

SCHOOLS **OUT**



The Paul Patrick Awards

**A Quality Assurance Framework
and Standards for the Access and
Inclusion of Students of All
Sexualities and Genders**

**Education Settings
Schools & Colleges**

Contents

- **Why have we created these standards and how your school will benefit from them** **Pages 3-4**
- **Foreword by the Bishop of Manchester** **Page 5**
- **The Paul Patrick Award** **Page 7**
- **Process chart** **Page 8**
- **LGBT Quality Assurance Framework and Standards Pledge** **Page 9-10**
- **Assessment, Evidence Mapping and Improvement Planning Explained** **Page 11-12**
- **Assessment, Evidence Mapping and Improvement Planning Documentation for the Initiate Level** **Pages 13-17**
- **Appendix of useful resources** **Pages 18-24**

Why have we created these standards and how your school will benefit from them

The Quality Assurance Framework and Standards (QAFS) for the Access and Inclusion of Students of all sexualities and genders measure the access, inclusion & participation of young people in an education setting.

The QAFS will help you to address the inequalities experienced by young lesbian, gay, bisexual and trans (LGBT) people and to set meaningful goals to overcome these, therefore making your education setting a safe and better place to learn for all pupils. This will reduce bullying and non-attendance and increase attainment.

The framework measures your setting in relation to the Five Ways to Wellbeing and Every Youth Matters Outcomes. The eight thematic strands help education settings to achieve the standards using a coordinated approach, complementing the work you are already doing in relation to pastoral work within your setting and helping you evidence this work against a clearly defined outcome.

The QAFS are unique. There is no other framework that develops gender and sexuality intelligence and practice in schools. It is an ideal tool to support achievement of other standards, such as the Healthy Schools Standard (section4).

There are 5 levels of achievement:

Access
Bronze
Silver
Gold
Platinum

These will be recognised through completed assessments and peer inspections, and are renewable every two years. On successful completion of each level of achievement the **Paul Patrick Award** (Certificate or Plaque) will be given to you to recognise your achievements in this field of equality and rights

There has been a significant change in attitudes towards LGBT people in the past 10 years, including many legal changes such as:

- ✓ The repeal of Section 28 which banned 'the promotion of homosexuality' in schools.
- ✓ Employment, Goods and services legislation which outlaws discrimination on the grounds of sexual orientation and gender identity
- ✓ The Gender Recognition Act
- ✓ The Gender Duty
- ✓ The creation of Civil Partnerships
- ✓ The right for LGBT people to adopt

The situation facing young LGBT people however provides a different context. Young people are coming out at younger ages than ever before (13-16 years¹), when they are still in education. Many of these young people experience and witness homophobic bullying both at school and on the streets. Teachers and those in education want to help, but there is little information or support available to counteract the negative messages about 'homosexuality' (lesbian, gay, bisexual and trans identities) emanating from the media, religion, peers and sometimes parents and family members. This results in young LGBT people internalising a stigmatised identity. When most young LGBT people first come out they often think that they are the only one, and alone in feeling this way.

In our recent research into the prevalence of violence in the lives of Lesbian, Gay, Bisexual and Trans Students and young people; known as the S.S.H! Report; we found:

**Over two thirds of the young people had been bullied
Nearly two thirds had experienced hate crime
One third had experienced domestic violence**

Bullying (school)

- Half of those who were bullied said it was due to homophobia. They experienced bullying in many places, especially in schools and the workplace
- Three quarter of those bullied had faced negative side effects as a result of the bullying, the most common of these were low self esteem, fear of going out and insomnia
- Near 60 per cent of those facing negative side effects had not sought support from anyone

¹ 'Something to tell you' report 2005

- The experiences of those who did seek support are varied, with no service or agency regarded as consistently good

Hate Crime (street)

- 84 per cent of those who had experienced hate crime said it was because of their sexual orientation, and half the respondents said they knew the perpetrator
- One third of these hate crimes involved physical attack
- Nearly one quarter of these did not report the attack
- Most respondents who had sought support from the police, support/social workers and youth workers rated this support as poor.

Domestic Violence (home)

- Most of the violence was from an abusive father or a partner
- The most common forms of abuse were physical, emotional and denial of freedom
- Half of those who experienced domestic violence have experienced suicidal thoughts, depression and denial of their sexual orientation/ gender.
- Nearly 60 per cent have not sought support for these effects. Those who have sought support have gone to friends, youth workers or a counsellor.

Against this backdrop it is clear that change needs to happen to ensure educational and youth settings are welcoming, accessible, inclusive and encourage the meaningful participation of LGBT Students and Young People.

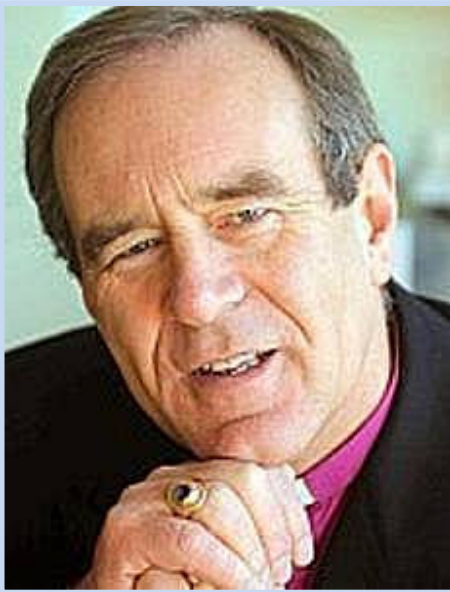
This framework is designed to help your education setting support the 10 per cent of students who are LGBT² and create an environment which is better for the other 90 per cent too. The process will help your whole school recognise and celebrate the diversity of LGBT young people with regard to ethnicity; social background (etc) & with this the potential for challenging discrimination on all these grounds. For some LGBT young people all they need to develop and fulfil their potential is the chance to meet LGBT peers, access accurate information, interact with positive adult role models and access support whilst coming out (particularly to their parents). This framework enables you to make this process a reality. Not only will this framework help you develop more inclusive practices, but it will also enhance your ability to deliver in key curriculum areas such as SEAL, PSHEE and Citizenship.

² The government estimate 7 per cent of the population is lesbian and gay. There are no figures for bisexual and trans people.

Foreword

The Bishop of Manchester's message of support highlights understanding between all God's people, and stresses the responsibility that all schools have to challenge homophobia.

The Reverend McCulloch states:



"Bullying, of whatever kind, is always completely unacceptable. At its worst it leads to atrocities such as the Nazis' persecution and extermination of people on the grounds of their race, religion or sexual orientation.

That is why faith schools must, as many do, lead the way in combating bullying – and not least the bullying of lesbian, gay and bisexual people, be they young or old.

That is why school staff should know how to challenge homophobic remarks – including the use of the word "gay" as a term of abuse.

Teachers may need specific advice about this aspect of their role, because it is their job to affirm all pupils. That includes gay, lesbian and bisexual pupils, who, like everyone else, have a right to be themselves, without being bullied.

I urge all faith schools to make sure that every pupil is fully included as part of the school community and encouraged in his or her studies. Each of us is made in God's own image; and every one of us is precious to God. That should be the motivation of all our faith schools: to honour all people, including those who identify themselves as lesbian and gay."

This framework and standards also has the support of the NUT, NASUWT, School's Out and LGBT History Month. It was developed with funding and support from the Equality and Human Rights Commission and the Children's Workforce Development Council

The Paul Patrick Award

Paul Patrick 1950 - 2008

If there was ever a man determined not to leave the world as he found it, it was Paul Patrick, who tragically died, aged 57, from a serious lung condition in 2008.



Paul was passionate, big-hearted, an inspired and inspiring teacher and speaker, theatre practitioner and one of the country's leading activists on lesbian, gay, bisexual and trans issues.

Paul came out in 1969, three years before he entered the teaching profession, only two years after the partial decriminalisation of homosexuality in 1967. In 1974, as an openly gay teacher, he helped found the London Gay Teachers Group which, over the years, turned into the campaigning organisation, Schools OUT; of which he was co-chair with long-time friend and colleague Sue Sanders.

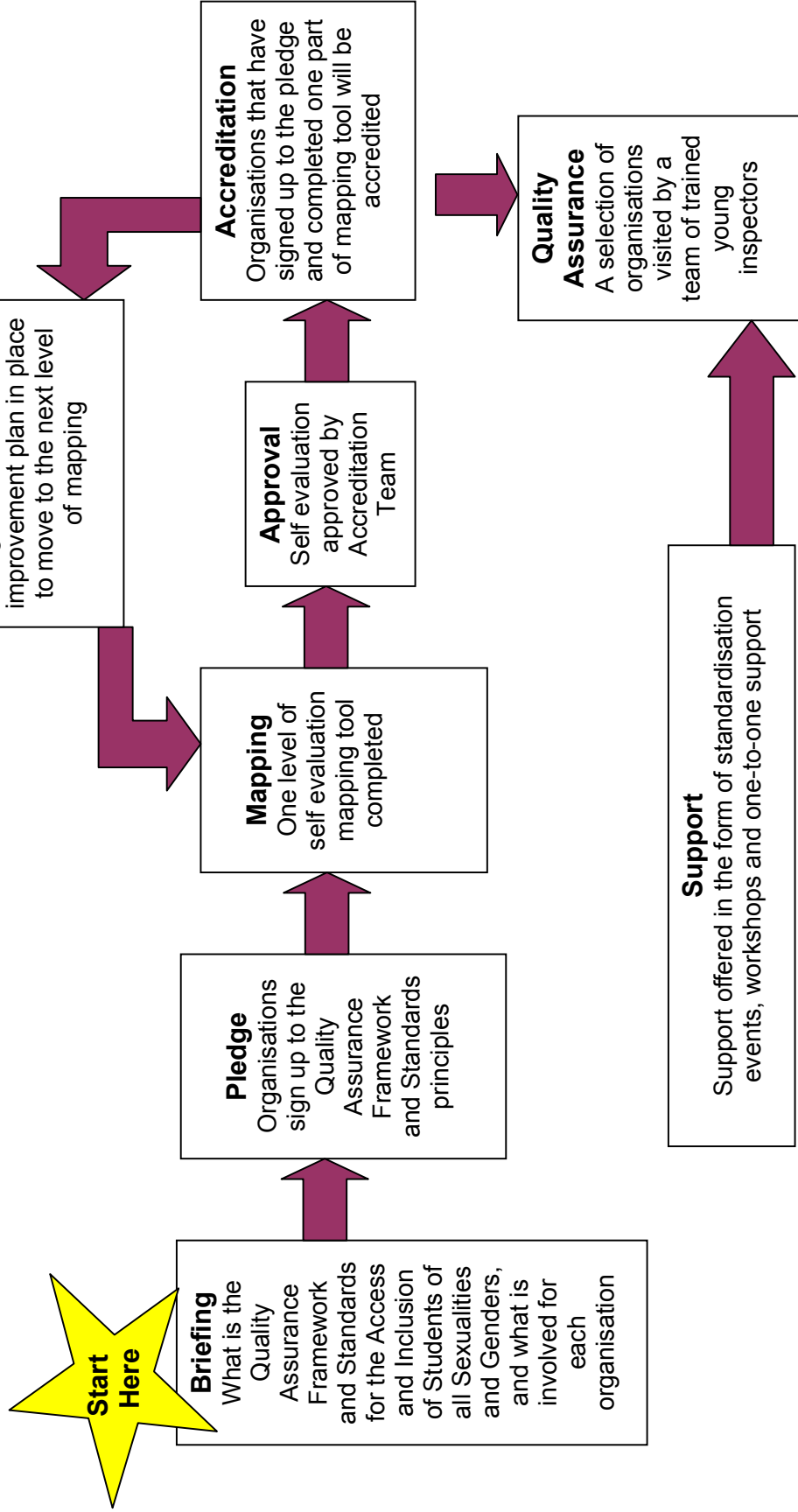
The Quality Assurance Framework and Standards are a living memorial to his determination and commitment, and reflect his own passion for developments in education.

Paul said:

“Equality does not come through legislation and regulation alone. It also requires a change of culture – the culture of our society and, more particularly, the culture of our schools and colleges.”

Process Chart

This chart represents the process that all organisations go through to be accredited



The Pledge

Vision

All students and young people have the right to feel safe and involved. This includes LGBT students and young people. To ensure this right is upheld the LGBT Quality Assurance Framework and Standards aim to support agencies to develop the participation LGBT Students and young people.

Values

As an organisation we will commit to the active involvement and participation of LGBT students in all aspects of our work incorporating and adopting the standards in policy and practice.

Commitment

By signing this pledge we agree to complete the following actions with and on behalf of our organisation:

- **Nominate a champion for LGBT Quality Assurance Framework and Standards from within our organisation**
- **Nominate a named lead practitioner from within our organisation**
- **Complete a self assessment mapping tool and improvement plan within 12 months of signing the pledge**
- **Be open to inspection by a team of young inspectors**
- **Be open to new challenges around LGBT student's participation and all young people's participation within the organisation**
- **Commitment to a solution-focussed working style.**
- **To put measures in place to continue the work through changes in staff to ensure the standards continue to be met**

Champion	Lead Practitioner	Accreditation Team Representative
Name: Position:	Name: Position:	Name: Position:
Organisation: Signature:	Signature:	Signature:

The Pledge Explained

- The nominated **Champion** will be dedicated to the active involvement and participation of LGBT students and young people, and can advocate for LGBT students and young people's voice. This should be a member of the Senior Management Team
- The named **Lead Practitioner** will manage the organisation's completion of the mapping tool and will ensure the standards are upheld. This person will probably be the pastoral lead in the organisation
- The **Accreditation Team Representative** will be someone from our organisation who will support and guide your organisation
- Through a supportive process with the accreditation team, organisations will be encouraged to carefully consider and complete the LGBT Quality Assurance Framework and Standards **mapping tool**
- To enhance LGBT students and young people's participation a group of trained **Young Inspectors** will make recommendations to further develop LGBT Quality Assurance Framework and Standards in your organisation
- New challenges will mean your organisation will be most successful where it embraces new ideas and ways of working to develop LGBT Students and young people's learning opportunities. This includes viewing opportunity positively to maximise the potential of LGBT students and young people's participation within the organisation
- The organisation should identify what procedures are in place in the event of a job or staff changes to ensure the application process continues

The Assessment, Evidence Mapping and Improvement Planning

The assessment:

We aim to work with you and the culture of your school to develop the best approach to improvement. To help us do this we are using the Five Ways to Wellbeing recently developed by the New Economics Foundation, Local Government Improvement and Development and The National Mental Health Development Unit which suggests practical ways to improve people's wellbeing and development. We are also using the three Every Youth Matters Outcomes. The Quality Assurance Framework and Standards take these outcomes and principles into account.

The assessment aims to improve outcomes for students and young people of all sexualities and genders.

It seeks to do this by:

- focusing on the experiences and achievements of LGBT students and young people
- evaluating the contributions that services make to the Wellbeing of LGBT students, including those at risk of achieving poor outcomes because of learning difficulties and/or disabilities, disruption of family life and other disadvantages
- encouraging rigorous self-assessment by the services inspected
- evaluating service's capacity by providing an objective evaluation for staff and building their capacity to improve their services
- saying what should be done to improve service contributions to outcomes
- constructively reflecting on actions taken to continually pursue improvement

The assessment evaluates and rates a service's contributions to the Five Ways to Wellbeing for students of all sexualities and genders, including LGBT students.

The Five Ways to Wellbeing are:

Connect...

With the people around you. With family, friends, fellow students and neighbours. At home, work, school or in your local community. Think of these as the cornerstones of your life and invest time in developing them. Building these connections will support and enrich you every day.

Be Active...

Go for a walk or run. Step outside. Cycle. Play a game. Garden. Dance. Exercising makes you feel good. Most importantly, discover a physical activity you enjoy and that suits your level of mobility and fitness. Make physical activity part of a healthy lifestyle involving healthy eating too.

Keep Learning...

Try something new and explore your interests. Sign up for a course or group. Take on a different responsibility where you study. Fix a bike. Learn to play an instrument or how to cook your favourite food. Set a challenge you will enjoy achieving. Learning new things will make you more confident as well as being fun.

Take Notice...

Be curious. Catch sight of the beautiful. Remark on the unusual. Notice the changing seasons. Savour the moment, whether you are walking to work, eating lunch or talking to friends. Be aware of the world around you and what you are feeling. Reflecting on your experiences will help you appreciate what matters to you.

Give...

Do something nice for a friend, or a stranger. Thank someone. Smile. Volunteer your time. Join a community group. Look out, as well as in. Seeing yourself, and your happiness, linked to the wider community can be incredibly rewarding and creates connections with the people around you.

Contributions of services to these outcomes will be assessed against definitions set out in the Quality Assurance Framework and Standards.

Assessing the quality and management of services for LGBT students and young people

Judgements of the quality and management of services will include the effectiveness of the steps taken to:

- plan for improved outcomes by identifying the needs, views and concerns of LGBT Students and significant others in their lives and to establish ways of meeting them
- work cooperatively with partners to share information and provide services
- develop, train and support staff to equip them to deliver services
- eliminate unlawful discrimination and promote equal opportunities, including good relations against the nine recognised protected characteristics³
- make sufficient high quality provision that gives value for money
- review the effectiveness of services

The following pages detail the first level of the Quality Standards Framework.

³ As per the Single Equality Act 2010: www.equalities.gov.uk which requires all public funded bodies to protect people from discrimination and covers nine 'protected characteristics': age, disability, gender reassignment, marriage and civil partnership status, pregnancy and maternity, race, religion and belief, sex, and sexual orientation.

Access level: Initiate



This level ensures the setting is safe for all students. At this point there might be little or no specific LGBT work.

In this section you will find:

1. An example of Evidence Mapping
2. Evidence Mapping Template
3. Improvement Planning Template

N.B If any evidence required is impossible to provide because of the nature of your organisation, alternative evidence may be submitted upon agreement with your **Accreditation Team Representative**

Evidence Mapping Example-Education Settings

Access: Initiate

	Criteria	What good looks like
1. Be Active	A commitment is made for health-based work to be delivered.	Physical education opportunities available to young people. There is a plan to show how health work is planned into the curriculum e.g. through food technology and PHSE.
2. Connect	There is a commitment to ensure young people are not prevented from forming meaningful connections with their peers.	A generic Anti-Bullying Policy is in place that recognises drivers behind the bullying. There is time and space where young people can meet and socialise.
3. Keep Learning	This is a commitment to providing opportunities for student to learn, outside of the formal curriculum.	There is a programme of non-formal learning available to young people e.g. List of extra curricula activities and extended school provision.
4. Give	A commitment has been made for student's positive participation in decision making.	A student council or other participation structures are established
5. Take Notice	A commitment has been made to students to help them reflect on their learning, and learn in ways which spur creativity.	Enterprise activities are included in the curriculum. Young people are aware of goals and aims of their learning and have a chance to measure their own journey.
6. Places to go	Publicity to promote youth venues outside of the educational setting is available both specialised & mainstream.	Students are informed via a newsletter; assembly; notice board. Details, copies/photos of which methods are used & what is promoted.
7. Things to do	A diverse range of recreation, education & leisure opportunities outside of the educational setting are promoted to students within the educational setting.	Students are made aware of positive activities on offer locally e.g. via the positive activities website.
8. Someone to Talk to	There are staff available for students to access at set times for support	School have 1-2-1 support/open sessions available e.g. through school counsellor/nurse.

Evidence Mapping-Education Settings

Access: Initiate

	Criteria	Evidence
1. Be Active	A commitment is made for health-based work to be delivered.	
2. Connect	There is a commitment to ensure young people are not prevented from forming meaningful connections with their peers.	
3. Keep Learning	This is a commitment to providing opportunities for student to learn, outside of the formal curriculum.	
4. Give	A commitment has been made for student's positive participation in decision making.	
5. Take Notice	A commitment has been made to students to help them reflect on their learning, and learn in ways which spur creativity.	
6. Places to go	Publicity to promote youth venues outside of the educational setting is available both specialised & mainstream.	
7. Things to do	A diverse range of recreation, education & leisure opportunities outside of the educational setting are promoted to students within the educational setting.	
8. Someone to Talk to	There are staff available for students to access at set times for support	

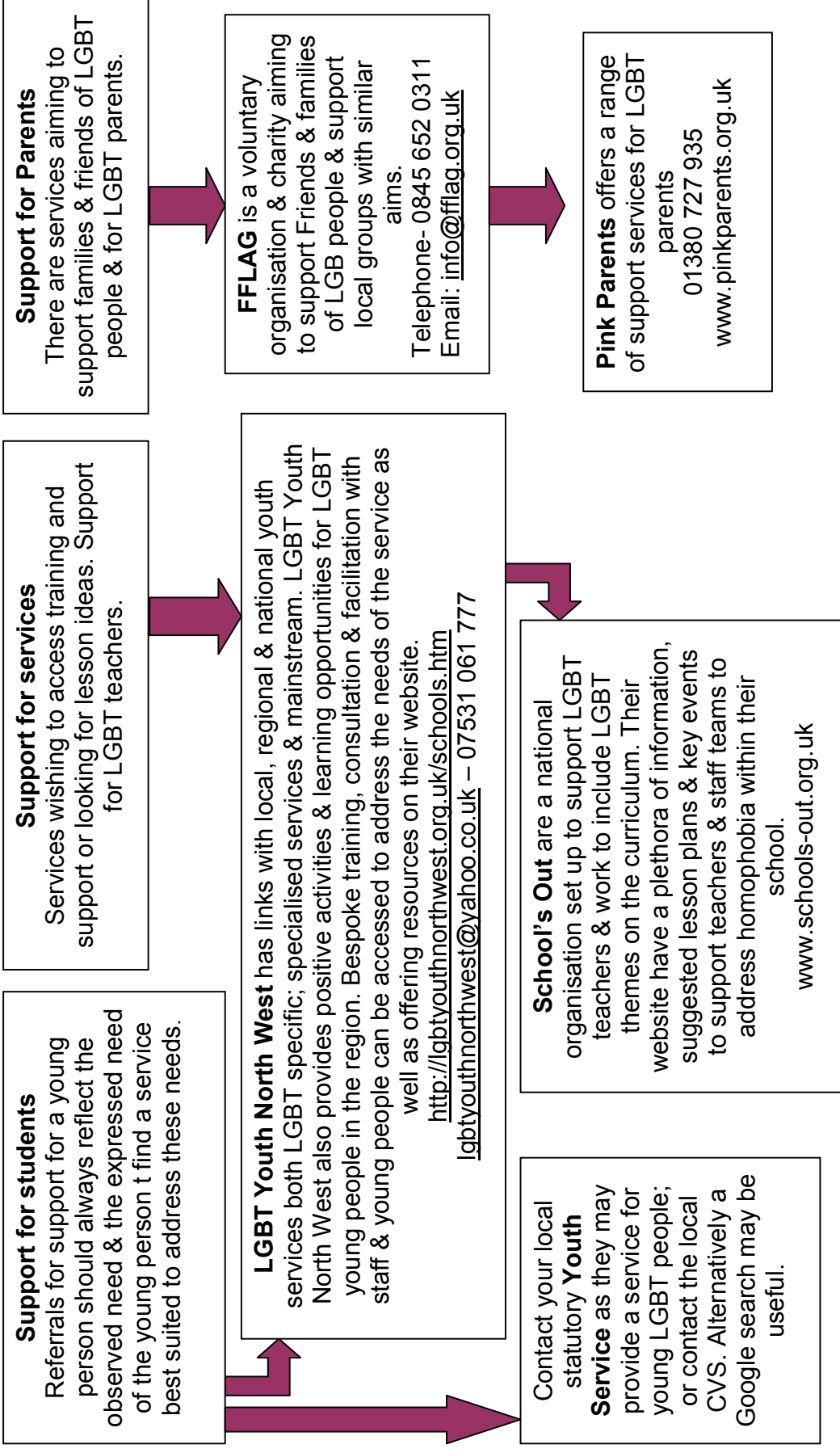
Improvement Planning- Education Settings

Access: Initiate

	Criteria	Evidence	Improvement	By who and when
1. Be Active	A commitment is made for health-based work to be delivered.			
2. Connect	There is a commitment to ensure young people are not prevented from forming meaningful connections with their peers.			
3. Keep Learning	This is a commitment to providing opportunities for student to learn, outside of the formal curriculum.			
4. Give	A commitment has been made for student's positive participation in decision making.			

Improvement planning cont...	Criteria	Evidence	Improvement	By who and when
5. Take Notice	A commitment has been made to students to help them reflect on their learning, and learn in ways which spur creativity.			
6. Places to go	Publicity to promote youth venues outside of the educational setting is available both specialised & mainstream.			
7. Things to do	A diverse range of recreation, education & leisure opportunities outside of the educational setting are promoted to students within the educational setting.			
8. Someone to Talk to	There are staff available for students to access at set times for support			

Appendix 1: Support Organisations



Appendix 2: Glossary of Terms

LGBT – Lesbian, Gay, Bisexual and Trans (LGB all refer to a person's sexual orientation, sometimes called their sexuality. Trans refers to someone's gender. LGBT people join together as a group because they face a similar type of oppression in society)

Sexual orientation - is a pattern of emotional, romantic, and/or sexual attractions that a person has, which is assigned to an identity e.g. Lesbian. This is different to **sexuality** as this relates to sexual expressions and is not entirely an identity, though these are often used interchangeably.

Lesbian - A woman who is emotionally and physically attracted to other women

Gay - A man who is emotionally and physically attracted to other men

Bisexual - A person who is emotionally and physically attracted to men and women

Trans - An umbrella term which incorporates diverse ways in which people define their gender identity

Homophobia - A fear, dislike or hatred of people that are lesbian and gay. This includes a belief or action that discriminates against a person who is or perceived to be gay or lesbian. This term is sometimes used as an encompassing term of biphobia and transphobia

Transgender - A person who does not feel that their gender aligns with their natal sex or by the normative gender roles assigned to their birth gender

Transsexual - A person who is going to go through, undergoing or has gone through gender reassignment surgery

Intersex - A general term used for a variety of conditions in which a person is born with a reproductive or sexual anatomy, chromosomes or hormones that don't 'fit' the typical definitions of female or male

Gender Identity - is how a person identifies their own gender. This may be in line with their sex (e.g. Sex-Woman = Gender- Female), but not always, as there are multiple factors which include expression of gender.

Heterosexism is a term that applies to a system of negative attitudes, biases, and discrimination in favour of 'opposite-sex-sexuality' and heterosexual relationships. e.g. The assumption that everyone is Heterosexual.

Gender Dysphoria - is a condition where a person feels that they are trapped within a body of the wrong sex. The condition is also sometimes known as gender identity disorder; gender incongruence or transgenderism.

Appendix 3: The Law and Policy

There is a clear and supportive legal framework for schools to work within in order to address LGBT issues within their schools. This is supported by national policy guidance, for example:

- Conservative-Liberal Briefing Paper 2010 on LGBT Rights and Support
- Education and Inspections Act 2006
- Equality Act 2010 and 2006
- Every Child Matters: Change for Children 2004 and Ofsted's 2005 framework for reporting how a school is promoting the five outcomes
- Bullying – Don't Suffer in Silence, DfES 2002
- Sex and Relationship Education, DfES, 2000
- National Healthy Schools Standard, DfES 1999
- Homophobic Bullying, safe to learn: embedding anti-bullying work in schools, Government Guidance from the DCSF
- Stand Up For Us, a resource outlining a whole-school approach to addressing homophobia, Government Guidance from the DSCF
- School Standards and Framework Act 1988
- Employment Equality (Sexual Orientation) Regulations 2003

We have also highlighted a few key pieces of legislation below which are of particular significance:

Equality Act 2010- Places a duty on all Schools and Youth Settings to actively challenge homophobia and to focus on LGBT themes in their work. This Act brings together all existing equality strands and discrimination legislation, including sexual orientation and gender. It is unlawful for a provider to discriminate, harass, or victimise when providing a service, and people must evidence their proactive work to eliminate discrimination. Provision covers school admissions, education provision, access to benefits, facilities and services, school exclusions and LEA responsibility. It also permits positive action to alleviate disadvantage.

Section 28 Repealed

On Tuesday 18th November 2003, the law that barred local authorities e.g. schools, to “promote homosexuality (as a pretended family relationship)” was repealed and no longer stands. In fact, there is government legislation and a number of key policy documents that support discussion related to LGBT issues within formal learning environments e.g. schools. There is no legal consequence to schools for discussing LGBT themes or homophobia.

Sexual Orientations Regulations 2007 (Schools)

The Sexual Orientation Regulations 2007, which came into force on 30 April 2007, finally makes it unlawful for schools (maintained, independent and special schools) to discriminate on grounds of sexual orientation in relation to their admission and disciplinary policies, and access to benefits, facilities or services provided by the school.

<http://www.yourrights.org.uk/yourrights/right-to-receive-equal-treatment/sexual-orientation-and-transgender-discrimination/discrimination-in-education-and-training.shtml>

Gender Recognition Act 2005

Under the Gender Recognition Act, trans people who experience severe gender variance, and have medical treatment for the condition, may apply to the Gender Recognition Panel (GRP) for a Gender Recognition Certificate (GRC). The GRC then entitles them to recognition of the gender “for all purposes”. <http://www.gires.org.uk/GRA.php>

Goods and Services Regulations 2007

The Sexual Orientation Regulations 2007 make it unlawful for a person providing goods, facilities or services to members of the public to directly or indirectly discriminate (or victimise) on the grounds of sexual orientation in the provision or non-provision of such goods, facilities or services, or the terms upon which they are offered. This is regardless of whether or not the goods, facilities or services are provided free of charge. This covers a wide range of public and private services, including important areas such as healthcare, insurance, and the provision of hotel or holiday accommodation.

<http://www.yourrights.org.uk/yourrights/right-to-receive-equal-treatment/sexual-orientation-and-transgender-discrimination/right-to-equal-treatment-discrimination-in-the-provision-of-goods-and-servi.html>

Civil Partnership Act 2004

This act allows same sex couples to have a civil partnership which whilst separate to a civil marriage, does give the same rights and responsibilities to civil partners.

Appendix 4: Key dates in the Calendar

JANUARY

27th Holocaust Memorial Day

FEBRUARY

1ST - 28th LGBT History month

Changes Yearly TransAction Day!

MARCH

8th International Women's Day

APRIL

7th World Health Day

MAY

17th International Day Against Homophobia (IDAHO)

JUNE

27th Anniversary of the Stonewall Riots

AUGUST

3rd - 9th Sexual Health Week

SEPTEMBER

23rd Celebrate Bisexuality Day

OCTOBER

1st -31st Black history Month

12th National Coming Out Day

26th Intersex Awareness Day

NOVEMBER

16th International Day of Tolerance

17th - 21st Anti-Bullying Week

20th Transgendered Day of Remembrance

25th International Day for the Elimination of violence against women

DECEMBER

1st World Aids Day

10th Human Rights Day

Appendix 5: Materials and Information to use in the classroom

There are now a range of resources available online and to buy which help teachers and educators with lesson planning. Here are just some examples of the free resources available:

Out in School

Teaching Pack developed by the Terrence Higgins Trust providing teachers with ideas on how to talk about sexual orientation and challenge homophobia in schools. This pack has been written by teachers for teachers. This FREE pack contains ideas that can be used across the curriculum including Assembly; Geography; Modern Languages; Religious Education; PSHE; English; Drama; as well as a guide to current legislation and guidance in this area of work.

<http://www.lgbtyouthnorthwest.org.uk/resources/schools-resources/>

Are we there yet?

GYRO, Liverpool's youth group for lesbian, gay, bi and trans young people has produced a DVD and resources pack based on the experiences of its members to be used with young people 13-19. <http://ypas.org.uk/support/gyro.htm>

Fit

Fit is an engaging and hip play all about sexual orientation in modern times, made into a DVD by Stonewall's Education for All campaign. This has been sent to every high school in England by the NASUWT. There are further resources available from Stonewall in relation to this campaign

www.stonewall.org.uk

Channel 4's Batty Man: PSHE Learning Notes

Comedian and actor Stephen K Amos uses his own experiences as a black gay man to explore why homophobia still exists in his own community. This observational documentary – the title of which is a derogatory term for homosexuals – follows Amos on a journey from his childhood homes in Brixton and Tooting, South London, all the way to Jamaica, where he tries to discover why prejudice, intimidation and violence against gay men remain so prevalent. The Channel Learning Website includes links, documentation and activities for the school curriculum.

<http://www.channel4learning.com/support/programmenotes/micro/battyman/>

Leave it out: Developing Anti-homophobic bullying practice in schools

A resource to developed in Northern Ireland by Save the Children, The Rainbow Project and Youthnet's 'Shout' project to help change attitudes and behaviours within the school community encourages both the staff and student body to take the message on board with suggested lesson plans and printable worksheets.

http://www.savethechildren.org.uk/en/docs/Leave_it_Out_whole.pdf

LGBT History Month Resources

LGBT History Month is a chance to explore LGBT identities past and present. There is a great website packed with quizzes, lesson plans and fact sheets all available at www.lgbthistorymonth.org.uk

Appendix 6: Further Reading

Safe To Learn – Homophobic Bullying

A guidance document written for the DCSF by Stonewall and EACH

<http://publications.teachernet.gov.uk/default.aspx?PageFunction=productdetails&PageMode=publications&ProductId=DCSF-00668-2007>

Stand Up For Us - Challenge Homophobia

A DFES & DOH Report which aims to help schools challenge and respond to homophobia in the context of developing an inclusive, safer and more successful school environment for all

<http://www.lgbtyouthnorthwest.org.uk/resources/schools-resources/>

Education for All - Tackling homophobia in schools

A Report by Stonewall about homophobic bullying and how it causes permanent damage to young people where it takes place, affecting all pupils and students - lesbian, gay, bisexual and straight

http://www.stonewall.org.uk/at_school/education_for_all/default.asp

Experience of lesbian, gay, bisexual and trans staff and students in higher education: research report 2009

The report shows that while higher education institutions can be positive spaces for many LGBT students, there is a real need for the sector to engage with this equality to support students and staff www.ecu.ac.uk/publications/lgbt-staff-and-students-in-he

Tackling Homophobic Bullying

A guide produced by the NASUWT tackling homophobic bullying - policy, advice & support Legislation and guidelines. This comes from a variety of legislation (or laws), government guidance or research. Ones which are used the most are summarized and are alphabetized.

<http://www.lgbtyouthnorthwest.org.uk/resources/schools-resources/>

SSH! Report (Our Violent Lives)

Research into the presence and prevalence of homophobic, biphobic and transphobic bullying, hate crime and domestic abuse in the lives of LGBT young people across the North West of England

<http://lgbtyouthnorthwest.org.uk/>

Something to tell you

A comparative study undertaken 20 years on in Manchester from the Beyond Barriers study (1985) to notate what young LGBT people's experiences of being LGBT were and to compare their experiences with straight young people <http://lgbtyouthnorthwest.org.uk/>

Prevalence of Homophobia Survey

Oldham NUT delivered a survey with NUT members in local schools to discover the extent of homophobia within the area and staff confidence in dealing with this. Further surveys have been undertaken in local authorities across the North West. Contact Oldham NUT for local details.

<http://www.schools-out.org.uk/research/docs/Oldham-Hom-Hi-Res.pdf>