually stereotypes are not true and they can be very offensive.

**Straight**: is a colloquial term sometimes used to describe heterosexual men and women. Avoid this in a professional context by the use of heterosexual in discussions and written communications.

**Transition**: A process through which some trans people begin to live as the gender with which they identify, rather than the one assigned at birth. This may or may not include social transition such as changing a name, pronoun, clothes and hairstyle, or medical transition which involves hormone therapy, surgery and other medical components.
**Upstander:** An upstander is someone who recognizes when something is wrong and acts to make it right. When an upstander sees or hears about someone being bullied, they speak up. Being an upstander is being a hero: we are standing up for what is right and doing our best to help support and protect someone who is being hurt.

**Trans:** The overarching umbrella term for various kinds of gender identities in the trans community. Trans describes a person who does not identify as the gender that they were assigned at birth.

**Transphobia:** Discrimination against and/or dislike of trans people (including those perceived to be trans).

This glossary has been prepared in collaboration with by Proud Trust, Stonewall, Galop, Schools OUT UK, and Gendered Intelligence, Black Pride UK and Educational Action Challenging Homophobia (EACH). We are grateful for their contributions and permission to use them.

This glossary is not a definitive list and it is important to remember that people should be referred to in the way that they wish to be referred to. It is also important to note that definitions can vary and can change over time.
SECTION ONE

Activities and worksheets
SECTION ONE: ACTIVITY 1

TEACHERS’ NOTES

INTRODUCING THE PACK TO STUDENTS

Begin by telling the students that they are going to be looking at what LGBT+ hate crime and bullying is, and how it can affect the lives of the people who are targeted and also the people who carry it out.

They are going to:

• learn about the damaging effect of LGBT+ prejudice and bullying on their targets
• learn what LGBT+ hate crimes are and see the relationships between them and hostility to LGBT+ people in school
• learn how small incidents can escalate into serious incidents if they are not stopped
• understand that there are steps they can take and they do not have to put up with LGBT+ prejudice and bullying, either as targets or witnesses
• understand the potential consequences for people who are convicted of hate crime aggravated by hostility to LGBT+ people.

WARM-UP ACTIVITY – LOOKING AT ROLE MODELS

This is a quick warm-up activity and should take 10–15 minutes depending on how much time you have available for the whole session. Students will hear from a range of people who have been successful (PowerPoint slides 3 to 10).

Give each student a piece of paper and tell them that they are going to hear from 7 people who are successful in different ways.

Ask students to note down after they hear from each person at least one interesting fact about them and how they describe themselves.
DRAW UP A FLIP CHART WITH TWO COLUMNS: ONEヘADED ‘INTERESTING FACT’ AND THE OTHER ‘SELF DESCRIPTION’.

SELECT SLIDE 3 AND PLAY THE VIDEO OF THE FIRST OF THE ROLE MODELS. ASK THE CLASS WHAT THEY NOTED THAT WAS INTERESTING AND HOW THE PERSON DESCRIBES THEMSELVES. NOTE THIS ON A FLIP CHART OR WHITE BOARD. REPEAT THIS FOR THE OTHER SIX ROLE MODELS.

ASK THE CLASS IF THEY KNOW WHAT THE DIFFERENCE IS BETWEEN SEXUAL ORIENTATION AND GENDER IDENTITY. GIVE THEM THE CHANCE TO SAY WHAT THEY UNDERSTAND, THEN GIVE THEM A CLEAR EXPLANATION, AS FOLLOWS.

EVERYONE HAS A SEXUAL ORIENTATION. SEXUAL ORIENTATION IS THE PART OF A PERSON’S IDENTITY THAT DESCRIBES WHO PEOPLE EXPERIENCE ATTRACTION TO, COMMONLY BASED ON GENDER, E.G. LESBIAN, GAY, BISEXUAL, HETEROSEXUAL, ETC. IN OTHER WORDS, IT’S ABOUT WHO YOU ARE ATTRACTION TO, FALL IN LOVE WITH AND WANT TO LIVE YOUR LIFE WITH.

GENDER IDENTITY IS A PERSON’S SENSE OF THEMSELVES AS BEING A BOY/MAN, GIRL/WOMAN, BOTH OR NEITHER. GENDER IDENTITY IS NOT NECESSARILY DICTATED BY A PERSON’S PHYSIOLOGY.

GO ON TO SHARE THE AIMS AND OBJECTIVES OF THIS PACK AND EXPLAIN TO THE CLASS THAT IN ORDER TO ENSURE THAT WE HAVE A SHARED UNDERSTANDING OF TERMINOLOGY USED BY SOME OF THE PEOPLE IN THE CLIPS WE WILL BE LOOKING AT SOME USEFUL DEFINITIONS IN THE NEXT SECTION.

PLEASE NOTE: ADDITIONAL INFORMATION ABOUT THE ROLE MODELS IS AVAILABLE IN THE ROLE MODELS SECTION OF THE PACK – USEFUL INFORMATION FOR TEACHERS. THESE ARE IN THE FORM OF SHEETS THAT CAN BE PRINTED OFF AND GIVEN TO STUDENTS OR DISPLAYED IN THE CLASSROOM.

POWERPOINT SLIDES: 11, 12 AND 13

BEFORE MOVING ON TO ACTIVITY 2, STUDENTS CAN BE GIVEN THE GLOSSARY OF TERMS [STUDENTS’ INFORMATION SHEET 1 [P18–20] USED IN THE PACK. THEY MAY REFER TO THESE THROUGHOUT THEIR WORK.

THE GLOSSARY IS ALSO INTENDED TO BE A USEFUL REFERENCE FOR STUDENTS. A MORE DETAILED GLOSSARY FOR TEACHERS IS INCLUDED IN THE INFORMATION FOR TEACHERS SECTION.
SECTION ONE: ACTIVITY 2

INTRODUCTION TO ANTI-LGBT+ BEHAVIOUR IN SCHOOL AND LGBT HATE CRIME

Key stages 3 and 4

Activity 2: introduction to anti-LGBT+ behaviour in school and LGBT hate crime

<table>
<thead>
<tr>
<th>Brief introduction. It is absolutely essential to ensure that the class is a safe place to learn for all students.</th>
<th>Ask students to discuss in pairs what they understand by treating someone with respect. Get some class feedback. Then ask the students how they would like to be treated. Note their responses on the whiteboard. Make it clear to the class that you expect a classroom where everyone treats all people with respect. Get class agreement to this principle. Note: it is quite possible that the class will already have done work to establish a rights respecting classroom. If so, the teacher will simply need to remind them of the class code of ethics.</th>
</tr>
</thead>
<tbody>
<tr>
<td>Ask students:</td>
<td>Show the definitions of LGBT+ and LGBT+ bullying and hate crime. Discuss these to make sure they are understood. Discuss the concept of ‘perceived to be’. Give out the table showing categories of LGBT+ hate crime [Students’ information sheet 2 (p25) or LGBT+ hate incidents based on sexual orientation or perceived sexual orientation, and gender identity or perceived gender identity, that might take place, inside or outside school. Give out Information sheet 3 (p26–27). Explain that if there is an element of LGBT+ hate to an offence, the sentencing has to take that into account and is more severe. This is called ‘an uplift’ in sentencing. Give out information sheet 4 (p28–32). Students look at them and discuss them in pairs.</td>
</tr>
<tr>
<td>Class discussion:</td>
<td>Class discussion to identify which behaviours they have experienced or witnessed, or heard about, and to clarify any terminology, as necessary.</td>
</tr>
<tr>
<td>Class discussion:</td>
<td>Give out the CPS information on LGBT hate crimes. Look at similarities between the table and the CPS information, to pick out where behaviour might be a criminal offence [p26–32]. Students should be told that the behaviour in school is dealt with through education, the school disciplinary process and anti-bullying policy, and other school procedures. It would be rare for incidents to be reported as crimes.</td>
</tr>
</tbody>
</table>
## Categories of anti-LGBT+ hate crime or LGBT+ hate incidents based on sexual orientation or perceived sexual orientation, and gender identity or perceived gender identity, that might take place in or outside of school

<table>
<thead>
<tr>
<th>Category</th>
</tr>
</thead>
<tbody>
<tr>
<td>Verbal abuse, anti-LGBT+ name-calling, insults, anti-LGBT+ comments or jokes</td>
</tr>
<tr>
<td>Verbal bullying and threats based on sexual orientation or perceived sexual orientation, or trans identity or perceived trans identity</td>
</tr>
<tr>
<td>Ridiculing and stereotyping comments based on sexual orientation or perceived sexual orientation, or trans identity or perceived trans identity</td>
</tr>
<tr>
<td>Ostracising and excluding from friendship groups for reasons of sexual orientation, perceived sexual orientation, trans identity or perceived trans identity</td>
</tr>
<tr>
<td>Rejecting someone or not wanting to work with them because of their sexual orientation, perceived sexual orientation, trans identity or perceived trans identity</td>
</tr>
<tr>
<td>Inciting others to hatred or hate behaviour based on sexual orientation</td>
</tr>
<tr>
<td>Outing someone as gay or trans</td>
</tr>
<tr>
<td>Spreading rumours about someone’s sexual orientation</td>
</tr>
<tr>
<td>Posting anti-LGBT+ messages on the internet or mobile phone social media</td>
</tr>
<tr>
<td>Making hate graffiti directed at LGBT+ people</td>
</tr>
<tr>
<td>Damage or theft of personal property motivated by hostility to LGBT+ people</td>
</tr>
<tr>
<td>Wearing anti-LGBT+ symbols (for example, badges, t-shirts)</td>
</tr>
<tr>
<td>Showing or distributing anti-LGBT+ leaflets, comics or other propaganda</td>
</tr>
<tr>
<td>Attempting to recruit others to hate organisations promoting anti-LGBT+ behaviour and views</td>
</tr>
<tr>
<td>Cyberbullying, on the internet or by mobile phone texts, based on hostility to LGBT+ people</td>
</tr>
<tr>
<td>Anti-LGBT+ chanting at football matches and other sports events, in and around the stadium</td>
</tr>
<tr>
<td>Physical violence motivated by hostility to LGBT+ people</td>
</tr>
<tr>
<td>Sexual violence motivated by hostility to LGBT+ people</td>
</tr>
<tr>
<td>Murder motivated by hostility to LGBT+ people</td>
</tr>
</tbody>
</table>
What does the Crown Prosecution Service (CPS) mean by hate crime?

“Any criminal offence which is perceived by the victim or any other person, to be motivated by a hostility or prejudice based on a person’s race or perceived race; religion or perceived religion; sexual orientation or perceived sexual orientation; disability or perceived disability and any crime motivated by a hostility or prejudice against a person who is transgender or perceived to be transgender.”

The National Police Chiefs’ Council (NPCC) and the CPS common definition of hate crime

What does the CPS mean by LGBT hate incidents?

There is no statutory definition of a homophobic or transphobic incident. However, when prosecuting such cases, and to help us to apply our policy on dealing with cases with a homophobic or transphobic element, we adopt the following definition:

“Any incident which is perceived to be homophobic or transphobic by the victim or by any other person.”

Both definitions help the CPS to identify all LGBT incidents on their case files to make sure they take that element into account when they make decisions about prosecuting.

What happens to sentencing when there is an element of hate crime in the offence?

The criminal courts have a duty to treat any offence as being more serious where there is evidence that the accused person demonstrated hostility, or was motivated by hostility towards the victim because of the victim’s sexual orientation, or perceived sexual orientation.

In these cases, where a person is found guilty, the court has a duty to take it into account when they are sentencing, and give a greater sentence.

Not all anti-LGBT incidents are criminal offences. However, even where the behaviour is not a crime in itself, it can be an aggravating factor and make another crime more serious and incur a greater sentence.
Why does the law treat crime more seriously when there is an element of hate crime, including hostility to LGBT+ people?

The law regards homophobic and transphobic crimes as particularly serious because they undermine people’s right to feel safe about and be safe in their sexual orientation, whether they are lesbian, gay, bisexual or heterosexual, and in their gender identity, whether they are women or men and including trans men and women. Such crimes are based on prejudice, discrimination and hate and they do not have any place in an open and democratic society.

Note: this information can be compared with Students’ Information Sheet 5, to enhance understanding.
An example of sentencing guidelines

Any offence can qualify for an uplift (increase in sentence) if the incident was wholly or partly motivated by hostility based on the real or perceived sexual orientation or gender identity of the victim.

It is important to note that all offences could result in a person receiving a criminal record and this may have a negative impact on their life e.g. it may prevent them from applying for certain courses, restrict access to certain jobs and in some instances can prevent travel to some countries!

<table>
<thead>
<tr>
<th>What the law says</th>
<th>If you are the person being targeted, what could the person offending you be charged with?</th>
<th>What the maximum possible sentence could be</th>
</tr>
</thead>
</table>
| **Section 4 Public Order Act 1986**  
(Fear or provocation of violence)  
(1) A person is guilty of an offence if he or she —  
(a) uses towards another person threatening, abusive or insulting words or behaviour, or  
(b) distributes or displays to another person any writing, sign or other visible representation which is threatening, abusive or insulting, with intent to cause that person to believe that immediate unlawful violence will be used against him or another by any person, or to provoke the immediate use of unlawful violence by that or another, or whereby that person is likely to believe that such violence will be used or it is likely that such violence will be provoked. | **Section 4 Public Order Act 1986**  
If you are worried or scared that someone is going to hurt you right now. Someone can be charged with this crime if he or she has done any of the following:  
Sworn at you, threatened you with violence or made you feel upset so you think something bad will happen to you straight away.  
Shown another person a picture or a message or any other image which makes you think that they or someone else is threatening you or upsetting you and you think something bad is going to happen to you straight away. | Maximum: £5,000 fine and/or 6 months and a criminal record |
<table>
<thead>
<tr>
<th>What the law says</th>
<th>If you are the person being targeted, what could the person offending you be charged with?</th>
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</thead>
<tbody>
<tr>
<td>Potential Charges</td>
<td>(what the police and the Crown Prosecution Service might charge you with if you commit the following offences)</td>
<td></td>
</tr>
<tr>
<td>Section 4a Public Order Act 1986 (disorderly behaviour with intent to cause harassment, alarm or distress) (1) A person is guilty of an offence if, with intent to cause a person harassment, alarm or distress, he or she: (a) uses threatening, abusive or insulting words or behaviour, or disorderly behaviour, or (b) displays any writing, sign or other visible representation which is threatening, abusive or insulting, thereby causing that or another person, harassment, alarm or distress.</td>
<td>Section 4a Public Order Act 1986 If someone is acting in such a way that you feel picked on or bullied, or saying nasty things about you which upset you. Someone can be charged with this crime if he or she has done any of the following: Called you names or said they are going to hurt you, or made gestures which you find upsetting and insulting and affect your sense of safety and wellbeing. Shown another person a picture or a written message or any other image which makes someone else start to threaten or upset you such that you are worried about your safety and wellbeing.</td>
<td>Maximum: Level 5 fine (£5,000) and/or 6 months and a criminal record</td>
</tr>
<tr>
<td>Section 5 Public Order Act 1986 – disorderly behaviour (harassment, alarm or distress) (1) A person is guilty of an offence if he — (a) uses threatening or abusive words or behaviour, or disorderly behaviour, or (b) displays any writing, sign or other visible representation which is threatening or abusive within the hearing or sight of a person likely to be caused harassment, alarm or distress thereby.</td>
<td>Section 5 Public Order Act 1986 – disorderly behaviour If someone is picking on you, frightening you and making you feel worried about your safety. Someone can be charged with this crime if he or she does any of the following: Acts in a way that is likely to upset people who are there at the time. The behaviour does not have to be directed at a particular person. It can be general abuse e.g. “All gays are bad” which is likely to upset someone, or Shows another person a picture or a written message or any other image or gesture which is likely to upset someone.</td>
<td>Maximum: £1,000 fine and a criminal record</td>
</tr>
<tr>
<td>What the law says</td>
<td>If you are the person being targeted, what could the person offending you be charged with?</td>
<td>What the maximum possible sentence could be</td>
</tr>
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</tr>
<tr>
<td><strong>Potential Charges</strong>&lt;br&gt;(what the police and the Crown Prosecution Service might charge you with if you commit the following offences)</td>
<td><strong>Common Assault – Section 39 Criminal Justice Act 1988</strong>&lt;br&gt;An offence of Common Assault is committed when a person either assaults another person or commits a battery.</td>
<td><strong>Maximum:</strong> £5,000 fine and/or 6 months and a criminal record</td>
</tr>
<tr>
<td><strong>Common Assault – Section 39 Criminal Justice Act 1988</strong>&lt;br&gt;Someone could be charged with this crime when they cause someone to fear the use of force e.g. being hit or uses force against that person e.g. physically hurts them, or spitting on someone.</td>
<td><strong>Maximum:</strong> £5,000 fine and/or 6 months and a criminal record</td>
<td></td>
</tr>
<tr>
<td><strong>Section 2 Protection from Harassment Act 2007</strong>&lt;br&gt;The elements of the section 2 offence are:&lt;br&gt;• a course of conduct;&lt;br&gt;• which amounts to harassment of another; and&lt;br&gt;• which the defendant knows, or ought to know amounts to harassment of another.</td>
<td><strong>Section 2 Protection from Harassment Act 2007</strong>&lt;br&gt;Someone can be charged with this offence if they do any of the following:&lt;br&gt;• Pick on someone in such a way that the person feels frightened and unsafe day after day.&lt;br&gt;• And the person knows they are acting in such a way as to cause someone else upset and fear.</td>
<td><strong>Maximum:</strong> £5,000 fine and/or 6 months and a criminal record</td>
</tr>
<tr>
<td><strong>Section 127 of the Communications Act 2003</strong>&lt;br&gt;Improper use of public electronic communications network.&lt;br&gt;(1) A person is guilty of an offence if he—.&lt;br&gt;(a) sends by means of a public electronic communications network a message or other matter that is grossly offensive or of an indecent, obscene or menacing character; or .&lt;br&gt;(b) causes any such message or matter to be so sent.</td>
<td><strong>Section 127 of the Communications Act 2003</strong>&lt;br&gt;Someone can be charged with this offence if they do any of the following:&lt;br&gt;• If they use the internet or their mobile phone to send a message or an image to someone, about someone or something which could be grossly offensive or annoying to anyone who sees it or hears it. (Grossly = “extremely”)&lt;br&gt;• If they knowingly spread false rumours about someone.</td>
<td><strong>Maximum:</strong> £5,000 fine and/or 6 months and a criminal record</td>
</tr>
<tr>
<td>(2) A person is guilty of an offence if, for the purpose of causing annoyance, inconvenience or needless anxiety to another, he—.&lt;br&gt;(a) sends by means of a public electronic communications network, a message that he knows to be false, .&lt;br&gt;(b) causes such a message to be sent; or&lt;br&gt;(c) persistently makes use of a public electronic communications network.</td>
<td></td>
<td></td>
</tr>
</tbody>
</table>
### What the law says

**Potential Charges**
(what the police and the Crown Prosecution Service might charge you with if you commit the following offences)

<table>
<thead>
<tr>
<th>What the law says</th>
<th>If you are the person being targeted, what could the person offending you be charged with?</th>
<th>What the maximum possible sentence could be</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Section 1 of the Malicious Communications Act 1988</strong>&lt;br&gt;Offence of sending letters etc. with intent to cause distress or anxiety.&lt;br&gt;Any person who sends to another person—&lt;br&gt;(a) letter, electronic communication or article of any description which conveys—&lt;br&gt;(i) a message which is indecent or grossly offensive;&lt;br&gt;(ii) a threat; or&lt;br&gt;(iii) information which is false and known or believed to be false by the sender; or&lt;br&gt;(b) any article or electronic communication which is, in whole or part, of an indecent or grossly offensive nature, is guilty of an offence if his purpose, or one of his purposes, in sending it is that it should, so far as falling within paragraph (a) or (b) above, cause distress or anxiety to the recipient or to any other person to whom he intends that it or its contents or nature should be communicated.&lt;br&gt;&lt;br&gt;(2A) In this section “electronic communication” includes—&lt;br&gt;any oral or other communication by means of a telecommunication system (within the meaning of the Telecommunications Act 1984 (c. 12)); and any communication (however sent) that is in electronic form.&lt;br&gt;&lt;br&gt;(3) In this section references to sending include references to delivering or transmitting] and to causing to be sent, delivered or transmitted] and “sender” shall be construed accordingly.</td>
<td><strong>Section 1 of the Malicious Communications Act 1988</strong>&lt;br&gt;Someone can be charged with this offence if they do any of the following:&lt;br&gt;- Wrote, or used a mobile phone or computer to send someone grossly offensive messages e.g. homophobic or transphobic remarks via Facebook, Tweet etc.&lt;br&gt;- Sent an indecent, grossly offensive or threatening letter, electronic communication or other article to another person with the intention that it should cause them distress or anxiety.</td>
<td>Maximum: £5000 fine and/or 2 years and a criminal record</td>
</tr>
</tbody>
</table>
Things to note

Secondary Liability
Secondary liability can apply where two or more persons are involved in an offence or offences. The parties to a crime may be principals (P) or secondary parties (accessories/accomplices) (D).

A principal is one who carries out the substantive offence i.e. performs the conduct element of the offence.

A secondary party is one who assists or encourages (sometimes referred to as “aids, abets, counsels or procures”) P to commit the substantive offence, without being a principal offender. However, a secondary party can be prosecuted and punished as if he were a principal offender.

This means that:
If you are part of a group where you joined in and/or encouraged someone in that group to hurt or harm someone else either physically or emotionally, then you could be charged as a secondary party.

Actions which may be considered common assault include but are not limited to:
Spitting, kicking, slapping, touching heads, raised fist, pushing, grabbing hands, holding throat, stamping on foot.

This means that:
The Judge in a case will view unwanted behaviour, (such as spitting, kicking, slapping, touching heads, raised fists, pushing, grabbing hands, holding someone’s throat and stamping on peoples feet), as a criminal act and could find the person guilty of an assault.
LGBT+ motivated bullying and other bullying—similarities and differences

Like other forms of identity related hate behaviour including disablist, racist and religious bullying, Anti-LGBT hate behaviour has all the features of bullying but others over and above them.

Similarities

- All students who are targeted experience great distress. They may become depressed and lacking in self-confidence and feel worthless.
- They may feel afraid or threatened. If they are targets of cyberbullying, they may feel they cannot trust anybody.
- They may feel isolated and unwanted.
- They will find it difficult to concentrate on their learning and may fall behind at school or even avoid going to school through fear.
- They will be distressed by the fact that they are being bullied about something they can do nothing about—their size, whether they wear glasses, their sexual orientation, their disability, the colour of their hair, the colour of their skin, their religious or cultural background.
- They may be too unhappy or frightened to tell anybody. Teachers and even parents are sometimes not aware of the cruel behaviour that students are experiencing. They may even resort to desperate measures such as self-harm.
- Those who engage in bullying develop a false feeling of their own superiority.

Differences

- Anti-LGBT+ hate behaviour has all the features of bullying but has others over and above them.
- People can suffer serious harm, and even be killed, because of their sexual orientation or perceived sexual orientation.
- People can be subject to personal information about themselves being broadcast which they did not want to be known.
- People can suffer from cruel innuendo campaigns.
- A major difference in the case of an anti-LGBT+ attack or insult is that a person is attacked not only as an individual, as in most other offences, but as a member of a community or group. This has three particularly harmful consequences:
  - other members of the same group or community are made to feel threatened and intimidated as well. So it is not just the pupil who is attacked who feels unwelcome or marginalised; it is all members of the same community. Furthermore, the person being bullied or attacked because of their sexual orientation will be afraid that other members of their community might also be attacked and are at risk.
  - anti-LGBT+ words and behaviour feel like attacks on the person’s identity and self-worth. This means that often they hurt more deeply.
  - the offenders often see themselves as being supported by their own family and community who agree with their anti-LGBT+ views. This gives them a false sense of their own superiority.
Key stages 3 and 4

In educating to prevent bullying, the activities in this pack contribute to aspects of these current (2019) and proposed curriculum areas: spiritual, social, cultural and moral education, PSHE, citizenship education, relationships and sex education and health education.

Activity 3: real stories

<table>
<thead>
<tr>
<th>Activity: Video clip: LGBT+ Hate Crime clip (part 1)</th>
<th>To watch 5 dramatisations of anti-LGBT+ behaviour, inside and outside school, and discuss the issues they raise.</th>
</tr>
</thead>
<tbody>
<tr>
<td>Learning objectives:</td>
<td>For students to consider a range of prejudice-related behaviour in familiar situations and the implications for targets, witnesses and perpetrators.</td>
</tr>
<tr>
<td>Learning outcome:</td>
<td>Students will understand more about anti-LGBT behaviour, its damaging impact and their own roles and responsibilities.</td>
</tr>
</tbody>
</table>

Section 4 extension and enhancement activities

1a, 1b, 1c [p103–111] Simulation exercise: legislation and consequences.

2 [p112] Looking at similarities between anti-LGBT+ incidents and bullying in school and the legislation and sentencing on LGBT+ hate crime.

3 [p113] Looking at the consequences of ignoring bullying Discussion and individual writing activity.

4 [p116] To demonstrate the dangers of cyberbullying.

5 [p121] Simulation exercise to look at ways of taking action to prevent and respond to cyberbullying.

PowerPoint slides: 18, 19, 20, 21, 22 and 23
The PowerPoint presentation has three core lessons. The first part of the PowerPoint presentation has five embedded filmed dramatisations. Students should be told that these are based on real experiences. Everybody taking part is an actor, and some are LGBT+. Then the PowerPoint and the films should be shown to the whole class.

The discussions below should take place after the showing of the related scenario. Note that the concerns in these scenarios can be dealt with in greater depth using the extension and enhancement activities in the pack.

### Inside and outside school

Ask students: what was happening in the classroom?

What was the girl being bullied about?

What did it lead to?

Teachers might want to draw out the following:

- The girl is being bullied because she is, or is perceived to be, bisexual.
- When bisexual people are called greedy, this is a stereotype about bisexual people.
- Bisexual people often experience homophobic language and bullying as well as language and bullying.
- Spitting and threatening are public order offences, in this case aggravated by hostility based on sexual orientation.

Note: In the clip, and in following clips, several offensive words are used. The teacher should make it quite clear to the class that these words are offensive and unacceptable in any circumstance. This message should be reinforced by reminding the class of the discussion about a classroom where everybody is respected, and of the school culture and ethos.
SECTION ONE: ACTIVITY 3

TEACHERS’ NOTES

2 Cyberbullying

Ask the students what they thought the relationship between the boy and the girl was in the beginning of the story.
Was he really her friend?
Were the friends on her social networking page really her friends?
Ask the students if they have had experience of cyberbullying, either themselves or other people. What do they think the girl should do about it?
Teachers might want to draw out the following:

- People often act online in a way they would never act in ‘real life’. People should only ever write communications they would be happy to say to someone face-to-face.
- Section 127 of the Communications Act 2003 can apply to computer-based and mobile phone bullying. Hostility based on sexual orientation can be taken into account in sentencing.
- Some people experience obstacles and setbacks when they come out as gay but for others there may be no problems at all.

Make sure the class knows about internet safety, reporting procedures and helplines.

3 Sports

Ask the class how the rest of the boys treat Luke when he goes into the changing room?
What did they tell Luke to do? Do they think it was appropriate? Why do they think Luke was not picked? Was that fair?
Is this the kind of changing room atmosphere that people would feel comfortable in?
Teachers might want to draw out the following:

- Some people think that boys who are gay don’t play sports (or that all girls who play sport are lesbians). These are stereotypes about gay people.
- It is never appropriate to ask a gay person to use separate changing facilities.
SECTION ONE: ACTIVITY 3

TEACHERS’ NOTES

Transition

Ask the students what happened in the clip. Ask the students what they thought about the students’ attitude and behaviour to the boy coming back to school. Do they think that the students had any understanding of the boy’s situation? How do they think the boy felt?

- When transgender people begin to live as the gender with which they identify, rather than the one assigned at birth this is called transitioning. Part of the process is to live in the new gender socially, in education and at work.
- Explain to the class that not everyone who lives in the gender they identify with has hormone treatments or surgery. The most important thing to remember is to treat people the way they wish to be treated.
- This may be a Section 4a Public Order offence as the people directing the comments are intentionally causing harassment, alarm or distress.

Toilet choice

Ask the students what happened in the clip. Thinking about how the girl in the clip was treated, can the class understand why she might have felt hesitant about going into the toilets?

- In wider society you are going to meet trans people. Most people won’t be able to tell their gender identity and some may be in the early stages of transition and stand out more visibly.
- Refusing service is against the law (Equality Act); ridiculing, harassing or abusing someone is transphobia.
- The Equality and Human Rights Commission generally encourages organisations and service providers to be trans-inclusive, to treat people according to their gender identity and always to consider making exceptions to their policies.
- Under the Equality Act 2010, providers may exclude transgender people from single-sex facilities if they can show it is a proportionate way to achieve a legitimate objective. These decisions should carefully balance the needs of different groups and will often require a case-by-case approach to determine what is legitimate and proportionate in the circumstances.
- A decision to exclude trans pupils from particular facilities may amount to indirect discrimination if it is not justifiable as a proportionate means of achieving a legitimate aim. Direct discrimination (treating someone with a protected characteristic less favourably than others) is always unlawful unless a specific exemption applies.
- They might be charged with a Section 5 offence as they are using threatening behaviour causing harassment, alarm and distress and are both equally guilty as principal offenders.
Worksheets for 5 scenarios

For each scenario there is a worksheet. Divide the class into five small groups and allocate a scenario to each group. Copy enough of each worksheet so that each student has a worksheet for his or her scenario. Have some spares in case there is time and students want to go on to a second scenario.

1. Inside and outside school
2. Cyberbullying
3. Sports
4. Transition
5. Toilet choice
Inside and outside school

In the classroom
Is this hate bullying? Why do you think that?
Can you identify some of the factors which allowed it to continue without being stopped?

In the corridor
What actions does the teacher take when she sees the girls? In your view, is this helpful? Why do you think that?
Is there anything different that you would have liked the teacher to do?

In the bus
What offences were the girls committing? (You can look at students’ information sheet 4 to help you). How do you think the girl who was targeted felt?
In this scenario the girl feels confident to come out to her friend. How does he react? Can you think of some of the reasons that might have made him react in that way? Did the other students in school help or did they make things worse?

Cyberbullying is a type of emotional or psychological bullying. People say that emotional and psychological bullying are worse than physical bullying because they will have long term effects on the person being bullied. Do you agree with this?

What does the law say about the messages she is reading? Look at ‘An example of sentencing guidelines’ to help you (Students’ information sheet 4).
In the changing room
Circle the words that apply to the changing room culture in the scenario you have watched. Which three words describe it best? Can you add any more words?

Welcoming inclusive bullying threatening intolerant understanding friendly accepting open-hearted friendly unfriendly unwelcoming rejecting hostile cold inhospitable accepting open-minded blinkered small-minded narrow-minded prejudiced biased intimidating discriminating oppressive harassing supportive helpful kind sympathetic empathetic compassionate reassuring caring

How do you think the behaviour in the changing room and the gym made Luke feel?

Do you think Johnny’s behaviour was bullying? Why do you think that?
Thinking about the students’ behaviour in the corridor, do you think they were ignorant or do you think they were informed about the boy’s situation? What in the video showed you that?

In the students’ situation, what would you want to know before the boy came back to school, so you could treat him with respect?

Faced with that situation in the corridor, do you think the boy kept his dignity? Do you think he was brave?
How do you think his classmates’ words made him feel?

Imagine that scenario happened in your class. How could your class support the boy coming back to school and make him feel welcome and included?
**Ladies’ toilets**
Can you say why the person went into the ladies’ toilets and not the mens’ toilets? How did the women behave towards her? How did that make her feel?

**Gents’ toilets**
In the gents’ toilets what happened when she went into the cubicle? Did the man who banged on the door commit any crime? If so, what could he be charged with? See the students’ information sheet 4 to help you.

**Accessible toilets**
What made her finally consider using the accessible toilets? Was this appropriate for her?
SECTION TWO

Activities and worksheets
SECTION TWO: ACTIVITY 1

Targets talking

Key stages 3 and 4

In educating to prevent bullying, the activities in this pack contribute to aspects of these current (2019) and proposed curriculum areas: spiritual, social, cultural and moral education, PSHE, citizenship education, relationships and sex education and health education.

Activity 1: Targets talking

**Activity 1**
**Video clip:** LGBT+ Hate Crime Clip (part 2)

To watch young people talking about their experiences of hostility to LGBT+ people and the effects on them.

To watch young people talking about their experiences of coming out as LGBT+ people.

To watch young people’s positive messages for everyone.

**Learning objectives:** For students to understand and empathise with targets of hostility to LGBT+ people.

**Learning outcome:** Students will understand more about LGBT+ hate behaviour and its damaging impact.

**Tools:** The PowerPoint Video clips
Worksheets
Computer with internet access

Section 4 extension and enhancement activities

6 [p125] Creative activities to develop empathy.

7 [p129] Developing an inclusive classroom and a supportive peer group.

8 [p133] Discussion exercise: bullying in sport is counterproductive.


PowerPoint slides:
25, 26, 27, 28, 29 and 30
Remind the students of the issues they discussed in the last session.
Tell them that in the first part of this lesson they are going to see some young people talking about what actually happened to them. In the second part of the lesson they will be giving their views and working on how they could make a difference.

Distribute the Worksheets no. 1a–1e, [p47–51] with the photographs, one for each student. Show the students the first part of the video and ask them to listen out for what people are saying about how their experiences make them feel.
Then give them 10 minutes to make notes on the worksheets 1a–1e of anything they remember the people saying.

Working in groups for 10 minutes, they discuss what they have noted and in the space at the end of their worksheet they write what their group thinks are some of the worst effects of LGBT+ hate incidents. They record these in the top half of worksheet 1e. Tell them not to write in the second half of the worksheet yet.
Finally, tell the students that you are going to show them some of the thoughts and advice the people in the video have for others. Distribute worksheets 1f and 1g [p52–53]. Show them the last piece of film ‘Messages to Everyone’ and ask them to listen carefully to what the people are saying. Give the students time to make any notes they want to, using worksheets 1f and 1g to help them remember.
Then, either individually, or in groups, ask the students to complete the final box choosing three positive actions people could take to support people who are LGBT+ and to stamp out bullying and harassment.

In the final debrief for this activity, give the students a minute in silence to complete the last question in the box.
## Targets talking

Experiences of bullying at school

<table>
<thead>
<tr>
<th>Name</th>
<th>How did their experiences make them feel?</th>
</tr>
</thead>
<tbody>
<tr>
<td>Nathaniel</td>
<td></td>
</tr>
<tr>
<td>Jess</td>
<td></td>
</tr>
<tr>
<td>Michael</td>
<td></td>
</tr>
<tr>
<td>Marie</td>
<td></td>
</tr>
<tr>
<td>Luke</td>
<td></td>
</tr>
<tr>
<td>Kam</td>
<td></td>
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<tr>
<td>Rhys</td>
<td></td>
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<tr>
<td>Targets talking</td>
<td>Experiences in the street</td>
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<td>-----------------</td>
<td>---------------------------</td>
</tr>
<tr>
<td><strong>How did their experiences make them feel?</strong></td>
<td></td>
</tr>
<tr>
<td>Joshua</td>
<td></td>
</tr>
<tr>
<td>Kael</td>
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<tr>
<td>Beth S</td>
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<tr>
<td>Roxxi</td>
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<tr>
<td>Rhiannon</td>
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</tbody>
</table>
# Targets talking

**Experiences in the street**

<table>
<thead>
<tr>
<th>Name</th>
<th>How did their experiences make them feel?</th>
</tr>
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<tbody>
<tr>
<td>Joshua</td>
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<tr>
<td>Sarah</td>
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<tr>
<td>Gemma</td>
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<tr>
<td>Hebe</td>
<td></td>
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<tr>
<td>Alex D</td>
<td></td>
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<tr>
<td>Alex M</td>
<td></td>
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</tbody>
</table>
## Targets talking
Experiences of coming out

<table>
<thead>
<tr>
<th>How did their experiences make them feel?</th>
</tr>
</thead>
<tbody>
<tr>
<td>Jess</td>
</tr>
<tr>
<td>Alex D</td>
</tr>
<tr>
<td>Rhys</td>
</tr>
<tr>
<td>Beth S</td>
</tr>
<tr>
<td>Rhiannon</td>
</tr>
<tr>
<td>Nathaniel</td>
</tr>
<tr>
<td>Sarah</td>
</tr>
</tbody>
</table>
WORKSHEET 1E
Targets talking

What are some of the worst effects of LGBT+ bullying and hate incidents that we have found out?

What are three positive actions people could take to support people who are LGBT+ and to stamp out bullying and harassment?

Watching the people talking has made me think:
<table>
<thead>
<tr>
<th>Name</th>
<th>How did their experiences make them feel?</th>
</tr>
</thead>
<tbody>
<tr>
<td>Rhys</td>
<td></td>
</tr>
<tr>
<td>Sarah</td>
<td></td>
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<tr>
<td>Roxxi</td>
<td></td>
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<tr>
<td>Luke</td>
<td></td>
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<tr>
<td>Nathaniel</td>
<td></td>
</tr>
<tr>
<td>Rhiannon</td>
<td></td>
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<tr>
<td>Pagan</td>
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</tbody>
</table>
**WORKSHEET 1G**

**Targets talking**

**Messages for everyone**

How did their experiences make them feel?

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<tr>
<th>Name</th>
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<tbody>
<tr>
<td>Beth S</td>
<td></td>
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<tr>
<td>Beth E</td>
<td></td>
</tr>
<tr>
<td>Joshua</td>
<td></td>
</tr>
<tr>
<td>Jess</td>
<td></td>
</tr>
<tr>
<td>Alex D</td>
<td></td>
</tr>
<tr>
<td>Lola</td>
<td></td>
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<tr>
<td>Kael</td>
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</tbody>
</table>
### Key stages 3 and 4

### Activity 2: Taking action

<table>
<thead>
<tr>
<th>Activity 2</th>
<th>For students to look at the dynamics of intimidation, harassment and bullying in the classroom, and consider how to challenge and resist it.</th>
</tr>
</thead>
<tbody>
<tr>
<td>Video Clip: LGBT+ Hate, Crime clip (part 2)</td>
<td></td>
</tr>
</tbody>
</table>
| Learning objectives: | For students to understand the roles that people play in bullying scenarios and role play ways to resist it.  
For students to have more confidence to resist.  
For students to see that, if possible, working together is best. |
| Learning outcome: | Students will feel more confident to talk about and challenge bullying, intimidation and harassment. |
| Tools: | Worksheets 2a–2c [p58–60]  
Whiteboard  
Flipchart paper Glue  
Marker pens |

### Part 3 extension and enhancement activities

| 1a, 1b, 1c [p103–111] | Simulation exercise: legislation and consequences. |
| 3 [p113] | Looking at the consequences of ignoring bullying. Discussion and individual writing activity. |
| 4 [p116] | To demonstrate the dangers of cyberbullying. |
| 5 [p121] | Simulation exercise to look at ways of taking action to prevent and respond to cyberbullying. |
| 7 [p129] | Developing an inclusive classroom and a supportive peer group. |
| 8 [p133] | Discussion exercise: bullying in sport is counterproductive. |
TEACHERS’ NOTES - TAKING ACTION

Tell the students they are going to look at what people might do if they witness a situation of hostility to LGBT+ people, or bullying. In this case the person in the video is being bullied because she is bisexual, but the situation would apply to people being bullied in any circumstance.

Give each student a copy of the three pictures from the video they saw last session. Each person in the pictures has been allocated a letter to identify them.

Ask the students if they think that is a happy classroom to be in.

Ask the students what is happening. Then ask if they remember what happens next.

Ask the students who is involved in the bullying. Write up their responses on the whiteboard.

Then give the students 10 minutes in small groups to discuss the role of each of the people in the picture. Let them feed back their conclusions in a class discussion.

Give the students the second worksheet, with the definitions of targets, perpetrators, henchpersons, bystanders and upstanders, and go through it briefly to make sure that they understand. Give the students 5 minutes to do their labelling.

Then ask the class which students are in each of the roles. Draw out the following:

- they should realise that no-one in the class was prepared to be an upstander.
- ask the class why people find it hard to be an upstander and discuss the implications.
- point out that the people who know about it and ignore it are also involved. They play a role in colluding and this supports the bullies and makes the targets feel that they are against them. Draw out a discussion about the boy who is working with the girl being bullied. What is his role in the scenario?
- it is much easier to be an upstander if you act with friends rather than on your own.
- if it has not come out in the discussion, emphasise that they should always TELL SOMEONE.

Draw out the following parallels with the legal system. Write them on the whiteboard and make sure everyone has understood them. It is particularly important to make clear that if people are involved in an incident, even though they may not have actively carried out the crime, they can be accused jointly, and could be charged as a secondary party.

<table>
<thead>
<tr>
<th>Target</th>
<th>➞</th>
<th>Victim</th>
</tr>
</thead>
<tbody>
<tr>
<td>Perpetrator</td>
<td>➞</td>
<td>Accused</td>
</tr>
<tr>
<td>Henchperson</td>
<td>➞</td>
<td>Accused</td>
</tr>
<tr>
<td>Bystander</td>
<td>➞</td>
<td>Witness, and possibly secondary party</td>
</tr>
<tr>
<td>Upstander</td>
<td>➞</td>
<td>Witness</td>
</tr>
</tbody>
</table>
Give each group a sheet of flipchart paper and stick a copy of the pictures in the middle of it (see diagram on page 57.)

- In groups the students discuss some of the ways in which the students in the pictures could have stopped the bullying. What could they have said?
- As they prepare their ‘script’ they draw lines from the person to a speech bubble on the flipchart. Groups should see how many positive ways they can find to show how the scenario could have ended well. Ideally there should be at least one speech bubble from each student in the picture, except perhaps the bully who is the person being challenged.
- In the plenary, groups take it in turns to read out their ideas. They should be told to imagine they are one of the people in the picture and say them assertively. It may help if the groups stand up for their turn.

(This is a good way for students to experience voicing the challenges and taking action with friends.)

- Remind the class of the discussion about why people find it difficult to speak out. Ask them if they think that bullies also find it difficult to stop what they are doing and speak out sometimes.
- Ask the class whether they think that it is possible for a class to help bullies stop what they are doing and change their behaviour.

The sheets can be displayed around the class as a resource for students to look at.

NB. It is important to debrief the class and always leave the students on a positive note.

Extension activity: if more time is available, or as a possible homework task, students can ‘stop the action’ from a moment in any of the pictures and write an alternative ending to this story.
Students paste the photos onto a sheet of flipchart paper and draw as many speech bubbles with positive comments as they can.
SECTION TWO: ACTIVITY 2

WORKSHEET 2A
Taking action
SECTION TWO: ACTIVITY 2

WORKSHEET 2B
Taking action
These are pictures of the classroom. A person is being bullied. We will call that person the target. The lead bully, who we will call the perpetrator, has two people helping. We will call them the henchpersons. There are other students in the class. Some are watching it happening. They might be laughing, they might pretend not to notice or they might just be too scared to do anything. We will call them the bystanders. A person who is willing to support the target, or to tell people to stop, or to get help is called an upstander.

In your groups, look at the picture

Put the letter T by the target
Put the letter P by the perpetrator
Put the letter H by the henchpersons
Put the letter B by the bystanders
Put the letter U by the upstanders

Which of the people in the diagrams could help the situation to end well?
SECTION THREE
Activities and worksheets
This section is designed for students to reflect on what they have learned so far, and to use that learning to design achievable, positive steps for personal, classroom and whole-school change.

It contains a set of worksheets for discussion in groups, to get the students to analyse the processes in the bullying in the scenario. These worksheets can be worked in groups, or through discussion as a teacher-led whole-class activity to go through them quickly, making sure the teaching points are covered and allowing more time for a substantial piece of work on taking positive action to be undertaken.

The students then undertake a more in-depth project. According to the school context, the availability of time for extended work, and the teacher’s choice the aim is for the students to work out how to bring about change on a personal level, a classroom level or a whole-school level. The teacher can decide to work on any one of the three aims, or can choose to undertake a more substantial piece of work progressing from the personal to the classroom and finally to whole school change.

While previous work is reinforced, new strands have been included, such as hate bullying where the target does not have the protected characteristics being targeted, help for people who are the perpetrators and the importance of action to stop cyberbullying messages.

At the start of the sessions remind the class of the shared understandings and agreement they had as they began this work. These are to have a class where everyone is treated with respect and feels included. (See introduction activity 2, page 83–85)

Note: This clip, as in previous clips, contains some offensive language. The teacher should make it quite clear to the class that these words are offensive and unacceptable in any circumstance. This message should be reinforced by reminding the class of the discussion about a classroom where everybody is respected.

(For information: the words the girls are speaking in the rehearsal come from Shakespeare’s ‘Much Ado about Nothing’ and the poem ‘Bedouin Song’ by Bayard Taylor)
### Activity 1: Bystanders to upstanders

#### Activity 1:
**Video Clip: LGBT+ Hate Crime Clip (Part 3)**
- To watch a dramatisation of anti-LGBT+ behaviour and explore the issues it raises.
- For students to consider how bullying works and how to break the cycle.
- To look at ways students can take positive action to challenge prejudice-related behaviour and prevent it happening.
- To look at how students can contribute to a positive school environment and move from being bystanders to being upstanders.
- To take this work forward to put it in the context of individual, classroom and whole-school positive action.
- For students to work on ways of identifying students who need support, and ways to offer that support.

#### Learning objectives:
- For students to consider prejudice-related behaviour in school situations and design programmes and action to challenge and prevent it.
- For students to understand their own and joint contributions for personal action, classroom and peer group action and whole school action.

#### Learning outcome:
- Students will understand more about what they can do as individuals and as a group to prevent anti-LGBT+ behaviour and achieve a positive and inclusive school environment.
- Students will be empowered to make a difference.

#### Tools:
- The PowerPoint video Worksheets 3a–3h (p68-82)
- If available, students’ work completed in previous core sessions for reference
- Whiteboard, flipchart or other means of charting for the class to share
- Flipchart paper and glue
- Scissors
- Computer with internet access
### Core lesson 3 activities

<table>
<thead>
<tr>
<th>Page Range</th>
<th>Description</th>
</tr>
</thead>
<tbody>
<tr>
<td>p63 – 82</td>
<td>Worksheets to draw out the main concepts from the scenario</td>
</tr>
<tr>
<td>p84 – 88, p98</td>
<td>Activity sheets to look at individual action</td>
</tr>
<tr>
<td>p89</td>
<td>Starting from where we are: activity sheet to look at the school context</td>
</tr>
<tr>
<td>p89, p90</td>
<td>Activity sheets to look at classroom level action</td>
</tr>
<tr>
<td>p91 – 96, p100</td>
<td>Activity sheets to look at whole school action</td>
</tr>
</tbody>
</table>

### Links to other information sheets and activities in the pack

<table>
<thead>
<tr>
<th>Page Range</th>
<th>Description</th>
</tr>
</thead>
<tbody>
<tr>
<td>p26 – 27, p28 – 33, p128</td>
<td>Cyberbullying information sheets 3, 4 and 6</td>
</tr>
</tbody>
</table>
| p113 – 115  | Section 4: activity 3  
Taking responsibility for your own actions, peer pressure, how ignoring problems allows them to escalate |
| p116 – 120  | Section 4: activity 4  
Preparing a campaign against cyberbullying                                                      |

PowerPoint slides:
31, 32 and 33
Bystanders to Upstanders Introduction

- Tell the class that they are going to draw on what they have learned in the first two sessions to help them design their own programmes to make a difference.
- They are going to begin by watching a video called ‘Bystanders to Upstanders’, and discussing some of the issues it raises.

Show the video to the class.

- Ask the students how the bullying started. What happened in the drama studio?
- How did the bully take advantage of the rehearsal situation?
- What did she imply in the picture she sent around on her social network?
- Discuss whether there was any evidence in the drama studio that the girls who were rehearsing the play were, in fact, a gay couple?
- Remind the class of the CPS definition of a homophobic incident:
  “any incident which is perceived to be homophobic or transphobic by the victim, or by any other person”

- Ask the class what are the features of this incident that make it homophobic. Does the fact that the girls who are being targeted are not, in fact, gay make any difference to whether the incident was homophobic or not?
- Tell the class that in a hate crime or hate incident somebody may be targeted because the perpetrator just thinks they belong to a particular group, or even because they are friends with someone in that group. You could possibly refer to the quote in the pack about the England international footballer Graham La Saux, who was targeted for homophobic bullying because his teammates perceived him to be gay (p135).
- Point out that in the case of this scenario the bully took advantage of a drama situation to spread mischief.
Student power

Worksheets for section three

This section contains:

1. worksheets for the scenario

2. worksheets and three work programmes or projects to take the antibullying agenda forward
   - personal action
   - class action
   - whole school action
Recognising some of the negative ways in which people exercise control

- Tell the students that nobody should put up with bullying, whether it is happening to them or they are drawn into a situation where it is happening to someone else.
- Tell the students that they are going to look at some of the common ways in which bullies manipulate others and use controlling or threatening behaviour to maintain their position and dominate others.
- They are also going to identify some of the qualities which help people resist bullying when they see it happening.

With students working in groups, give out the worksheets 3a–3h to each group. (These worksheets can also be used in a teacher-led class discussion if preferred, to allow more time for the work on positive action.)

Some issues to highlight in the debrief

- If someone wants to get out of a bullying situation, they can ask for help from other people in the class whom they trust, or through school systems such as buddies or peer-group mediation, or through teachers they trust, or through any anonymous reporting system the school might have in place. They can also ask for help by using phonelines such as childline or other antibullying phonelines, and there is information in the pack on how to access them. These phonelines offer support to people wishing to get out of bullying as well as to those being targeted by bullies.
- Bystanders who want to become upstanders do not have to act alone. They can act with friends and become more powerful and more safe from being bullied themselves.
- Cyberbullying through the internet or mobile phones or games devices is increasing fast and is extremely worrying. Students should be reminded of the recommended internet safety policies, the school’s own or some of the many guidelines for young people. There are links in this pack to that information.
- The activity sheet asks the students whether they think it would always be possible to get a positive outcome from supporting someone to stop bullying. This could be a sensitive question, because sometimes acts of bullying are exceptionally cruel and have very serious outcomes which the school will deal with severely and which may even lead to criminal charges. It is possible that some students will have witnessed such situations. However it is important to point out that such severe situations are relatively rare, and people can change, and it is preferable to try to help them if they really want to. Some people who have previously been bullies have completely turned their lives around and become antibullying champions, speaking out against bullying in schools and mentoring young people.
In this scenario we see different behaviours, feelings and experiences. Some of these are positive and some negative. Here are some of the things you might see demonstrated in the video story. You may be able to add to the list:

<table>
<thead>
<tr>
<th>Bystanding</th>
<th>Choices</th>
<th>Colluding</th>
<th>Controlling</th>
</tr>
</thead>
<tbody>
<tr>
<td>Behaviour</td>
<td>Courage</td>
<td>Decisions</td>
<td>Escalation</td>
</tr>
<tr>
<td>Isolation</td>
<td>Justice</td>
<td>Malice</td>
<td>Manipulation</td>
</tr>
<tr>
<td>Perception</td>
<td>Positive action</td>
<td>Pressure</td>
<td>Rights</td>
</tr>
<tr>
<td>Respecting</td>
<td>Support</td>
<td>Upstanding</td>
<td></td>
</tr>
</tbody>
</table>
You have just looked at worksheet 3A. Look at the pictures in worksheets 3B and write in the spaces next to them which of those words from worksheet 3A are relevant to each picture. You may add other words that you think describe what is going on. Discuss the reasons for your decisions. Can you pinpoint the pictures where change is happening.

Which picture do you think shows the first movement for positive action?
Taking positive action cont’d
In the scenario one of the henchpersons felt under pressure to continue to support the bully. Discuss these pressures and add any more you can think of.

- I don’t like myself
- I know it is wrong
- I don’t like what I am doing
- I’m scared of the bully
- I don’t know what people will do
- I’m scared I’ll have no friends
- Nobody likes me
- I feel unhappy
- I don’t know how to get out of it
- I never wanted to be in this
- I don’t know what people will do
- I don’t know what people will do
- I know it is wrong
In opposition to the pressures which are stopping her from leaving the bullying group, are positive thoughts which are motivating her to leave. Write some of these thoughts in the arrows. Add more arrows as you think of new ideas.
People who are the henchpersons to bullies are often under many pressures to continue to support the bully. In the worksheet 3e you can see some of the typical pressures which people in that situation have.

- Can you add any more pressure arrows to the diagram?
- The girl is thinking that she wants to get out of the situation, but she doesn’t know how. How difficult is it for her to stop?
- Are there ways in which other people can help her to stop? Make a list of some of the things you might say to her to help her. Begin by answering her fears.

### PRESSURES AND FEARS

<table>
<thead>
<tr>
<th>I don’t know what people will do</th>
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<tbody>
<tr>
<td>I’m scared I’ll have no friends</td>
</tr>
<tr>
<td>I’m scared of the bully</td>
</tr>
<tr>
<td>I don’t like what I am doing</td>
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</tbody>
</table>

### POSITIVE RESPONSES

<p>| |</p>
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</table>
If there is time, choose a person to take the role of the henchperson wanting to change. The rest of the group are the students she approaches. Have the discussion to resolve the situation in a positive manner. Say how you will move forward in the future. In other bullying scenarios, do you think it would always be possible to get a positive outcome?
Imagine you are the girl in the picture. You have decided to try to make a list of pros and cons to continue as you are or to get away from the bully you are supporting.

1. What might you write in the lists?

2. If you want to distance yourself from the bullying group, what help might you need, and how could you get it?

Pros and cons of freeing yourself from a group where you are drawn into bullying behaviour...

<table>
<thead>
<tr>
<th>PROS</th>
<th>CONS</th>
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<tbody>
<tr>
<td></td>
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</tbody>
</table>
If you want to distance yourself from the bullying group, what help might you need, and how could you get it?

Write as many ways as you can think of for getting help and support.
WORKSHEET 3G
Taking positive action

Discuss in your groups:
In the video a group of upstanders forms.

They are able to take instant action to stop the cyberbullying continuing.
What steps do they take?

They

They

They

What are the consequences of their actions

For the targets?

For the groups?

For the bully?
Depending on the content of the messages, what more serious consequences could there be for the bully? Could her phone be confiscated and the messages read and deleted? Could there be criminal charges? (see information sheet 4 to help you)

At the end of the video there is a slogan to remind people what to do if they receive an inappropriate message. Can you fill in the missing letters?

O R B

Finally, make sure that you are aware of internet safety procedures and you know where to find information.
The students in the video finally decided to report the matter to a teacher. The teacher said

“Whatever it is, together we can sort it out.”

You need to be quite brave to report bullying, especially LGBT+ bullying. Using the pictures from the video to help you, can you identify some of the things that helped the target to feel safe to report and to believe that something would be done about it?

What things did you notice that helped the target to feel safe to report? Write any that you remember.

1

2

3

4

5

What actions do you think the teacher should take? How should he involve the students?
The next activities form the second part of Section 3, which is concerned with three work programmes or projects to take the agenda forward:

- personal action
- class action
- whole school action

As far as possible they have been written to follow smoothly on from the learning in Sections 1 and 2, about bullying, its effect on students, how to challenge it and the potential legal consequences.

Within the scope of this pack this work can only be a stimulus for the school to use according to its own context. However what is special is that the ideas to achieve change and development will come from the students themselves.

This is in keeping with the principles of all the activities in the pack, which start from young people’s experience.
Commitment to action: becoming a supporter

Whole class and group activity

- Remind the class of the work in core lesson 2 on the effects that the LGBT+ bullying had on the people who had been bullied.
- Teacher-led discussion: the ideas should be charted on the whiteboard or a flipchart as the class contributes what they learnt from those videos of victims talking. If students have kept the worksheets they completed at the time for Section 2, activity 1, they can use these to help make the list.
- Working in groups, students devise what action they can take in order to support the people who are being bullied or who have been bullied, and make them feel safe, included and happy in school again.
- Each group makes a charter of ways they will support each other if they are being victimised. They then prioritise three actions they will carry out in future.
- The groups feed back to the class and there is teacher-led discussion.

The actions will feed into individual plans, or classroom action plans

Commitment to personal action: becoming an upstander and making a difference

Worksheet 3 I distribute the worksheet below to the groups. They will need scissors, paste and a large sheet of paper.

The activity goes the most smoothly if groups have two copies of the worksheet—one complete and the other already cut up and ready to work on.

- Tell the groups that they have a list of actions they as students could take to prevent and challenge bullying and harassment, support the targets and help create the kind of classroom they would wish to work in.
- Tell them to start by reading the statements out loud around the group, without any comment at this stage. Explain that this is very important because every person needs to hear every statement before they start the discussion.
- Then the cut statements are spread out on the table. The task is for the students to arrange the statements in order of importance, with the most important at the top.
- Say that it is most likely that several statements will have the same level of importance, and that is fine.
• Tell them when they have come to a consensus the statements should be stuck onto the paper in the order they have agreed.

• In a plenary session, the top priorities from each group are shared with the class. Then hold a teacher-led discussion on similarities and differences across the groups. If it is possible, display the priority sheets for students to have the opportunity to look at them later.

• Final discussion: ask the class if they think all of the actions discussed could be carried out by the students. If they feel there are any which students might not be able to do, discuss the reasons, and also what could be done to help students carry them out.

Below there is a blank charter for commitment to personal action, which can be given to students to fill in individually.
Actions students can take to challenge bullying and harassment and support targets

Cut out these individual actions and spread the individual strips out on the table.

In your groups, come to a decision to arrange them in order of priority of importance. You will probably feel that several of them can be grouped together as having equal importance. Try to come to a consensus.

(nb. The actions have been numbered only to help you discuss them more easily.)

Paste your actions onto the flipchart paper in order of priority.
SECTION THREE: ACTIVITY 2

WORKSHEET 3I (I)

1. Challenge, block and report all cyberbullying messages.

2. If the person is being bullied out of school, accompany them so that they leave school safely. Offer to meet them coming to school.

3. Form a group of positive friends to take action together to report bullying and homophobic incidents, either immediately at the time of incidents, or later or anonymously if you feel safer.

5. Discuss with friends in your class that you will all take positive action together to challenge bullying and harassment as long as it is safe to do so.

4. Never turn a blind eye and ignore bullying or homophobic incidents if you see them going on. Be alert to signals that someone is being bullied.

6. Tell someone you trust—a teacher, a mentor, the school police officer, a representative of the school council, a parent or other adult.
7. If the person is being targeted for homophobic bullying, it may make it all the more difficult for them to tell and report. Offer to support them in telling others if they need it. This could include teachers and sometimes parents.

8. Let people know where you stand. Make it clear to the person being bullied, either yourself or preferably with your friendship group, that you will support them.

9. Let people know where you stand. Make it clear to the person who is bullying that you don’t like what they’re doing. Preferably do this with your friendship group.

10. Include the person being bullied in classroom, break time and after school activities with you and your friends. Do not leave them isolated.

11. Keep a record of incidents and dates and times they happen, so that there is evidence to use if the bullying is investigated.

12. Support the person being bullied if they are going to tell a teacher. You or a group of friends could accompany them.
What kind of classroom do we want?

TEACHERS’ NOTES

This is an opportunity for students to think through what constitutes an inclusive, safe, rights-respecting classroom for them. There may well be classroom charters already in place, but one written by the students for their own classroom is especially meaningful to them.

In working on this pack students have been looking at homophobic hate crime and bullying. At this point it is important to say to the students that their charters should be explicit about homophobic hate incidents and bullying, but other forms of identity related bullying too.

Teacher-led introduction

• Tell the students first to take a look around the room and note anything they see on the walls which could give them a clue about the class values.

• Ask the students if a new student came into their classroom, how would they know that they were welcome?

• Are there clues around the classroom in the notices and information on the walls?

• Do the pictures on the walls reflect a diverse community in which they see themselves included?

• Do people make a point of talking to them and helping them get around?

• Ask the students to think of as many words and phrases as possible to describe how a welcoming, inclusive classroom would look.

• Then ask the students to think of as many words as possible to describe the principles of a classroom they want to work in.

The pupils are given the worksheet ‘What kind of classroom do we want?’ and the blank class antibullying charter.

In groups the students design their own classroom charter.
You have the opportunity to write your own classroom charter of values. It is up to the students to decide what would go in it, however at minimum:

- It should be a no-bullying zone
- Everybody should be valued and included
- It should describe the values people have and the way people are expected to behave.

Your charter should begin with strong statements of the class principles. Some charters are simple powerful statements of principle. Others go on to describe the code of practice to achieve those principles, such as what actions the students will take to make sure they are achieved.

For example

Class 7d is a no-bullying zone
- We will not tolerate bullying or harassment, and if we see it we will report it and see that it is dealt with

In class 7d everybody is equal and respected
- We will not use language which is offensive to different groups

You might want to mention the school’s antibullying policy.

You are taking ownership of the agenda.

Write the best charter you can.
Whole school change: Working towards an antibullying statement and plan of action

Teachers’ notes

This pack is concerned with LGBT+ hate crime and bullying, and it is important for students to understand the particular features and dangers they present. However the issue must be seen in the context of all hate crime and bullying.

The purpose of the pack is to offer classroom activities to teachers. However it is important to consider classroom practice in the context of whole-school policies and practice.

Defining the task

• Tell the students that they are going to write an action plan to make the school a place where students where all students feel safe, included, respected and respectful of others and all students have the best possible opportunities for learning.

• The school will already have relevant policies in place, such as policies for equal opportunities and antibullying.

• What you are looking for is the students’ view on how best to put those policies into practice.

Begin by sharing the information on activity sheet 3k [p92] below. This can be given out to groups or projected from the online pdf.

Nb. You may prefer to add to or amend the suggestions on the worksheet to make it relevant to specific circumstances in your school.
A school where all students feel safe, included, respected and respectful of others and all students have the best possible opportunities for learning.

Before you begin to design the plan, you will have to decide what needs to be done and the order in which you would do it.

Here are some suggestions:

- Give your action plan a title
- Write the aims you are hoping to achieve
- Decide who should be involved and how you want to involve them
- Do some research to find out the current situation
  - What is already in place?
  - Are there any concerns about hate bullying? What are people’s experiences?
- Based on your research findings and your own principles, decide what your priorities will be
- Look at what you will be able to do
- There will probably be things you will need help with and involvement of others, such as school staff and parents. Identify those issues and who you will ask for help.
- Plan how you will consult the whole school community and keep them informed of what you are doing.
- Publicise your action plan when you have completed it.

WORKSHEET 3K
Students’ plan for policy into practice
There are many different things you can do for this task, but here are a few suggestions

**Asking**

- Talking to students in all years about their experiences. Design a simple questionnaire and take it to the playground and talk to students in confidence about their experiences of seeing bullying, hate language or comments, getting help, using positive school initiatives.

- Talking to the school students’ council. You could ask to talk to someone informally, or request a spot at a meeting to explain what you are doing and ask for views and help. It can also be possible for the class representatives to take the question back to their class and then feed back information to you. Remember you want to know both about concerns and positive initiatives.

- Talking to teachers about any thoughts they have.

- Talking to any non-teaching staff. Often they notice things that go on in the playground. Remember that bullies are very devious and hide what they are doing from teachers.

**Looking at the institutional body-language**

We may understand what is meant by talking about someone’s body language. It is the telltale signs that people give which show us if they are feeling happy, proud, angry, hostile or welcoming by example. But institutions have a body language too. You can walk into a building and feel instantly that it is warm and welcoming, or cold and dreary, or happy or peaceful, or even frightening.

In groups take a clipboard and walk around the school see what messages it is giving. Do the pictures and posters on the wall reflect a diverse school community? Are there information notices that are directed to issues affecting the school community? Are there clear messages that the school does not tolerate bullying and has a strong equality ethos? If someone who was LGBT+, or from a black or minority ethnic group, or who had a disability came to the school for the first time, would they be able to tell from the entrance hall that they were welcome? Could parents and people from the community tell?
TEACHERS’ NOTES

Roles and responsibilities

- Tell the class that everyone in the school community has a role to play in combating bullying and achieving an inclusive school.
- The worksheet below is a matrix which can be filled in as a class activity in one session.
- Alternatively completing the matrix is an activity to be completed over time if a longer project is planned. Students should write in as many spaces as they can, and it can be left open to be added to over time as students think of something else. It is also a good starting point for discussion with members of the school community they might be able to consult.
- Using the matrix as a consultation tool can help to make people think of the significant contribution which can be played by everybody. For example people may think straight away about teachers challenging offensive language or harassment as soon as it happens, but not about the governors’ supporting and monitoring role, or that staff involved in caretaking and cleaning have a crucial role in cleaning up offensive or threatening graffiti as soon as it appears, possibly photographing it, and reporting it to the school if it is hate related. Research has shown that if such messages are left unattended they encourage others to write more. (This is one of the things that could contribute to a survey of institutional body language.)
### Worksheet 3M

**Whole school roles and responsibilities matrix**

<table>
<thead>
<tr>
<th>Member of school community</th>
<th>Role in preventing and responding to LGBT+ bullying</th>
<th>Role in achieving a school which is inclusive and a safe space</th>
</tr>
</thead>
<tbody>
<tr>
<td>All students</td>
<td></td>
<td></td>
</tr>
<tr>
<td>All teachers</td>
<td></td>
<td></td>
</tr>
<tr>
<td>All parents and carers</td>
<td></td>
<td></td>
</tr>
<tr>
<td>All governors</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Headteacher</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Form tutor</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Teacher with pastoral responsibility</td>
<td></td>
<td></td>
</tr>
<tr>
<td>All teaching assistants</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Caretaking staff</td>
<td></td>
<td></td>
</tr>
</tbody>
</table>
### WORKSHEET 3M

<table>
<thead>
<tr>
<th>Member of school community</th>
<th>Role in preventing and responding to LGBT+ bullying</th>
<th>Role in achieving a school which is inclusive and a safe space</th>
</tr>
</thead>
<tbody>
<tr>
<td>Mentors</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Parents and carers of perpetrator</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Parents and carers of target</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Senior management team/school leadership team</td>
<td></td>
<td></td>
</tr>
<tr>
<td>School council</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Nominated students’ support group (eg buddies etc)</td>
<td></td>
<td></td>
</tr>
</tbody>
</table>
The charters and action plan sheets can be given to individuals or groups as appropriate, depending on how you want to use the activities.
Bullying is wrong, and I want to be in a school where everyone is respected and safe and included. I shall challenge bullying whenever I know it is going on. I undertake to do these things:

Name ______________________________________________
Bullying is wrong, and we want to be in a school where everyone is respected and safe and included. In our class we shall challenge bullying whenever we know it is going on. We undertake to do these things:

Class _______________________________________________
Bullying is wrong, and we want to be in a school where everyone is respected and safe and included.
We shall challenge bullying whenever we know it is going on.
We undertake to do these things:
Section Four

Extension and enhancement activities
These are optional and additional and teachers can use as many or as few of them as they wish or have time for. However, we strongly recommend teachers consider them as they will deepen the students’ understanding of the impact of anti-LGBT+ behaviours, and provide some strategies for challenging them and avoiding these behaviours themselves.

- This section contains more in-depth classroom activities in which students can give more thought to the serious issues in the pack. Students can think about their own roles and responsibilities, about how to challenge and resist anti-LGBT+ behaviours, about how to move from being a bystander to being an upstander, about preventing and challenging bullying and about potentially far-reaching consequences for everyone involved in such incidents.

- There are suggestions for using the activities in different curriculum areas.

- There are also indications of the key stages for which they are suitable.
Key stages 3 and 4: lesson plan

This exercise relates to identifying potential criminal charges in three of the scenarios in the video:

- Inside and outside school (the scene on the bus) [activity 1a]
- Toilet choice [activity 1b]
- Cyberbullying [activity 1c]

**Activity 1: simulation exercise**

<table>
<thead>
<tr>
<th>Concepts to be enhanced:</th>
<th>Legislation and consequences. The exercise should bring out the potential criminal charges, including the concepts of ‘aggravated’, ‘motivated’, ‘witnesses’ and ‘secondary liability’, and indicate possible consequences. It also gives information on relevant equality legislation.</th>
</tr>
</thead>
</table>
| Curriculum areas:       | Citizenship
Literacy
Drama |
| Contributes to spiritual, moral, social and cultural development: | Yes |
| Tools:                  | Worksheets below for every pupil [1a–1c, p106–111]
An example of sentencing guidelines used to prosecute LGBT+ hate crime
Information sheet 4 [p28] |

PowerPoint slides:
19, 20, and 23
There are flexible ways of using this exercise, depending on the teaching and learning needs and situation.

1. The class can be split into groups, each working on one of the scenarios, and sharing their findings in a plenary at the end.

2. The groups can cover more than one scenario if the time permits.

3. The last scenario, cyberbullying, is extremely powerful, and an important one to work on in class. This activity is specifically about legal consequences, and can be used in conjunction with Section 4, Activity 4 [p116] about the nature and potential seriousness of cyberbullying and how to address it.

Important note: in this scenario the ending is left open. Teachers must be sensitive to similarities with the experience of students in their school or their families. There may be situations in which it would not be appropriate to use this scenario.

Class discussion: ensure that the students remember the scene or scenes from the video that they will be working on. If needed, play the scene or scenes to the class again.

Students work in groups.

Tell them that they are a team of police officers investigating an incident. They believe it was an LGBT+ hate crime. They have CCTV footage of the whole incident and they have identified all of the people in the CCTV.

Distribute the three worksheets to every group. The students should discuss the potential questions and the potential charges, to share their ideas. However the teacher can decide whether they will record their answers individually, or as a group, on one sheet.

In the final class plenary they can discuss the possible charges they have identified and what the potential consequences would be for any person found guilty. There may well be different opinions on additional offences from different groups. These should all be discussed seriously.
Some points for the debriefing after the plenary

Bus scenario [activity 1a]
The students should find spitting on someone is a common assault, and threatening someone is a public order offence, in this case aggravated by hostility based on sexual orientation. The second bully can also be charged as a principal offender. The students may discuss whether the other people on the bus could also be charged as principal or secondary parties or whether in this case they might just be treated as witnesses.

Cyberbullying scenario [activity 1b]
The students should have found that Section 127 of the Communications Act 2003 applies to all involved in the computer and mobile phone bullying. The sentencing will take the hate crime aspect into account and be more serious.

Toilet scenario [activity 1c]
The students should find that the men can be charged with public order offences, in this case aggravated by hostility based on gender identity. They may consider that one man might be charged with the offence as a principal and whether the second man might be charged as a principal or secondary party.

Tell the students that guidance from the Equality and Human Rights Commission generally encourages organisations and service providers to be trans inclusive. This means treating trans people according to their gender identity and only excluding trans people from facilities in exceptional circumstances, where this can be justified.
Look at the three pictures.
In the first picture one girl is about to spit at the victim while her friend watches.
In the second picture people on the bus are watching what is going on.
In the third picture the victim is being supported by the girl sitting with her. The bus carries CCTV and the girl supporting the victim complains to the police about what happens.

You are the investigating officers.
Who would you interview?
Could you bring any charges? If so, who would you charge and what would you charge them with?
Refer to information sheets 3 and 4 to help you. Record your answers on the sheets below, one for each person in the incident.
## WORKSHEET 1A

### Inside and outside school

### Bus scenario: identifying potential criminal charges

**Incident on the bus 3 April**

<table>
<thead>
<tr>
<th>Investigating officer(s):</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Person to be interviewed:</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Reason for interview:</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Interview questions:</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
</tr>
</tbody>
</table>

**Possible charges (or state if the person has been interviewed as a witness only)**

<table>
<thead>
<tr>
<th>Possible charges:</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
</tr>
</tbody>
</table>
Look at the three pictures. They relate to ongoing incidents alleged to be cyberbullying aggravated by homophobic hostility.

You are the investigating officers. You have been given access to the victim’s social networking and mobile phones.

Who would you interview?

Could you bring any charges? If so, who would you charge and what would you charge them with?

Refer to information sheets 3 and 4 to help you.

Record your answers on the sheets below, one for each person in the incident.
## Worksheet 1B
### Cyberbullying: identifying potential criminal charges

<table>
<thead>
<tr>
<th>Cyberbullying incidents 3 April</th>
</tr>
</thead>
<tbody>
<tr>
<td>Investigating officer(s):</td>
</tr>
<tr>
<td>Details of incidents to be investigated:</td>
</tr>
<tr>
<td>Person to be interviewed:</td>
</tr>
<tr>
<td>Reason for interview:</td>
</tr>
<tr>
<td>Interview questions:</td>
</tr>
</tbody>
</table>

Possible charges (or state if the person has been interviewed as a witness only)
You are police officers called to reports of a disturbance in a gents’ toilet. Somebody passing has called the police.

Your initial investigation identifies a distressed young trans woman who, on questioning, tells you that she has been made to feel threatened and unwanted and obliged to use the accessible toilet.

On investigation you discover that there has already been an incident in the ladies’ toilets.

Who would you interview?

What account of the incidents would you give?

Could you bring any charges? If so, who would you charge and what would you charge them with?

Refer to information sheets 3 and 4 to help you.

Record your answers on the sheets below, one for each person in the incident.
**Worksheet IC**

**Toilet choice: identifying potential criminal charges**

<table>
<thead>
<tr>
<th>Incident in the toilets 3 April</th>
</tr>
</thead>
<tbody>
<tr>
<td>Investigating officer(s):</td>
</tr>
<tr>
<td>Person to be interviewed:</td>
</tr>
<tr>
<td>Reason for interview:</td>
</tr>
</tbody>
</table>

**Officer’s (officers’) report of the incident based on the interview**

**Possible charges (or state if the person has been interviewed as a witness only)**
Key stages 3 and 4: lesson plan

Activity 2: Looking at similarities between anti-LGBT incidents and bullying in school and the legislation and sentencing on LGBT+ hate crime

<table>
<thead>
<tr>
<th>Concepts to be enhanced:</th>
<th>Learning the range of anti-LGBT behaviours.</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>Learning that consequences for perpetrators can become serious.</td>
</tr>
<tr>
<td>Curriculum area:</td>
<td>Citizenship</td>
</tr>
<tr>
<td>Contributes to spiritual, moral, social and cultural development:</td>
<td>Yes</td>
</tr>
<tr>
<td>Tools:</td>
<td>Students’ information sheets 2 [p25]; 3 [p26]; 4 [p28]; 5 [p33]</td>
</tr>
</tbody>
</table>

TEACHERS’ NOTES

- Start by distributing the table of anti-LGBT+ incidents in school. Give the students time to read it and ask if they have any questions.
- Explain the concept of hate crime to the students and the uplifted sentencing for aggravated crime. Hand out the information sheet on sentencing.
- Ask the students to pick out the similarities between anti-LGBT+ incidents in school and hate crime. For this task allow the students to discuss in pairs.
- Finally, have a class plenary for students to feed back what they have found.

NB. In the course of introducing this activity to the class, they may ask why the law regards LGBT aggravated hate crime more seriously. They can be given information sheet 4 [p28] on the reasons for this, and information sheet 5 [p33] on the similarities and differences between anti-LGBT+ bullying and other bullying. Alternatively the teacher might find the information sheets a useful reference to use in talking to students.
SECTION FOUR: ACTIVITY 3

LOOKING AT THE CONSEQUENCES OF IGNORING BULLYING

Key stages 3 and 4: lesson plan

Activity 3: looking at the consequences of ignoring bullying. Discussion and individual writing activity

<table>
<thead>
<tr>
<th>Concepts to be enhanced:</th>
<th>Taking responsibility for your own actions, resisting peer pressure, thinking about consequences, how ignoring problems allows them to escalate, empathy.</th>
</tr>
</thead>
</table>
| Curriculum areas:       | Literacy  
Citizenship |
| Contributes to spiritual, moral, social and cultural development: | Yes |
| Tools:                  | Worksheet 3 for each pupil [p115]  
Video Clip part 1 ‘Inside and outside school’ clip to refresh memory of the story |

PowerPoint slides:
19
Class discussion

Play the complete inside and outside school scenario to the class. Point out that although the story ends with an unpleasant physical assault, it started much earlier.

- Ask the class to say how and where it started.
- Then ask them to tell you what happened in the corridor when the students left the classroom. Did anyone intervene to stop what was happening?
- Ask the students if they think it is easy for young people to get drawn into situations where they can hurt other people.
- Remind them that the teacher interrupted the girls kicking the target’s bag. She sent them off to class. Ask if they think the teacher saw what was happening. Did anyone tell her?
- Spend some time discussing why it is that students often do not tell teachers what is going on. Point out that in the case of ALL bullying, they must TELL SOMEONE.
- Ask if they think there is such a thing as shared responsibility.
- If anyone had intervened, do they think matters would have gone that far?

Tell the class they are going to look at the roles and responsibilities of the people on the bus.

Give the students a copy of students’ worksheet 3 [p115]. They are going to choose a person to write about. Check that the range of target, perpetrator, henchpersons, bystanders and upstander is represented in their choice. If it is not, ask for volunteers to cover the range.
Imagine you are one of the people in this picture. You are writing about it in your diary the following day, for no-one’s eyes but your own.

- Start by saying who you are (I am A, B, etc)
- Write the story from your perspective
- Say whether you think you or anyone behaved in a homophobic way
- Say why you behaved in the way that you did
- Say how you felt at the time
- Say how you feel now, one day later thinking back
- Say if you wished you had done something differently, and why
### Activity 4: to demonstrate the dangers of cyberbullying

<table>
<thead>
<tr>
<th>Concepts to be enhanced:</th>
<th>Examining how quickly cyberbullying can build up to become serious and dangerous.</th>
</tr>
</thead>
<tbody>
<tr>
<td>Curriculum areas:</td>
<td>Literacy                           Citizenship                           PSHE</td>
</tr>
<tr>
<td></td>
<td></td>
</tr>
<tr>
<td>Contributes to spiritual, moral, social and cultural development:</td>
<td>Yes</td>
</tr>
<tr>
<td>Tools:</td>
<td>This activity relates to the PowerPoint part 1 video clip of cyberbullying. It may not be necessary to show it again if students remember what happened. Worksheets for this activity are below. Students should have the information sheet 6 [p128] on why cyberbullying is serious.</td>
</tr>
</tbody>
</table>

PowerPoint slides:
20
SECTION FOUR: ACTIVITY 4

TEACHERS’ NOTES

Note: in this scenario the ending is left open. Teachers must be sensitive to possible correlations to the experience of students in their class, or their families. There may be situations in which it would not be appropriate to use this activity.

Make sure that you have familiarised yourself with the content of this video before you show it. Also refer to the teachers’ notes on page 124. Parts two and three of this exercise deal with issues of potential self-harm. Teachers must be sensitive to possible correlations to the experience of students in their school or their families. There may be situations in which it would not be appropriate to use this scenario, or possibly more appropriate to end it before the girl’s mother goes to call her to come down to eat. Please ensure that you signpost students to ChildLine at the end of the session. If after discussing this video a student should approach you with concerns about themselves or another student, you could also signpost them to an organisation such as Papyrus or Samaritans. There is more information in the teachers’ information section on page 163.

• Teachers should begin by reminding the class that they are always available if any student wants to speak to them separately if they or their friends have been affected by the issues in this scenario and need support, or about any worries that they have.

• Tell the class that all bullying is harmful and damaging. They have already seen that anti-LGBT+ bullying has unique and especially damaging features; that the law says that when people are convicted of crime aggravated by hostility to LGBT+ people, the sentences given are more severe.

• In this lesson they are going to look at cyberbullying and the features which make it different from other forms of bullying and especially damaging.

• Hand out the information sheet on some of the features that make cyberbullying especially damaging. Give the class a few moments to read it silently and then ask what they are thinking.

• Draw out whether it has happened to them or their friends or whether they have ever been involved in the passing of malicious messages.

• Point out that it could be a hate crime and the people involved could be prosecuted.

• Point out that it is a nasty, silent crime and that if students are being bullied or have any involvement at all, they should TELL SOMEONE immediately. They can report anonymously. There is information at the end of this pack to help them and helpline cards they can carry.

• Remind them about the story they saw of the girl who was the victim of cyberbullying on the grounds of her sexual orientation.

• Remind them also that in this scenario and the stories people told in the clips, people were very hurt to discover that people who they thought were their friends abused them.
Two alternative writing tasks

For both writing tasks the students are given the photostory students’ worksheet 4a [p119].

1. Ask the students to write the story and add an ending. What happens when the girl’s mother manages to get the door open? (If time is limited, the students could simply be asked to continue the story from the moment the door is opened.)

2. This is an individual writing task and is intended to be demanding. In addition to the photostory worksheet, students are given worksheet 4b [p120], describing the task.

Note: As in all these activities, it is important to have a debriefing discussion at the end of the session and to leave the students on a positive note. Students should be aware that they can talk to you in confidence if they need to. Also point out other people in the school who can offer support.

Teacher-led class discussion

Ask the class if they think that bullying can go too far. Did things go too far in this scenario? When should someone have taken action?
WORKSHEET 4A
Photostory
You are a journalist investigating a serious anti-LGBT+ cyberbullying assault.

You have managed to get some pictures from the victim’s social networking page and her mobile phone, and you have seen messages which have been passed around widely. Now you have to put them together and see if you can piece together the full story of how it became so serious. You have started by interviewing a couple of classmates who say it was all due to the fact that she was a lesbian. Everybody found out because her friend had told them.

Your editor has given you the centre page spread. Write a serious hard-hitting, thought-provoking opinion piece showing the build-up to what happened. Your opinion piece can go on to discuss the implications for the future.

Describe how the girl must have felt to have been so betrayed by her classmates.

You can imagine quotes from anyone you choose: possibly the headteacher, someone in the girl’s family, the girl’s mother, the police officers investigating, people in the neighbourhood, a local LGBT+ youth organisation, students from the school.

Start by telling the readers what happened to the girl. Did she attempt self harm? Was she phoning a helpline? Was she phoning the police? Did someone in her class relent and phone to offer support? Or did something else happen?
Activity 5: simulation exercise to look at ways of taking action to prevent and respond to cyberbullying

<table>
<thead>
<tr>
<th>Concepts to be enhanced:</th>
<th>Understanding of the potentially serious effects of cyberbullying.</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>Empathy.</td>
</tr>
<tr>
<td></td>
<td>Taking action to prevent and respond to cyberbullying with particular reference to anti-LGBT+ bullying.</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Curriculum areas:</th>
<th>Literacy</th>
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<tbody>
<tr>
<td></td>
<td>Citizenship</td>
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<td></td>
<td>PSHE</td>
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<td></td>
<td>Drama</td>
</tr>
</tbody>
</table>

| Contributes to spiritual, moral, social and cultural development: | Yes |

<table>
<thead>
<tr>
<th>Tools:</th>
</tr>
</thead>
<tbody>
<tr>
<td>This activity relates to the PowerPoint part 1 video clip of cyberbullying. It may not be necessary to show it again if students remember what happened</td>
</tr>
<tr>
<td>Worksheets for this activity are below</td>
</tr>
<tr>
<td>Students should have the information sheet 6 [p128], on why cyberbullying is serious</td>
</tr>
</tbody>
</table>

PowerPoint slides:
20
Preparation of a campaign against cyberbullying

Divide the class into groups. You could either have each group prepare a different component or allow each group to prepare their own campaign deciding on which medium or media they want to use.

If possible, the resulting work should be displayed where it can be seen by other students in the school.

Tell the class that they are to prepare a campaign against cyberbullying using the story in the video. They must:

- give the campaign a title
- show the effects of cyberbullying on the person being bullied
- show what people must do if they are a target or they know it is going on
- show the legislation and what can happen to people who are found guilty of an offence
- prepare a presentation to the rest of the class. The presentation can be in any format available to them, or a variety of formats – a presentation with PowerPoint, a play, an assembly, a comic strip, posters, an information booklet.
Responding to the seriousness of the cyberbullying

We do not know how this story ends. We leave the girl sitting in her room looking at the messages.

• Tell the class to imagine what the girl is feeling.

Ask the students to write the girl’s entry in her diary (individual task.)

• Imagine that when the door is opened the girl is seen to have attempted to harm herself.

• The bullying does get exposed and the messages are read by school staff and the girl’s mother. The school has to respond to the situation.

Divide the class into groups. Each group has to hold a meeting to discuss what happened, to look at the causes of the bullying, and decide on what action should be taken:

• immediately, and
• in the long-term.

The meetings are:

• a staff meeting
• a school council meeting
• a meeting between police and staff.

Students should take into account the staff, the students and also parents when they are deciding what action should be taken.

Leave at least 15 minutes for the students to feed back their decisions and plans. In the debrief, point out that what started as a seemingly small betrayal of confidence was allowed to snowball into a very serious situation, and that the whole school community was affected.
**Recognising when help is needed**

- Have a class discussion on whether the bullying went too far.
- Ask the class whether they took these three things into account in their discussion:
  - The content of the messages
  - The fact that they were shared around the entire school
  - The fact that the girl was seeming isolated and distressed
- Ask the class if there were things that might make them concerned about a friend or any other student?
- If they were concerned, what action would they take to support the person themselves, also to get help from an appropriate adult?

Let the class share their ideas.

The debrief is very important. Students should not be given a ‘tick list’ that might expose any child in the class. However, try and draw the class out. Some of the signs they might raise include:

- somebody seeming unhappy
- somebody avoiding people
- somebody hiding in break times
- somebody being isolated
- somebody being withdrawn
- somebody seeming fearful
- somebody being anxious
- somebody frequently absent from school
- somebody coming to school late, and leaving after everyone else has gone
- somebody unable to concentrate in lessons, and the quality of their work deteriorating

Talk about the appropriate adults to tell and ensure that everybody understands the importance of taking action to support a target of serious bullying. Acknowledge that it is sometimes difficult if it means going against the rest of the peer group, but it is the right and most courageous thing to do.
### Activity 6: Creative activities to develop empathy

<table>
<thead>
<tr>
<th>Concepts to be enhanced:</th>
<th>Developing empathy</th>
</tr>
</thead>
<tbody>
<tr>
<td>Curriculum areas:</td>
<td>Creative writing</td>
</tr>
<tr>
<td></td>
<td>Art</td>
</tr>
<tr>
<td>Contributes to spiritual, moral, social and cultural development:</td>
<td>Yes</td>
</tr>
<tr>
<td>Tools:</td>
<td>This activity relates to the PowerPoint part 1 video clip of cyberbullying and the victims’ voices. It may not be necessary to show them again if students remember them. Worksheets for this activity are below. Materials for making the collage</td>
</tr>
</tbody>
</table>

PowerPoint slides: 20
Making a collage of words and pictures to illustrate the events and feelings in the cyberbullying scenario.

It might be useful to let the students know a week in advance what they are going to be doing, so that they can bring in contributions from home to include in their work.

- Give the pupils the students’ worksheet 4a [p119] with the photographs from the cyberbullying scenario.
- Tell them that they can cut out the photographs and use them as part of a collage to show the events in the cyberbullying scenario and the girl’s feelings.
- Tell them the collage should consist of images and words. They can use single words but also snippets from poems or songs which they feel build up a strong sense of how the bullying made the girl feel.
- If they have their notes from the victims talking videos, they might include some of the victims’ words. Alternatively, they could be shown again as the students work.
- The collages should be displayed around the classroom.

Writing a poem

- Give pupils the students’ worksheet 6 [p127] with the quote from the clip “One of my friends”.
- Remind the class that in the case of the cyberbullying scenario, the girl’s confidence had been betrayed by the boy she thought was her friend and she was being bullied by her classmates.
- Ask the students to write a poem imagining how it feels when you are bullied by someone who you thought was your friend.
And one of my friends told everybody in the entire school.

She went into the different form rooms and announced it.

It really messed with me. It got to the point where I was like self-harming and I tried to kill myself once when I was just sixteen.

It was really bad.

Jess
Some of the features that make cyberbullying especially damaging

- Cyberbullying includes sending:
  - messages
  - threats
  - rumours
  - private information
  - pictures
  - videos
  - unkind comments

- they can be sent though social networking websites, emails, tweets, mobile phone texts, online gaming websites
- they can be posted on public access websites such as YouTube
- they can be addressed just to the person being bullied
- they can be sent around groups of real friends
- they can be sent around groups of network friends
- they can be put right into the public domain and circulated more and more widely
- the person being bullied does not know who has seen the messages. They can feel that anyone they meet has seen them.
- often it is not possible to identify the person sending or disseminating them
- it could be one person, or it could be a whole group of people acting together
- the bully could be giving a false name or identity or could just write anonymously
- the person being bullied feels it could be anyone, even their close friends
- if they don’t know who it is, they don’t know how likely the bully is to carry out threats to harm them or their family
- if they don’t know who it is, they feel they can’t trust anybody
- if they don’t know who it is, they feel excluded and isolated
- the messages and the bullies are everywhere with the target
  - in their home
  - in their room
  - in their class and school
  - in their private places
  - wherever they carry a phone or a computer
  - no matter whom they are with
Key stages 3 and 4: lesson plan

Activity 7: developing an inclusive classroom and a supportive peer group

<table>
<thead>
<tr>
<th>Concepts to be enhanced:</th>
<th>Developing empathy. Taking responsibility for one’s own actions. Understanding ignorance and motivation and resisting peer pressure.</th>
</tr>
</thead>
</table>
| Curriculum areas:        | Literacy  
Spiritual, moral, social and cultural development |
| Contributes to spiritual, moral, social and cultural development: | Yes |
| Tools:                   | Worksheet 7 [p132] for each pupil  
Possible PowerPoint part 1 clip of Transition to refresh memory of the story |

PowerPoint slides:  
22
Teacher-led class discussion

- Ascertain that the class understands Nathaniel’s situation and that his gender identity is male and he is now living as a boy.
- Read the class this short bit of dialogue from the scenario:

  “What, a girl coming back as a boy?”
  “She’s a boy now.”
  “Here it comes!”
  “What have you done to your hair?”
  “I’ve had it cut.”
  “You’ve had it cut. Why?”
  “Cos I wanted it shorter.”
  “You’re a boy now? I thought you were a girl.”
  “No, I’m a boy”
  “So when did you decide you wanted to be a boy then?”
  “I didn’t decide it. I just am.”

- Ask the class to think about it and then ask what they noticed about what the girls said and how Nathaniel responded. Draw out:
  - the girl who starts by telling everyone, tells it in a sensationalist way, expecting people to think it is funny.
  - although she says he is coming back as a boy, she says “Here it comes”
  - she is immediately aggressive in her manner, and is showing off to her peers.
  - she asks “What have you done to your hair?” expecting an answer she could make fun of.
  - he responds as anyone would “I’ve had it cut.” And “Cos I wanted it shorter.”
  - she continues to goad him but he keeps his dignity.
  - she is ignorant, and asks, “So when did you decide you wanted to be a boy then?”

- Ask the class why Nathaniel answers “I didn’t decide it. I just am.” Make sure they all understand what that means.
- Point out that Nathaniel came back to the school where he had been a student previously. Ask the class if they can think of the reasons why he might have done that?
- Ask: were his expectations realised?
- Draw out in a discussion: Can you think about some of the reasons why they were not realised, and with hindsight work out a strategy for a better welcome for Nathaniel and all other students who might be in a similar situation in the future?
- Tell the class to look at the faces and body language of the students in the pictures on the worksheet. Ask: In other circumstances, do you think they would all have given Nathaniel a hostile and offensive response?
Writing task

The task of this activity is for students to write the story from the perspective of one of the participants in it. Give the students this task:

Choose to be any person in the pictures, and write a thoughtful letter to Nathaniel about what happened, what you hope will happen in the future, and what your role will be in achieving it.

Ask them to sign their letter as ‘student A, B, or C etc.’
WORKSHEET 7
“I didn’t decide it. I just am”
### Activity 8: bullying in sport is counterproductive: discussion exercise

<table>
<thead>
<tr>
<th>Concepts to be enhanced:</th>
<th>An understanding of how LGBT+ hate crime and bullying make people feel.</th>
</tr>
</thead>
<tbody>
<tr>
<td>Curriculum areas:</td>
<td>PSHE</td>
</tr>
<tr>
<td></td>
<td>Spiritual, moral and cultural development</td>
</tr>
<tr>
<td>Contributes to spiritual, moral, social and cultural development:</td>
<td>Yes</td>
</tr>
<tr>
<td>Tools:</td>
<td>This activity relates to the PowerPoint part 2 video clip of experiences and messages</td>
</tr>
<tr>
<td></td>
<td>Worksheet 8 [p135]</td>
</tr>
</tbody>
</table>

PowerPoint slides:
21, 26, 27, 28, 29 and 30
SECTION FOUR: ACTIVITY 8

TEACHERS’ NOTES

This is an activity suitable for a single period lesson. It can also be a springboard for research homework when students can find out about LGBT+ sportspeople.

- Remind the students of the basketball scenario, where the boy was bullied in the changing room, made to change in the toilets, not picked for the teams and finally made by the teacher to be an assistant umpire.
- Distribute the students’ worksheet 8 [135] and ask the students to read the quotes in groups. Then give the groups 5 minutes to discuss the implications of each quote one at a time, before moving them on to the next quote.

Note:

- Some people think that boys who are gay don’t play sports (or that all girls who play sport are lesbians). These are stereotypes about gay people.
- People who are LGBT+ should use the changing and toilet facilities appropriate to their gender identity.
- People who are not gay can be targeted based on stereotypes about gay people. Graeme Le Saux was targeted with homophobic abuse because he had been to university and read the Guardian.
- Despite a lack of openly lesbian, gay and bisexual role models in sport, here are a few world class athletes: Nicola Adams, John Amaechi, Clare Balding, John Curry, Tom Daley, Justin Fashanu, Thomas Hitzlsperger, Billie Jean King, Greg Louganis, Martina Navratilova, Gareth Thomas.
- Some lesbian, gay and bisexual sportspeople choose not to be open about their sexual orientation because they fear a negative reaction from other athletes or fans. This can be stressful and have an impact on their professional performance.

Class discussion – getting the best performance

Teacher-led discussion on these two questions:
- what effect does a bullying culture have on an individual’s performance?
- is this helpful or damaging to the performance of the team as a whole?

Final discussion – quick topics, with votes

- ‘Bullying doesn’t help the team. Pulling together does.’
  - Use the quote to discuss in pairs
  - Vote agree/disagree
- ‘Not picking people for teams because they are LGBT+ risks losing some potentially strong team members’
  - Use the quote to discuss in pairs
  - Vote agree/disagree
- ‘Not picking people for teams because they are LGBT+ denies some people their rights’
  - Use the quote to discuss in pairs
  - Vote agree/disagree
The Football Association, English Cricket Board, Rugby Football Union, Rugby Football League and Lawn Tennis Association have all signed up to an initiative to strive to eradicate homophobia and transphobia.

I got homophobic remarks quite a lot like in school. The kids wouldn’t let me go into the changing rooms to do sport. You’re not going to be looking at anyone else. You’re just gonna get changed and get ready to go out and do some sport. I mean what does it matter?

Well during most sports I was always picked last, no matter what it was ..
Like OK, I get it I’m not good at sports but it wasn’t just that I wasn’t good at sports ‘cos there were sports that I was actually quite good at ..
But I’d still get picked last in them. And I was like, why is this happening?

The homophobic taunting and the bullying made me feel left out and misunderstood. People have read me wrong because they thought I wasn’t a team player just because I was different, just because I didn’t conform to the stereotype of a laddish footballer. In my first spell at Chelsea I was so close to walking away from football. I went through times that were like depression. I would get up in the morning and I wouldn’t feel good and by the time I got into training I would be so nervous that I felt sick. I dreaded going in. I was like a bullied kid on his way into school to face his tormentors.

Quote from Graeme Le Saux, former professional footballer, 36 England caps, who was perceived to be gay.
### Activity 9: exploring feelings

<table>
<thead>
<tr>
<th>Concepts to be enhanced:</th>
<th>An understanding of how LGBT+ hate crime and bullying make people feel.</th>
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<tbody>
<tr>
<td>Curriculum areas:</td>
<td>PSHE</td>
</tr>
<tr>
<td></td>
<td>Spiritual, moral and cultural development</td>
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<tr>
<td>Contributes to spiritual,</td>
<td>Yes</td>
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<td>moral, social and</td>
<td></td>
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<td>cultural development:</td>
<td></td>
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<tr>
<td>Tools:</td>
<td>This activity relates to the PowerPoint part 2 video clip of</td>
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<td></td>
<td>experiences and messages</td>
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<tr>
<td></td>
<td>Worksheet 9 [p86] for every pupil</td>
</tr>
</tbody>
</table>

PowerPoint slides:  
21, 26, 27, 28, 29 and 30
TEACHERS’ NOTES

This activity will impact differently on classes, depending on their context and prior work. In some contexts no-one in the class will have experience of being the target of anti LGBT+ behaviour, whilst in other contexts there will be students, possibly isolated students, who will be subject to such behaviour possibly daily and recognise it all too well. Teachers should be mindful of the need to be sensitive to possibly vulnerable students, but also of the need to take care not to single them out for special mention or attention.

Play the PowerPoint part 2 to the class – the sections on victims talking about their experience and feelings.

Ask the class to think quietly for a moment about how the people in the video were feeling about what had happened to them.

In pairs ask them to discuss:

• the feelings they have discovered from the clips
• the feelings they have thought about from their own experience of bullying: either bullying they have experienced themselves or bullying they have seen happening to others.

Then ask them individually to choose a person from the video and fill in the worksheet.

Final discussion

Let the students feed back some of their thoughts to the class on the victims’ feelings. Then let them discuss the behaviours that they have identified as making them feel that way; see if there are any common motivations and find positive ways people could act so as not to cause hurt.

Note: This activity has been designed to give students the opportunity for sensitive personal reflection on what they have learned about the effects of LGBT+ bullying, and we recommend that students should have the quiet space for that to happen. The teachers should also have the opportunity for a sensitive and positive debrief.

However we also recognise that this exercise could be used for a visual class statement on their feelings. After the debrief, the class could make ‘body on the wall’ posters or collages, which could be displayed around the school.
On the inside of the body, write how the person may feel. Around the outside, write what you think made them feel that way.
ROLE MODELS

You can see these people talking on page 3 of the video presentation.
Role Model 1:

Role Model 1 spent most of her career in the Prison Service as a governor before acquiring a spinal cord Injury. She then held senior leadership roles as a financial regulator, the corporate world and as CEO of a charity before now running her own business.

Role Model 1 has always loved sport, playing women’s rugby and also volunteering as the operational manager for the Great Britain Deaf Women’s Football Team. She made her debut for the GB Women’s Sitting Volleyball Team at the 2010 Kent International in a match against China and in London 2012, Role Model 1 captained the Women’s Sitting Volleyball Team. She used this platform to raise awareness about Inclusion in sport. She also took up seated throwing post London, and after coming 5th in the World Championships 12 months later, she was selected for Rio 2016, but unfortunately had to withdraw due to injury. She still plays volleyball for Great Britain.

Role Model 1’s passion is creating society and organisational cultures where people’s differences are valued and respected, and everyone can thrive.
Role Model 2:

Role Model 2 grew up by the beach in Sydney, Australia. She studied Japanese at school and, aged 14, was awarded the Tokimeki International Scholarship to Japan. It was an amazing experience to be able to experience another culture and different school life at that age. It definitely gave her perspective on the experiences of being different.

After graduating from high school, Role Model 2 deferred her Bachelor of Economics and Japanese degree and began working in a junior role at an investment bank. When she was 20, they offered her a position in their London office and she jumped at the chance! It was an adventure to move to the other side of the world on her own (and a little bit scary too). Role Model 2 still works in banking and is now a Director at her firm and head of a global team. She was awarded the title of the Stonewall UK Bi Role Model of the Year in 2018 and is very proud to be able to raise the profile of bisexual people and their experiences.

If she were to give advice to young people aspiring to be successful, it would be this: Go for it! Grab the opportunities that are presented to you. Don’t be afraid of failure, but be resilient at the times when you do fail. Work hard and bounce back higher! And, finally, talk to people and be kind – we all need help from time to time.
Role Model 3:

Role Model 3 has worked with a wide range of LGBT voluntary organisations, which include NAZ Project (sexual health, HIV prevention and support services targeting black and minority ethnic (bme) communities in London, Lesbian & Gay Foundation (Manchester), and Centered (a community organisation run by diverse lesbian, gay, bisexual, trans and queer (LGBTQ) people).

Role Model 3 also facilitated workshops on the popular Gay Men’s Workshop programme at PACE (London’s leading charity promoting the mental health and emotional well-being of the lesbian, gay, bisexual and transgender community) where he began the development of initiatives aimed at black gay and bisexual men.

Role Model 3 has received two Black LGBT Community Awards that recognise his contribution to raising the profile of Black LGBTQ communities in the UK.

As well as playing a pivotal role in the Stop Murder Music Campaign which saw many popular dancehall artists sign an agreement not to produce music or make public statements that incite hatred against LGBT people, Role Model 3 also appeared in the Channel 4 TV documentary ‘Reggae, Trainers and Olympics’, ‘Under Your Nose’ and ‘AIDS in the 80’s’, documentary films.

He was also founding Chair of the Black Gay Men’s Advisory Group, Chair of Stonewall Housing Association for 5 years, Chair of the groundbreaking Black Lesbian & Gay Centre (BLGC) and a founding Director of Loving Men.
Role Model 4:

Role Model 4 was awarded a bursary for the City Of London School, but knowing he was gay forced him to stay closeted and was a barrier to the personal development that other teens took for granted. But this fuelled his ambition, amongst the isolation. Role Model 4 did the Mensa test and got accepted at 14 (a secret till now!), aced his GCSEs and A-Levels, flew planes as an RAF cadet, got a Duke of Edinburgh’s award and got offered a place to study dentistry at Guy’s & St. Thomas’ Hospital... but the crowning glory during school was somehow winning a speech prize at 13 when he had the worst stammer!

Role Model 4 has worked in different fields, gaining membership of the Royal College of Surgeons, and currently specialising in implantology. During university he took an interest in social activism and went on the Board of Trustees of Imaan (Muslim LGBT support group) and volunteers for other human rights organisations. He has organised London LGBT Pride marches and was honoured to address a 2007 Pride Rally. Role Model 4 has been in Old Vic New Voices theatre productions, chaired a South Asian Literature Festival debate, raised over £4,000 for the charity, Mind running the London Marathon, performed in the London 2012 Olympic Opening Ceremony, and feels humbled to be a Diversity Role Model and Ambassador.

Role Model 4 says his proudest moment ever was coming out to his immediate family. “My Mum passed away suddenly in 2007, and I hope she’s smiling somewhere waiting for me one day,” he says.
Role Model 5:

When Role Model 5 was at school he found it to be very homophobic, particularly with Section 28* being in place. Despite that, he felt it gave him the opportunity to prove people wrong. He says: “Being gay as well as trans hasn’t ruined my life, in fact quite the opposite.”

He studied hard at school so he could get decent grades, particularly to prove teachers and peers wrong. During his working life he has sat on panels discussing diversity, been open about who he is in job interviews and can honestly say that his gender or sexuality has never worked against him. In the past year he has worked with initiatives such as Diversity Role Models and All About Trans and within that he has made appearances on BBC radio, Resonance FM, spoken on a panel about trans inclusion and diversity, and met with many media professionals from written and broadcast media including The Guardian, BBC and The Independent, speaking about Diversity related issues.

Role Model 5 has always been respected and listened to, and he found that changing his gender has never held him back. It’s made him feel empowered as he has found that people in professional settings have been open and willing to listen to him and respect him as an equal.

Role Model 5 says the main thing he has learned is to not underestimate how many people are willing to be supportive and mature. Not everyone will be negative or bigoted, so it’s good to give people a chance, as in many cases he has found there to be many more allies than there are enemies.

Yet saying that, there are laws in place both in the workplace and in the street to deal with homophobic and transphobic abuse.

He says: “Never be afraid to speak up against this or report abuse, as there is more support out there.”

“Transitioning has taught me that I have the power to change anything in my life if I want to, as well as to love and accept myself for who I truly am.”

* Section 28 or Clause 28 of the Local Government Act 1988, which said that schools must not teach about any relationships other than heterosexual relationships. This was repealed in 2003.
Role Model 6 is a Health and Wellbeing Education, Prevention, and Outreach Worker in Hackney, where he teaches PSHE topics on sex and relationships, gender and feminism, mental health, and LGBT+ equality to students across the borough. Before landing this role, Role Model 6 had delivered workshops and training to students and professionals across Britain for organisations including Brook, Kidscape, and the Beat Bullying Group. He is from Stratford, East London.

Having left school at 16, Role Model 6 got himself through college working in a clothes retailer, a call centre, and various hospitality roles in restaurants and behind bars; he graduated with an International Baccalaureate Diploma in 2013. Aged 19, he set up Proud London, an independent youth group to support vulnerable LGBTQIA+ young people in the capital, with a particular focus on mental health, and saved up to travel around America, where he taught drama. Role Model 6 relocated to Madrid in 2015, where he trained in education and taught English for two years.

Role Model 6 returned to London to enrol at Queen Mary, University of London, to study Politics and International Relations, but put his degree on hold to stand as a candidate in the 2018 local council elections. Politically active since his youth, Role Model 6 was elected as a councillor in his home ward, Stratford and New Town, and topped the ballot in the London Borough of Newham.

Today, Cllr Role Model 6 campaigns on important issues including LGBT+ rights, racial and religious equality, hate crime, homelessness, youth safety, and the environment as an elected representative in Newham.
PART FIVE

Equality duties and guidance for schools
There are several legislative frameworks that have an impact on the way in which schools address issues of LGBT+ equality and bullying.

**The Equality Act (2010)**

The Equality Act brings together previous equality legislation into a single equality act. It contains a general duty and two specific duties.

Under the **general duty**, schools are required to have due regard for three aims:
- eliminate discrimination
- advance equality of opportunity between people who share a protected characteristic and people who do not share it, and
- foster good relations across all characteristics—between people who share a protected characteristic and people who do not share it.

Under the **specific duties**, schools are required to:
- publish information, and
- set objectives.

**Protected characteristics**

The Equality Act general duty requires that in respect of students, schools must have due regard for seven protected characteristics: disability, race, sex, gender reassignment, maternity and pregnancy, religion and belief and sexual orientation.

**Positive Action**

Positive action provisions in the Act allow schools to target measures that are designed to alleviate disadvantages experienced by, or to meet the particular needs of, students with particular protected characteristics.

**Fostering good relations**

An implication of the duty to foster good relations is that schools must ensure that all forms of prejudice-motivated bullying are taken seriously and dealt with equally and firmly.
Guidance from the Department for Education (DfE)

Preventing and tackling bullying
Advice for headteachers, staff and governing bodies

In July 2017 the Department for Education updated its preventing and tackling bullying guidance. This guidance outlines in one document the Government’s approach to bullying, the legal obligations and the powers schools have to tackle bullying, and the principles which underpin the most effective antibullying strategies in schools.

Under the heading ‘What does the law say and what do I have to do?’ the document points out that there are a number of statutory obligations on schools with regard to behaviour which establish clear responsibilities to respond to bullying. It refers in particular to section 89, 90 and 91 of the Education and Inspections Act 2006, which:

- provide that maintained schools must have measures to encourage good behaviour and prevent all forms of bullying amongst students. These measures should be part of the school’s behaviour policy which must be communicated to all students, school staff and parents
- give headteachers the power to discipline students for poor behaviour even when the pupil is not on school premises or under the lawful control of school staff.

It also refers to the Education (Independent Schools Standards) Regulations 2014 which provide that the proprietor of an Academy or other independent school ensures that bullying at the school is prevented in so far as reasonably practical, by the drawing up of an effective antibullying strategy.

More detailed advice on teachers’ powers to discipline, including their power to discipline students for misbehaviour that occurs outside school, is included in Behaviour and discipline in schools – advice for headteachers and school staff.

The document refers specifically to cyberbullying as a child protection issue, and new legal powers for schools under the Education Act 2011.
Other important areas covered include:
- bullying outside school premises
- schools’ accountability
- dealing with bullying
- prevention, including features of successful schools
- intervention, including features of successful schools in supporting students who are bullied, discipline and tackling underlying issues of bullying
- features of successful schools

The Department for Education has also published:
- Respectful School Communities, a self-review and signposting tool to support schools to develop a whole-school approach which promotes respect and discipline. This can combat bullying, harassment and prejudice of any kind, including sexual bullying and sexual harassment. It will help schools to identify the various elements that make up a whole school approach, consider gaps in their current practice, and get further support.
- Approaches to preventing and tackling bullying, a research report which details common strategies that specific schools have found to be effective for combating bullying, along with more detailed case studies to show the practical actions taken by the schools.

Both of these publications signpost resources and support for LGBT+ issues.
Ofsted guidance and information


The new handbook introduces several new changes including:

- a new ‘quality of education’ judgement, with the curriculum at its heart;
- looking at outcomes in context and whether they are the result of a coherently planned curriculum, delivered well;
- no longer using schools’ internal performance data as inspection evidence, to ensure inspection does not create unnecessary work for teachers;
- separate judgements about learners’ ‘personal development’ and ‘behaviour and attitudes’; and
- extending on-site time for short inspections of good schools to 2 days, to ensure inspectors have sufficient opportunity to gather evidence that a school remains good.

Information from Ofsted in 2019, prior to publication of the new Education inspection framework

In the consultation period before the final publication of the framework 2019, Ofsted issued press statements and consultation documents which made their commitment to equality, diversity and inclusion and to dealing with bullying explicit. Extracts from these are below:

New Ofsted Inspection Framework 2019 draft text: press release


“Ofsted confirmed today that it will proceed with its headline proposal for a new ‘quality of education’ judgement, after it received strong support from three-quarters of respondents.

More than three-quarters of respondents also supported plans to introduce 2 new key judgements, evaluating learners’ ‘behaviour and attitudes’ separately from their ‘personal development’.
The ‘behaviour and attitudes’ judgement will assess whether leaders are creating a calm and orderly environment, where bullying is tackled effectively by leaders when it occurs. While the ‘personal development’ judgement will recognise the work early years providers, schools and colleges do to build young people’s resilience and confidence in later life, including through participation in sport, music and extra-curricular activities.”

Education inspection framework 2019 DRAFT: Equality, diversity and inclusion statement

Published: January 2019

‘Introduction
This document sets out our consideration of how the proposed new education inspection framework 2019 will enable Ofsted to fulfil the requirements of the Equality Act 2010, including the public sector equality duty (PSED) set out in section 149 of the Equality Act 2010.

The PSED requires Ofsted, when exercising all its functions including those of Her Majesty’s Chief Inspector under section 109(2) of the Education and Skills Act 2008, to have due regard to the need to:

- eliminate discrimination, harassment, victimisation and any other conduct that is prohibited by or under the Equality Act 2010
- advance equality of opportunity between persons who share a relevant protected characteristic and persons who do not share it
- foster good relations between persons who share a relevant protected characteristic and persons who do not share it.

We are publishing this document as part of the consultation, ‘Education inspection framework 2019: inspecting the substance of education’. This document sets out our assessment of the equality, diversity and inclusion implications prior to consultation. Consultation responses received that raise matters related to equality, diversity and inclusion will be considered and may result in changes to this document. Any revised version will be published alongside our response to the consultation.’
Education inspection framework 2019:

A report on the responses to the consultation

Updated 14 May 2019

“Equality, diversity and inclusion

As part of the consultation, we published a draft equality, diversity and inclusion (EDI) statement. Through the consultation process, we received feedback on both the content of the EDI and detail of the inspection handbooks.

We have carefully considered this feedback and reviewed every response and free-text comment for EDI concerns. We have published a revised EDI alongside the consultation outcome. The vast majority of respondents welcomed our focus on ensuring high-quality education and effective personal development for all learners. Below, we have set out the most common issues that have arisen and how we have amended the inspection framework, handbooks and EDI statement.

.................

Sexual orientation and gender reassignment

A number of responses rightly pointed out that we had not included sexual orientation and gender reassignment in the EDI statement as a protected characteristic with particular relevance to education. We recognise that this was a significant omission. We have added a new section on the impact of the new framework on LGBT+ learners to the EDI statement.

Responses called for explicit recognition of the issues that LGBT+ learners often face in education. This includes homophobic, biphobic and transphobic bullying and the impact that this can have on attainment, attendance and mental health. Some respondents asked that we make explicit reference to the DfE’s recently published relationships and sex education guidance.

Some respondents expressed concern about the removal of the list of groups, which included LGBT+ learners, from the framework. We are clear that this will not result in any reduced focus on the issues facing LGBT+ learners in education. It is instead intended to enable us to better recognise the intersectionality of the protected characteristics by focusing on inclusion and the extent to which providers meet the needs of all learners.

We are aware of concerns regarding a perceived conflict between the personal development criteria about ensuring that learners understand the fundamental British values and are prepared for life in modern Britain (which includes reference to LGBT+) and religious freedoms. We are clear that all schools are required to educate their pupils on the legal position and to ensure that they are able to recognise, understand and respect all people. At the same time, we recognise that schools have a right to educate their pupils on their faith’s perspective on these issues.”
Ofsted School inspection handbook

Handbook for inspecting schools in England under section 5 of the Education Act

Paragraph 53

Information that schools must provide by 8am on the day of inspection

The inspection support administrator will also send the school a note requesting that the following information is available to inspectors by 8am the next day, at the formal start of the inspection:

• records and analysis of sexual harassment or sexual violence

• records and analysis of bullying, discriminatory and prejudiced behaviour, either directly or indirectly, including racist, sexist, disability and homophobic/biphobic/transphobic bullying, use of derogatory language and racist incidents

Paragraph 106

Inspectors will take advantage of opportunities to gather evidence from a wide range of pupils, both formally and informally. During informal conversations with pupils, inspectors must ask them about their experiences of teaching, learning and behaviour in the school, including the prevention of bullying and how the school deals with any form of harassment and violence, discrimination and prejudiced behaviour, if they happen. Inspectors will ensure that all questions are appropriate. They would not expect any school staff to be present.

Paragraphs 198, 199

Behaviour and attitudes

198. The behaviour and attitudes judgement considers how leaders and staff create a safe, calm, orderly and positive environment in the school and the impact this has on the behaviour and attitudes of pupils.

199. The judgement focuses on the factors that research and inspection evidence indicate contribute most strongly to pupils’ positive behaviour and attitudes, thereby giving them the greatest possible opportunity to achieve positive outcomes. These factors are:

A positive and respectful school culture in which staff know and care about pupils.

• An environment in which pupils feel safe, and in which bullying, discrimination and peer-on-peer abuse – online or offline – are not accepted and are dealt with quickly, consistently and effectively whenever they occur.
**Grade descriptors for behaviour and attitudes**

In order for behaviour and attitudes to be judged outstanding, it must meet all of the good criteria securely and consistently and it must also meet the additional outstanding criteria.

**Outstanding (1)**
The school meets all the criteria for good in behaviour and attitudes securely and consistently.

- Behaviour and attitudes are exceptional.

In addition, the following apply:

- Pupils behave with consistently high levels of respect for others. They play a highly positive role in creating a school environment in which commonalities are identified and celebrated, difference is valued and nurtured, and bullying, harassment and violence are never tolerated.
- Pupils consistently have highly positive attitudes and commitment to their education. They are highly motivated and persistent in the face of difficulties. Pupils make a highly positive, tangible contribution to the life of the school and/or the wider community. Pupils actively support the well-being of other pupils.
- Pupils behave consistently well, demonstrating high levels of self-control and consistently positive attitudes to their education. If pupils struggle with this, the school takes intelligent, fair and highly effective action to support them to succeed in their education.

In order to judge whether a school is good or requires improvement, inspectors will use a ‘best fit’ approach, relying on the professional judgement of the inspection team.

**Good (2)**

- The school has high expectations for pupils’ behaviour and conduct. These expectations are commonly understood and applied consistently and fairly. This is reflected in pupils’ positive behaviour and conduct. Low-level disruption is not tolerated and pupils’ behaviour does not disrupt lessons or the day-to-day life of the school. Leaders support all staff well in managing pupil behaviour. Staff make sure that pupils follow appropriate routines.
- Leaders, staff and pupils create a positive environment in which bullying is not tolerated. If bullying, aggression, discrimination and derogatory language occur, they are dealt with quickly and effectively and are not allowed to spread.
- Relationships among pupils and staff reflect a positive and respectful culture; pupils are safe and they feel safe.
Requires improvement (3)
Behaviour and attitudes in the school are not good.

- Pupils are safe and they feel safe

Inadequate (4)
Behaviour and attitudes are likely to be inadequate if any one of the following applies:

- Leaders are not taking effective steps to secure good behaviour from pupils and a consistent approach to discipline. They do not support staff adequately in managing behaviour.
- Pupils’ lack of engagement and persistent low-level and/or high-level wilful disruption contribute to reduced learning and/or disorderly classrooms.
- A significant minority of pupils show a lack of respect for each other and/or staff and a lack of self-discipline. Pupils frequently ignore or rebut requests from teachers to moderate their conduct. This results in poor behaviour around the school.
- Pupils show negative attitudes towards the value of good manners and behaviour as important factors in school life, adult life and work.
- Incidents of bullying or prejudiced and discriminatory behaviour, both direct and indirect, are frequent.

Personal development
Para 212
The curriculum provided by schools should extend beyond the academic, technical or vocational. Schools support pupils to develop in many diverse aspects of life. The personal development judgement evaluates the school’s intent to provide for the personal development of all pupils, and the quality with which the school implements this work. It recognises that the impact of the school’s provision for personal development will often not be assessable during pupils’ time at school.

Para 213
At the same time as the school is working with pupils, those pupils are also being influenced by other factors in their home environment, their community and elsewhere. Schools can teach pupils how to build their confidence and resilience, for example, but they cannot always determine how well young people draw on this. Schools are crucial in preparing pupils for their adult lives, teaching them to understand how to engage with society and providing them with plentiful opportunities to do so. In this judgement, therefore, inspectors will seek to evaluate the quality and intent of what a school provides (either directly or by drawing on high-quality agencies and providers, for example the Duke of Edinburgh award scheme, Cadet Forces and the National Citizenship Service), but will not attempt to measure the impact of the school’s work on the lives of individual pupils.
Para 214
This judgement focuses on the dimensions of the personal development of pupils that our education system has agreed, either by consensus or statute, are the most significant. These are:

- developing responsible, respectful and active citizens who are able to play their part and become actively involved in public life as adults
- developing and deepening pupils’ understanding of the fundamental British values of democracy, individual liberty, the rule of law and mutual respect and tolerance
- promoting equality of opportunity so that all pupils can thrive together, understanding that difference is a positive, not a negative, and that individual characteristics make people unique
- promoting an inclusive environment that meets the needs of all pupils, irrespective of age, disability, gender reassignment, race, religion or belief, sex or sexual orientation
- developing pupils’ character, which we define as a set of positive personal traits, dispositions and virtues that informs their motivation and guides their conduct so that they reflect wisely, learn eagerly, behave with integrity and cooperate consistently well with others. This gives pupils the qualities they need to flourish in our society
- developing pupils’ confidence, resilience and knowledge so that they can keep themselves mentally healthy
- enabling pupils to recognise online and offline risks to their well-being – for example, risks from criminal and sexual exploitation, domestic abuse, female genital mutilation, forced marriage, substance misuse, gang activity, radicalisation and extremism – and making them aware of the support available to them
- enabling pupils to recognise the dangers of inappropriate use of mobile technology and social media
- developing pupils’ age-appropriate understanding of healthy relationships through appropriate relationship and sex education

Para 222

**Sources of evidence specific to personal development**
Inspectors will use a range of evidence to evaluate personal development, including:

- how curriculum subjects such as citizenship, RE, and other areas such as personal, social, health and economic education, and relationship and sex education, contribute to pupils’ personal development
- how well leaders promote British values through the curriculum, assemblies, wider opportunities, visits, discussions and literature
- pupils’ understanding of the protected characteristics and how equality and diversity are promoted
Grade descriptors for personal development

In order for personal development to be judged outstanding, it must meet all of the good criteria securely and consistently, and it must also meet the additional outstanding criteria.

Outstanding (1)
The school meets all the criteria for good in personal development securely and consistently.

- Personal development is exceptional.

In addition, the following apply:

- The way the school goes about developing pupils’ character is exemplary and is worthy of being shared with others.

In order to judge whether a school is good or requires improvement, inspectors will use a ‘best fit’ approach, relying on the professional judgement of the inspection team.

Good (2)

- The curriculum extends beyond the academic, vocational or technical and provides for pupils’ broader development. The school’s work to enhance pupils’ spiritual, moral, social and cultural development is of a high quality.
- The curriculum and the school’s effective wider work support pupils to be confident, resilient and independent, and to develop strength of character.
- The school provides high-quality pastoral support. Pupils know how to eat healthily, maintain an active lifestyle and keep physically and mentally healthy. They have an age-appropriate understanding of healthy relationships.
- The school prepares pupils for life in modern Britain effectively, developing their understanding of the fundamental British values of democracy, the rule of law, individual liberty, tolerance and respect.
- The school promotes equality of opportunity and diversity effectively. As a result, pupils understand, appreciate and respect difference in the world and its people, celebrating the things we share in common across cultural, religious, ethnic and socio-economic communities.
- Pupils engage with views, beliefs and opinions that are different from their own in considered ways. They show respect for the different protected characteristics as defined in law and no forms of discrimination are tolerated.
- The school provides pupils with meaningful opportunities to understand how to be responsible, respectful, active citizens who contribute positively to society. Pupils know how to discuss and debate issues and ideas in a considered way.
Requires improvement (3)
- Personal development in the school is not good.

Inadequate (4)
Personal development is likely to be inadequate if any one of the following applies.
- A significant minority of pupils do not receive a wide, rich set of experiences.
- Leaders and those responsible for governance, through their words, actions or influence, directly and/or indirectly, undermine or fail to promote equality of opportunity in the school.
- Leaders and those responsible for governance are not protecting pupils from radicalisation and extremist views. Policy and practice are poor, which means that pupils are at risk.

Paragraph 272
Sources of evidence specific to leadership and management
Evidence used to evaluate the impact of leaders’ work, both currently and over time, includes, but is not limited to:
- meetings with those responsible for governance, as appropriate, to evaluate how well they fulfil their statutory duties, including their duties under the Equality Act and in relation to safeguarding

Outstanding (1)
The school meets all the criteria for good in leadership and management securely and consistently.
- Leadership and management are exceptional.

In order to judge whether a school is good or requires improvement, inspectors will use a ‘best fit’ approach, relying on the professional judgement of the inspection team.
Good (2)

- Leaders aim to ensure that all pupils successfully complete their programmes of study. They provide the support for staff to make this possible. They create an inclusive culture and do not allow gaming or off-rolling.
- Leaders engage effectively with pupils and others in their community, including, when relevant, parents, employers and local services. Engagement opportunities are focused and purposive.
- Those with responsibility for governance ensure that the school fulfils its statutory duties, for example under the Equality Act 2010, and other duties, for example in relation to the ‘Prevent’ duty and safeguarding.
- The school has a culture of safeguarding that supports effective arrangements to: identify pupils who may need early help or who are at risk of neglect, abuse, grooming or exploitation; help pupils reduce their risk of harm by securing the support they need, or referring them in a timely way to those who have the expertise to help; and manage safe recruitment and allegations about adults who may be a risk to pupils.

Requires improvement (3)

Leadership and management are not good.

- Safeguarding is effective, or there are minor weaknesses in safeguarding arrangements that are easy to put right and do not leave children either being harmed or at risk of harm.

Inadequate (4)

Leadership and management are likely to be inadequate if one or more of the following applies.

- The capacity for improving the quality of education provided by the school, or for improving the personal development and behaviour and attitudes of pupils, is poor or leaders are overly dependent on external support.
- Safeguarding is ineffective. The school’s arrangements for safeguarding pupils do not meet statutory requirements, or they give serious cause for concern, or the school has taken insufficient action to remedy weaknesses following a serious incident.
New antibullying guidance for Wales

A new suite of Anti-Bullying guidance will be published during 2019 by the Welsh Government department for Education and Skills, in time for implementation in September 2019. Separate guidance for Schools, School governors, Local Authorities, Parents and Young People will be issued and an online toolkit will provide resources to accompany the guidance. The whole suite takes a nurturing approach with a strong focus on Equality and Children’s Rights. Attention is paid to prejudice-related bullying of all types, including Homophobic, Transphobic, and Sexist bullying. There is an emphasis on young people’s involvement and on evaluation and accountability. Online bullying is covered separately by the Online Safety Hwb.
USEFUL INFORMATION AND WEBSITES FOR STUDENTS AND TEACHERS

Note: we have recommended that teachers should find out about local LGBT support organisations and have that information readily available for students before starting to use the pack. The information should be displayed on the poster provided in the pack. Teachers will find a helpful starting point is the ‘What’s in my area’ webpage published by Stonewall at www.stonewall.org.uk/whatsinmyarea

The websites below are by no means an exhaustive list. Teachers will find that visiting one website will lead them to many others. There is a wealth of information and help on LGBT prejudice and bullying.

This brief information is in response to requests from teachers wanting to find out more about particular issues.

Reporting hate bullying in school (including LGBT+ hate incidents and crimes)

This is an issue which sometimes concerns schools, and every school will deal with it according to the nature of the incident, the context and their own internal disciplinary procedures.

Teachers should apply discretion when deciding whether to report incidents or crimes to the police and efforts should always be made to avoid criminalising young people unnecessarily. Minor incidents should properly be dealt with by means of school disciplinary procedures, and education work on prevention is the most effective way of keeping incidents from escalating. However, more serious incidents could be crimes, and will require the involvement of the police. Similarly, lower level behaviour which has been dealt with by school disciplinary procedures could require the involvement of the police if it is repeated or if it escalates. When deciding whether an incident requires police involvement, teachers should consider whether it has occurred at a time of or as a result of heightened community tensions. If so, this will make it more likely that police should be involved.

Irrespective of whether the decision is taken to formally involve the police, all incidents should be recorded, and information shared within local crime reduction partnerships, normally without sharing personalised details of those involved. This information will inform the assessment of community tensions and assist partnerships to prevent the escalation of hostilities. (education authorities or police hate crime leads can advise on local arrangements for data sharing).
Organisations offering professional development for teachers on issues raised in the pack, including school-based provision.

All of these organisations offer CPD on preventing and dealing with homophobic and transphobic bullying in schools. Where they have a particular specialist interest that has been noted.

**Anti-bullying Alliance**
https://www.anti-bullyingalliance.org.uk/tools-information/all-about-bullying/groups-more-likely-experience-bullying/homophobic-biphobic

**Educational Action Challenging Homophobia (EACH)**
https://each.education/education-schools-training

**Gendered Intelligence**
http://genderedintelligence.co.uk/professionals/education (for trans issues)

**Papyrus**
https://papyrus-uk.org (for issues relating to suicide and self-harm)

**The Proud Trust**
https://www.theproudtrust.org/training-and-education/

**Schools Out**
http://www.schools-out.org.uk/?page_id=166

**Stonewall Supporting Schools Programme**
https://www.stonewall.org.uk/supporting-schools

**Youthworks Consulting**
https://youthworksconsulting.co.uk (all hate-related bullying, but especially cyberbullying)

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Information on challenging homophobic language and helping students to challenge homophobic language

**Pridenet (organisation based in Vancouver, Canada)**

**Stonewall teachers’ guide to tackling homophobic language**
Information on a whole school approach
In addition to the DfE guidance cited above on a whole-school approach, the following websites contain information and advice:

**Anti Bullying Alliance - All Together: whole school programme for schools**
https://www.anti-bullyingalliance.org.uk/aba-our-work/our-programmes/all-together-whole-school-programme-schools

Schools might also consider signing up to one of the school antibullying development programmes, such as the All Together programme above, or

**The Big Award**
https://www.bullyinginterventiongroup.com/what-is-it/

**The Rainbow Flag Award**
https://www.theproudtrust.org/training-and-education/the-rainbow-flag-award/

Information for young people on cyberbullying
**Anti Bullying Alliance**
https://www.anti-bullyingalliance.org.uk/tools-information/all-about-bullying/online-bullying

**Childline**

**Stop Bullying**
https://www.stopbullying.gov/cyberbullying/what-is-it/index.html

Information on homophobic bullying-related issues of self-harm and suicide
In the pack in Section 1 there is a scenario of serious cyberbullying in which these issues are raised, and we strongly advise teachers to inform themselves before doing the exercises Research reports highlight the over-representation of people who are LGBT+ in these figures. Among these are:

**Stonewall School Report 2017**
https://www.stonewall.org.uk/school-report-2017

Young LGBT+ people who contributed their stories to this pack emphasised that these issues had been ignored in school, and they had been unable to talk about their feelings specifically in relation to the homophobic bullying they suffered. Many said this had been the case from the time they had been in primary school, and they said that if it had been discussed and understood at that age they would not have self-harmed or had suicidal thoughts. For that reason the pack emphasises the importance of teachers being available and tellable.

The organisations below support young people and their families who have thoughts of harming themselves as a result of homophobic bullying. Both offer training for professionals, including schools.

**Papyrus**
https://papyrus-uk.org

**Samaritans**
https://www.samaritans.org/how-we-can-help/schools/
Antibullying helplines and advice

**Anti-Bullying Alliance**
www.anti-bullyingalliance.org.uk
The Anti-Bullying Alliance has a network of organisations across Britain. It has information and advice for education professionals, parents and students at all key stages.

**Antibullying**
www.antibullying.net/
The Scottish website of the Antibullying network contains advice on countering homophobic bullying at www.antibullying.net/homophobic2.htm.

**Childline**
The Childline website is full of information, stories and practical advice for children and young people but also for parents and educators. They offer advice and support, by phone and online, 24 hours a day. Whenever and wherever you need them, they’ll be there. Call 0800 1111. There is a section on homophobic and transphobic bullying.

**Directgov**
www.gov.uk/bullying-at-school
Government website for young people on cyberbullying; bullying on social networks; internet and email bullying; bullying on mobile phones; bullying at school; what to do about bullying and information and advice for people who are bullying others and want to stop.

**EACH**
www.each.education/homophobic-transphobic-helpline
EACH has a freephone Actionline for children experiencing homophobic or transphobic bullying: 0808 1000 143. It’s open Monday to Friday 9.00am - 4.pm or you can use the online self-reporting form to receive the same support.

**LGBT Foundation**
www.lgbt.foundation/
The LGBT Foundation helpline has been running for almost 45 years. Every year they support over 2,300 LGBT people who’ve had nowhere else to turn. They are here if you need them and can be phoned Mondays, Wednesdays and Thursdays from 10am to 10pm and Tuesdays and Fridays from 10am to 6pm. 03453 30 30 30
**PAPYRUS**  
www.papyrus-uk.org  

**PAPYRUS HOPELINEUK**  
If a young person is struggling with thoughts of self-harm or suicide, or you are concerned about a young person who might be please call HOPELINEUK on 0800 068 4141 for confidential support and practical advice. Open 10am–10pm weekdays, 2pm–10pm weekends/bank holidays  

**The Mix**  
https://www.themix.org.uk/  
The Mix provides free information and support for under 25s in the UK. It provides advice about sex, relationships, drugs, mental health, money & jobs  

**Samaritans**  
www.samaritans.org  
The Samaritans support anyone in distress, around the clock, through branches across the UK and Republic of Ireland. They are available on the helpline number 116 123 (UK) 24 hours a day and 365 days a year and can be e-mailed at jo@samaritans.org  

**Stonewall**  
www.stonewall.org.uk  
Stonewall has a ‘Young Stonewall’ website with information for LGBT young people, and a ‘What’s in my area?’ search engine to show you local LGBT youth groups, organisation and charities that can provide further support. You can also contact the info service.  

**Switchboard LGBT+ Helpline**  
www.switchboard.lgbt/  
At Switchboard they provide an information, support and referral service for lesbians, gay men and bisexual and trans people – and anyone considering issues around their sexuality and/or gender identity. They are available on the helpline number 0300 330 0630 between 10:00am –22:00pm every day or e-mail chris@switchboard.lgbt
**Hate crime reporting lines**

In an emergency or if you find yourself in immediate danger call the Police on 999

**Reporting to the police**

All hate crime can be reported to the police. The police have a national online reporting tool on their website True Vision [www.report-it.org.uk/home](http://www.report-it.org.uk/home) True Vision has lots of information about hate crime, what it is, how the police and CPS deal with it and how to report it. Victims can report crimes anonymously if they aren’t confident to give details and can find a list of organisations who can support them. You can also call 101 to report crimes that are not an emergency, to give information to the police or to make an enquiry. You can search by postcode to find and contact your local neighbourhood policing team at [https://www.gov.uk/contact-police](https://www.gov.uk/contact-police)

**GALOP**
http://www.galop.org.uk

Galop is anti LGBT anti-violence service working to challenge hate crime, domestic abuse and sexual violence. It has an LGBT+ advice line 0207704 2049 and an LGBT+ Domestic Abuse Line 0800 999 5428. They provide support and advice to victims of hate crime, sexual violence and domestic abuse. They also have a specialist young people’s safety service and a trans safety service. They can take third party reports of incidents for people who do not want to go directly to the police. The organisation has a range of guides for LGBT+ people and professionals, while also providing training.

**Stop Hate UK**
www.stophateuk.org

Stop Hate UK is one of the leading national organisations working to challenge all forms of Hate Crime and discrimination based on any aspect of an individual’s identity. Stop Hate UK provides independent, confidential and accessible reporting and support for victims, witnesses and third parties. 24 hour helpline 0800 138 1625.

**True Vision**
www.report-it.org.uk/home

True Vision is the Association of Chief Police Officers’ website with information about hate crime, what it is, how the police and CPS deal with it, and how to report it. It includes online reporting.

**Victim Support in Wales/Cymru**
www.reporthate.victimsupport.org.uk/hate-crime/

Victim support can be contacted 24 hours a day 365 days of the year on 0300 3031 982. They also have a third party reporting form on their website.
Websites with education activities for challenging homophobic and transphobic prejudice

**Anti- Bullying Alliance**
www.anti-bullyingalliance.org.uk/tools-information

This website has tools and information for students, parents and carers, and teachers about bullying.

**The Classroom (Schools Out)**
http://www.schools-out.org.uk/ or http://the-classroom.org.uk/

The www.schools-out.org.uk site has free mainly organisational and policy resources for schools and has over 80 free lessons that utilise LGBT+ issues and experiences across the curriculum for all ages.

**EACH Educational Action Challenging Homophobia, Biphobia and Transphobia**
https://each.education/

Each offer a wide range of educational resources on tackling prejudiced-based language or bullying, lesbian, gay, bisexual and trans lives, social media, prejudice and gender.

**The Proud Trust**
https://www.theproudtrust.org/training-and-education/

The Proud Trust (Formerly LGBT Youth North West) offer a wide range of resources and services. They also offer learning opportunities for children, young people and professionals to gain a better understanding of LGBT+ identities and people.

Useful websites for teachers

**Albert Kennedy Trust**
http://www.akt.org.uk/

Albert Kennedy Trust (AKT) supports LGBTQ+ young people between the ages of 16 and 25 in the UK experiencing homelessness or living in hostile environments to find safe homes, employment, education or training and to celebrate their identities in order to improve their life outcomes.

**Crown Prosecution Service**
https://www.cps.gov.uk/hate-crime

Provides information on Hate Crime, including public policy statements and guidance.
Gender Identity Research and Education Society (GIRES)
http://www.gires.org.uk/
GIRES provides information for trans people, their families and professionals and also provides training. It is a particularly useful resource for educators (http://https://www.gires.org.uk/category/education/).

Gendered Intelligence
www.genderedintelligence.co.uk/
Gendered Intelligence has a range of services that can support teachers and educators.

Kick It Out
www.kickitout.org
Kick It Out is the national campaign against prejudice in football, including homophobia. The website includes classroom materials for schools which can be downloaded for free. It has information about positive initiatives in national and community football and with strong antibullying messages.

Lesbian, Gay, Bisexual and Trans Foundation
www.lgbt.foundation
LGBT Foundation is a national charity delivering advice, support and information services to lesbian, gay, bisexual and trans communities. With a history dating back to 1975, they campaign for a fair and equal society where all LGBT people can achieve their full potential. Through their services, they reduce isolation amongst LGBT communities, help people feel more confident and in control of their lives and enable people to flourish. Together with LGBT communities and their supporters, LGBT Foundation are working to secure a safe, healthy and equal future for all LGBT people.

Lesbian, Gay, Bisexual and Transgender Youth Scotland
https://www.lgbtyouth.org.uk/resources/
LGBT Youth Scotland has a detailed and informative website for young people and those working with them, including information specifically tailored to the Scottish context.

Families and Friends of Lesbians and Gays
https://www.fflag.org.uk/resources/
Families and Friends of Lesbians and Gays have a wide range of resources, including free resources for children, parents and carers and teachers.

NASUWT - The Teachers’ Union
www.nasuwt.org.uk/lgbti
NASUWT - The Teachers’ Union is the leading UK-wide organisation dedicated exclusively to representing teachers and headteachers throughout the UK. The Union has a long and proud tradition of challenging all forms of prejudice, discrimination and intolerance in schools and colleges. It is worth checking the NASUWT for publications on LGBTI equality matters.
National Education Union
www.neu.org.uk
The NEU continues to lead the teaching profession in fighting prejudice. It is well worth searching their website for papers, survey findings and advice on issues related to equality and inclusion.

Schools Out – The Classroom
http://www.schools-out.org.uk/ or http://the-classroom.org.uk/
The over-arching aim of Schools OUT is to make schools safe and inclusive for everyone. Schools OUT UK has for over 40 years been working to make LGBT+ people in all their diversity visible, proud and safe. It has in that time produced several projects that continue to work in different ways. The websites that support those projects are:
The www.schools-out.org.uk site, which has free mainly organisational and policy resources for schools; www.the-classroom.org.uk, which has over 80 free lessons that usualise LGBT+ issues and experience across the curriculum for all ages.

Stonewall
https://www.stonewall.org.uk/resources/getting-started-toolkit-secondary-schools
This toolkit can be used to kickstart your work in tackling homophobic, biphobic and transphobic bullying. Preventing and tackling homophobic, biphobic and transphobic bullying might feel like a huge piece of work – but Stonewall have broken it down into 5 easy steps. Use this toolkit to maximise your impact. From tracking incidents to engaging parents and carers, this guide has everything you need to get you started. Through its School Champions programmes Stonewall also offers a range of training to teachers to help them eliminate bullying in their schools.

Proud Trust
https://www.theproudtrust.org/training-and-education/
The Proud Trust (Formerly LGBT Youth North West) offer a wide range of resources and services. They also offer learning opportunities for children, young people and professionals to gain a better understanding of LGBT+ identities and people. They also have also created resources that bring a focus to issues regarding race, gender and sexuality, although the activities featured can be used to explore other forms of oppression and help to examine and understand how interlinked they are.

Youthworks Consulting Ltd
http://www.youthworksconsulting.co.uk/
Youthworks is an education and youth antibullying organisation, specialising in cyberbullying and e-safety, and with a strong bias to preventing and challenging prejudice-related bullying. You can access a useful paper on cyberbullying by Adrienne Katz, including sexting.
Faith organisations which offer advice and support on LGBT+ issues

**Imaan – LGBTQ Muslim Support Group**
http://imaanlondon.wordpress.com/islam-sexuality/
Imaan produce resources to help understand what the Qu’ran says in relation to LGBT issues and includes advice for parents.

**KeshetUK – working to ensure no one is forced to choose between their LGBT+ and Jewish identity**
www.keshetuk.org
KeshetUK provides tailored support for Jewish schools, youth and young adult organisations, synagogues, and wider community organisations to become more inclusive of LGBT+ people and their families through education and training. KeshetUK aspires to work with all UK Jewish communities, including Liberal, Masorti, Orthodox and Reform, cross-communal and non-denominational organisations. They recently produced, with Chief Rabbi Mirvis, ‘The Wellbeing of LGBT+ Pupils: A Guide for Orthodox Jewish Schools’.

**The Jewish Gay and Lesbian Group**
www.jglg.org.uk
The longest established Jewish gay group in the world. Membership is open to Jewish men and women who are gay, lesbian or bisexual and is welcoming to non-Jews and non-gay guests. You do not have to be religious to join the group as it is primarily a social group. E-mail: info@jglg.org.uk.

**One Body One Faith**
https://www.onebodyonefaith.org.uk/
The Lesbian and Gay Christian Movement is a UK-based international charity which challenges homophobia and transphobia, especially within the church and faith-based organisations, as well as working to create, and praying for, an inclusive church.

Guidance and information documents for schools on preventing and responding to bullying on the grounds of hostility to LGBT people, including developing an inclusive school

**Best Practice LGBT work in schools**
Very clear and helpful guidelines for teachers on achieving best practice in schools. Written by LGBT Youth North West (Proud Trust).
Stonewall - Hate Crime
https://www.stonewall.org.uk/help-advice/hate-crime
Plain English guidance on reporting hate crime and abusive behaviour and what you need to know.

Issues of Bullying Around Trans and Gender Variant Students in Schools, Colleges and Universities
http://cdn0.genderedintelligence.co.uk/2012/11/17/17-43-56- trans_youth_bullying_report1108.pdf
A very useful information document, written by Gendered Intelligence and commissioned by the Anti-Bullying Alliance.

Guidance and information documents for schools on preventing and responding to bullying on the grounds of hostility to LGBT people, including developing an inclusive school

Best Practice LGBT work in schools
Very clear and helpful guidelines for teachers on achieving best practice in schools. Written by LGBT Youth North West.

How to report hate crime: 10 reasons why you really should
Plain-English guidance from Stonewall on how to report hate crime and abusive behaviour and why it’s important to do so.

Issues of Bullying Around Trans and Gender Variant Students in Schools, Colleges and Universities http://cdn0.genderedintelligence.co.uk/2012/11/17/17-43-56- trans_youth_bullying_report1108.pdf. A very useful information document, written by Gendered Intelligence and commissioned by the Anti-Bullying Alliance.

Transphobic bullying: could you deal with it in your schools?
Home Office. Guidance on Combating Transphobic Bullying in Schools, written by Gender Identity Research and Education Society (GIRES).

LGBT History Month
https://lgbthistorymonth.org.uk/
LGBT History Month is a month-long annual observance of lesbian, gay, bisexual and transgender history, and the history of the gay rights and related civil rights movements. LGBT History Month provides role models, builds community, and represents a civil rights statement about the contributions of the LGBT community.
This glossary is not definitive but below are some of the most common identities and terms used when talking about sexual orientation and gender identity. Language changes very fast and it is always wise, when pertinent, to ask a person how they wish to have their sexual orientation or gender identity described.

We are grateful to, Stonewall, Galop, Black Pride UK, Gendered Intelligence, The Proud Trust and Schools OUT UK for their collaboration to produce this glossary.

**Ally:** A person who fights for and supports others in their fight for equality despite not being a member of the marginalised group. An example is a heterosexual and/or cisgender person who believes in and fights for equality for LGBT+ people.

**Asexual:** A person who does not experience sexual attraction. Unlike celibacy, which people choose, this is an intrinsic part of who someone is.

**Bi (Bisexual):** A person of any gender who experiences romantic and/or sexual attraction to people of their own gender, and other genders. Biphobia: Discrimination against and/or dislike of bi (bisexual) people (including those perceived to be bisexual) or bisexuality. This also includes the perpetuation of negative myths and stereotypes through jokes and/or through personal negative thoughts about bisexual people.

**Butch:** Butch is used to describe lesbians/gay women and others who dress and/or present as particularly masculine. This word can also be very offensive and the only accepted use is by someone describing themselves in this way.

**Cis normativity:** An emphasis on people whose gender identity and assigned sex at birth match is seen as ‘the norm’ and therefore having a valued position in society. This often highlights and reinforces expected and more traditional ways of presenting your gender e.g. the expectation for women to present as ‘feminine’ and men to present as ‘masculine’.

**Cisgender (Cis):** A person whose gender aligns or ‘matches’ with the sex they were assigned at birth.

**Cross-dresser:** A cross-dresser is someone who wears clothes and/or makeup commonly associated with a different gender. They may well identity with this gender but are not necessarily transgender. They may however experience transphobia when presenting cross-dressed.

**Discrimination:** The unjust or prejudicial treatment of different categories of people especially on the grounds of sexual orientation, gender identity, disability, ethnicity, religion, age, sex or social class.

**Diverse:** A group or organisation which has people in it differentiated by, for example, ethnicity, social class, sexual orientation, religious or belief, gender identity or ability/disability.
Dyke: Dyke can be used as a very derogatory or attack word against lesbians and can be highly offensive. However, some lesbians/gay women have reclaimed the usage and use it with pride, but the only acceptable use is by people describing themselves in this way.

Gay: Refers to a man who has an emotional, romantic and/or sexual orientation towards men. It is also an umbrella term for same-sex attraction - some women prefer to define themselves as gay rather than lesbian.

Gender expression: Refers to how a person externally presents their gender based on societal expectations. This may be through their choice of clothing or social behaviour and most commonly or traditionally measured on a scale of ‘masculinity’ and ‘femininity’, although not always.

Gender fluid: A person who feels that their gender is not static and that it changes throughout their life. This could be on a daily/weekly/monthly or a longer-term basis.

Gender identity: Someone’s sense of themselves as being a boy/man, girl/woman, both or neither.

Gender neutral/agender: A person who does not identify with any gender.

Gender role assigned at birth: People are assigned a sex at birth which also predetermines a gender role e.g. someone assigned female at birth will be expected to live, identify and outwardly present as a woman. This pressure and assumption can heighten a person’s discomfort with their body and sense of self if they feel their gender identity: role and sex do not align.

Heterosexism/heteronormativity: The assumption that everyone is heterosexual or straight and that heterosexuality is superior, with an emphasis on heterosexuality being ‘the norm’ and therefore having a valued position in society.

Heterosexual: A person who is attracted to people of a different gender e.g. a man who is attracted to women.

Homophobia: Discrimination against and/or dislike of lesbian and gay people (including those perceived to be gay or lesbian). This also includes the perpetuation of negative myths and stereotypes through jokes and/or through personal negative thoughts about lesbian and gay people.

Homophobic bullying: Homophobic bullying is motivated by prejudice against a lesbian, gay or bisexual person or someone perceived to be so. When targeted at those identified by the perpetrator as ‘different’ this can be because the individual does not conform to ‘expected’ or ‘gender appropriate’ behaviour.

Homophobic hate crime: A crime committed against someone that the victim or witness believes to be homophobic in nature – meaning motivated by hostility towards lesbian, gay or bisexual people.

Homophobic hate incident: An incident, that may or may not be a crime, that the victim or witness believes to be homophobic in nature – meaning motivated by hostility towards lesbian, gay and bisexual people.
**Homosexual:** This might be considered a more medical term used to describe someone who has an emotional romantic and/or sexual orientation towards someone of the same gender. The term ‘gay’ or ‘LGBT +’ is now more generally used. The term is considered offensive and should be avoided.

**Intersectionality:** The interconnected nature of social categorisations such as race, class, sexual orientation and gender as they apply to a given individual or group. These are regarded as creating overlapping and interdependent systems of discrimination or disadvantage. Examples include Lesbian, Gay, Bisexual or Transgender people of African, Asian, Arabic and Caribbean heritage who are bound together by their experiences of racism and homophobia. The term LGBT+ includes the wider diversity of the community that identifies as queer, intersex, or other gender and sexual identities or none.

**Intersex:** An umbrella term used for a variety of conditions in which a person is born with physical, hormonal or genetic features that don’t fit the typical definitions of female or male. For some, the condition is clear at birth, while others don’t discover that they’re intersex until puberty or later.

**Lesbian:** A woman who feels romantic and/or physical sexual attraction to other women. The terms lesbian and Sapphic were historically derived from the great ancient lesbian poet Sappho living on the isle of Lesbos.

**Lesbophobia:** Discrimination against and/or dislike of lesbians. This also includes the perpetuation of negative myths and stereotypes through jokes and/or through personal negative thoughts about lesbian and gay people.

**LGBTQ+:** An acronym for LGBTQ+ stands for lesbian, gay, bisexual, transgender, questioning and “plus,” which represents other sexual identities including pansexual, asexual and omnisexual.

**Non-binary:** A person who does not identify as male or female. They may identify as both a man and a woman or neither.

**Out/coming out:** LGBT+ people living openly, and telling people about their sexual orientation and/or gender identity. It is not a one off event: if you are out you may still find the necessity of ‘coming out’ repeatedly whenever you meet new people in various education, employment and social settings.

**Outed:** being outing is when someone decides to tell people about another person’s sexual orientation, gender identity or history without their permission. This could be intentional and be part of an attack on someone. It can also be unintentional as people often make assumptions and think ‘if they know everyone knows’, so care needs to be taken when speaking about another person’s identity. The law states it is illegal that to divulge someone’s trans status where it has been learnt in one’s professional capacity.

**Pansexual:** Refers to a person whose emotional, romantic and/or sexual attraction towards others is not limited by sex or gender.

**Prejudice:** A judgement made about someone without knowing them. It is usually called prejudice when the judgement is negative and prejudice is often formed by stereotypes.
Pronouns: Words used to refer to someone when their name isn’t used. They usually suggest a person’s gender, although some people prefer, or identify with, neutral pronouns. Common pronouns include her, she, him, he, they, them.

Queer: Historically this word was used as a negative insult, however many people feel they have reclaimed the word to have a positive meaning. Some people use it as a collective term for LGBT+ people, and some use it to explain their gender, sexual or political identity. Some people still use this word as an insult: this is LGBTphobia and should be challenged. The word ‘reclaimed’ is used in a colloquial context.

Questioning: A person who is exploring their own sexual orientation and/or gender identity.

Sex assigned at birth: People are assigned a sex at birth usually based on observation of external genitals. A person may be assigned ‘female’, ‘intersex’ or ‘male’. This does not necessarily reflect how a person will identify.

Sexual orientation: A person’s sexual attraction to other people, or lack thereof. Along with romantic orientation, this forms a person’s orientation identity.

Stereotype: A fixed idea that people may have about what someone or something is like, often based on assumption and myth. It is nearly always negative and feeds prejudice.

Straight: A common term used for heterosexual. Avoid this in a professional context by the use of heterosexual in discussions and written communications.

Transgender/trans: Is a term that identifies the spectrum of those who feel that their assigned sex at birth does not match or sit easily with their sense of self. It encompasses transsexual people, transgender people and cross-dressers or anyone who challenges gender norms. It may be that a trans person feels more the ‘opposite’ sex and so may or may not choose to use medical intervention and or hormones in order to align their body with their mind, or their external appearance with their internal feelings. There is a wide range of identities which may involve being both male and female, or neither male nor female, or which take other approaches to gender that do not align with traditional binary ideas. People with these experiences of gender sometimes use terms such as ‘non-binary’ (because their experiences fall outside the typical male/female ‘binary’ experiences) or ‘genderqueer’. There are also people who don’t have a fixed gender identity and may move between different genders. They may use terms such as ‘gender fluid’ or ‘bi-gender’. And there are people who may express (through cultural cues such as clothing, name, speech, mannerisms etc.) different gender-related aspects of themselves at different times or in different places. They may use terms such as ‘cross-dresser’ or ‘dual role’. And there are people who don’t experience a sense of gender, or very little sense of gender. They may use terms such as ‘agender’. Some people from all these groups will use the term ‘trans’ to
describe themselves (and others from those groups won’t).

**Transitioning**: The steps a trans person may take to live in the gender with which they identify. Each person’s transition will involve different things. For some this involves medical intervention, such as hormone therapy and surgeries, but not all trans people want or are able to have this. Transitioning may also involve things such as telling friends and family, dressing differently and changing official documents.

**Transphobia**: Discrimination against and/or dislike of trans people (including those perceived to be trans). This also includes the perpetuation of negative myths and stereotypes through jokes and/or through personal negative thoughts about trans people. This can take the form of persistently and consciously misnaming a person, as well as attacking them verbally or physically.

**Transsexual**: This was used in the past as a more medical term (similarly to homosexual) to refer to someone whose gender is not the same as, or does not sit comfortably with, the sex they were assigned at birth. This term is widely agreed to be offensive today and should not be used unless the person uses it to describe themselves and is their identity of choice. Many people prefer the term trans or transgender.
The Proud Trust is an LGBT+ youth organisation. Young people describe us as lifesaving and life enhancing, as empower them to make a positive change for themselves and their communities. We do this through LGBT+ youth groups, peer support, managing the LGBT+ Centre for Manchester, delivery of training and events, and creating pioneering educational resources, including the official LGBT History Month education pack.

Find our resources and training here - https://www.theproudtrust.org/training-and-education/

Find your local youth group here - https://www.theproudtrust.org/for-young-people/lgbt-youth-groups/where-can-i-find-a-youth-group/

The Rainbow Flag Award

The Rainbow Flag Award is a national quality assurance framework for all schools and colleges, focusing on positive LGBT+, (lesbian, gay, bisexual, trans, plus other related identities), inclusion and visibility. The Rainbow Flag Award encourages a whole organisation approach to LGBT+ inclusion, as well as developing strategies to combat LGBT-phobic bullying.

rainbowflagaward.co.uk

For more information visit theproudtrust.org

Email info@theproudtrust.org

Twitter - @theproudtrust    Instagram - @the_proud_trust

Facebook - The Proud Trust    YouTube - LGBTYouthNorthWest

Instagram - @the_proud_trust

YouTube - LGBTYouthNorthWest

rainbowflagaward.co.uk

Website | Facebook | Twitter | YouTube | Flickr
Stonewall is the national lesbian, gay, bi and trans equality charity, founded in 1989 in response to Section 28, which was repealed in England in 2003. Stonewall delivers Train the Trainer courses for teachers and practitioners on tackling homophobic, biphobic and transphobic bullying and language, creating a trans inclusive school and challenging gender in the classroom. We champion children and young people’s voice through our work with schools and our Youth Programmes. For more information about our resources, courses and support, visit our website or get in touch.

education@stonewall.org.uk
https://www.stonewall.org.uk/
https://www.facebook.com/stonewalluk
https://twitter.com/stonewalluk
https://www.youtube.com/user/stonewalluk

Resources

Stonewall has a wider range of resources available on tackling homophobic, biphobic and transphobic bullying and language, and supporting LGBT young people. Visit https://www.stonewall.org.uk/ to find the latest resources.
Gendered Intelligence

Gendered Intelligence (GI) is a not-for-profit organisation that aims to increase understandings of gender diversity and improve the lives of trans people, especially young trans people.

At GI, we imagine a world where no one is constrained by narrow perceptions of gender and that gender diversity should be visible and valued in society.

We work mainly with the trans community, particularly young trans people aged 8-30, and with those who impact on trans lives, such as families, friends, co-workers, and professionals.

GI offers a wide range of activities, support, training, consultancy and other help:

Youth Services
- Youth groups, residential, peer support for families, partnership work and special projects.

Work in Education
- Mentoring for trans students, educational workshops and assemblies, staff training and consultation across all educational sectors

Professional Services
- Trans awareness training, consultation and policy development, partnership work and membership scheme for all sectors

Public Engagement
- Conferences, panel discussions, keynotes and workshops, policy and media.

For further details and to get in touch visit our website at www.genderedintelligence.co.uk
Diversity Role Models

At Diversity Role Models we actively seek to embed inclusion and empathy in the next generation by working with schools to make them more inclusive.

Our vision is a world where everyone embraces diversity and can thrive. We have a mission to create an education system in which every young person will know that they are valued and supported, whoever they are.

This will help create a world where future generations embrace, accept and support difference.

We use the power of storytelling through our positive LGBT+ and ally Role Models to educate about our differences and break down stereotypes and prejudices. We can deliver interactive role model workshops to primary and secondary students as well as supporting schools in taking a whole school approach to LGBT+ inclusion through working with staff teams, governors, parents/carers and by providing a range of resources and support.

www.diversityrolemodels.org
@DiversityRM
info@diversityrolemodels.org
020 7964 7009
At Schools OUT UK is a non-profit Charity which has been working to make LGBT+ people in all their diversity visible and safe for over 40 years. We have:

- in 2005 instigated LGBT History Month which is celebrated every February.
- enabled thousands of events to be publicized on our interactive calendar for LGBT History Month.
- a website called **The Classroom**, which has over 80 lesson plans that Usualise and Actualise LGBT people across the curriculum for all ages.
- produced the **Teachers Survey**, which was the largest piece of research on teachers experience and needs, in dealing with homophobia in schools, which reiterated their desire to receive appropriate training on the issue.
- initiated **OUTing the Past**, an international festival of LGBT History
- supported Museums, schools, universities, unions, local authorities, galleries, theatres and libraries etc. have used LGBT History Month to build awareness of LGBT people and their contributions to society
- establish a theme for every year and produce resources to back it to continue the process of learning about the vast contributions of LGBT in all they diversity.
- make available the logo for the year as a badge to buy and the logo to be used by people running their own LGBT History Month events

Some of the free resources available include:

- the **wall chart** of people and laws that have helped us get to our human rights in this country
- **curriculum posters**, and other specific resources to support the celebration of the LGBT
- **new resources** every year that are linked with the year’s theme

**Sue Sanders  Professor Emeritus, Harvey Milk Institute**, Founder of LGBT History Month and The Classroom. Chair Schools OUT United Kingdom which is registered in England as a Charitable Incorporated Organisation (no. 1156352)


Facebook | Twitter
You can contact a local organisation at:

- **ChildLine**
  - **0800 1111**
  - (Free 24-hour helpline)

- **Samaritans**
  - **08457 90 90 90**
  - (24 hours a day, 365 days a year)

- **London Lesbian and Gay Switchboard**
  - **0300 330 0630**
  - (Lines open 10am – 11pm)

- **The Lesbian and Gay Foundation**
  - **0845 3 30 30 30**
  - (Lines open 10am – 10pm)

- **Stonewall Information Service**
  - **08000 50 20 20**
  - (Monday to Friday, 9.30am – 5.30pm)

- **Mermaids – Supporting young trans people**
  - **08088010400**
  - (Lines open 9am – 9pm Monday to Friday)

Produced by the Crown Prosecution Service
National support lines for help with homophobic and transphobic bullying

**ChildLine**
0800 1111
(free 24-hour helpline)

**Samaritans**
08457 90 90 90
(24 hours a day, 365 days a year)

**London Lesbian and Gay Switchboard**
0300 330 0630
(Lines open 10am – 11pm)

**The Lesbian and Gay Foundation**
0845 3 30 30 30
(Lines open 10am – 10pm)

**Stonewall Information Service**
08000 50 20 20
(Monday to Friday, 9.30am – 5.30pm)

**Mermaids – Supporting young trans people**
020 8123 4819
(Lines open 3pm – 7pm Monday to Saturday)

IN AN EMERGENCY ALWAYS CALL THE POLICE ON 999
ACKNOWLEDGEMENTS

The Crown Prosecution Service would like to thank our partners and contributors who supported the first edition of the LGBT+ resource for schools and those who have supported us to build upon this work for the development of the second edition.

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- Black Pride UK
- Dame Elizabeth Cadbury Technology College
- Diversity Role Models
- Educational Action Challenging Homophobia (EACH)
- Equality and Diversity Development Services (EDDS)
- Galop
- Lesbian and Gay Foundation
- LGBT Youth North West
- Metro Charity
- Papyrus
- Proud London
- Remark!
- Rossall School
- Schools Out UK
- Sheena Amos Youth Trust
- Stagecoach Manchester
- Stretford Grammar
- Thomas Tallis School
- Transport for Greater Manchester
- University of Central Lancashire (UCLAN)

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