

Homophobic, Biphobic and Transphobic Bullying Grant Programme

Positive Identities Project

Final Evaluation Report

Di McNeish, DMSS Research, June 2016



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Disclaimer

This research was commissioned by Barnardo's Positive Identities Project. The findings and recommendations are those of the authors and do not represent the views of the Government Equalities Office (GEO) or government policy. The GEO does not guarantee the accuracy, completeness or usefulness of the information in this report.

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Executive Summary

In April 2015 Barnardo's was awarded one year funding by the Government Equalities Office and Department for Education to help address homophobic, biphobic and transphobic (HBT) bullying in schools. The project has worked with two school clusters (one based around Outwood Grange Academy in Wakefield and the other around Temple Moor High School in Leeds).

Aims: The overall aim of the project was to build the capacity of schools to understand and deal with HBT bullying. Work to achieve this has involved:

1. Training: to school staff (teaching and non-teaching), school leaders and governors and student teachers across the participating 11 schools;
2. Support for school policy development: including reporting mechanisms and guidance on HBT bullying policy;
3. One-to-one and group support to young people to support and promote improved well-being in two lead schools.
4. Developing a module of training for student teachers: on LGBTQ issues and the impact of HBT bullying;
5. Developing a 'faith toolkit': working with local cultural and faith leaders, consulting them on the development and trialling of a toolkit, to address the impact of HBT bullying.

Evaluation: DMSS Research was commissioned to provide an independent evaluation of the project in order to provide evidence of progress towards the achievement of the project's aims and to capture the learning from the project. The evaluation included:

- Interviews with staff (n=18), group interviews with students (involving a total of 19 students) and student teachers (n=7),
- Review of project monitoring and feedback data.
- An initial and follow up survey in the two lead schools. 165 staff completed the initial survey; with 152 staff completing a follow up survey. Over half of staff respondents in both the initial and follow up surveys were teachers, around 10% were teaching assistants and around a quarter was other support staff. Just over 10% were school leaders. 310 students completed the initial survey, at follow up 200 students completed it. At initial survey, 60% of students were in year 8 and the other 40% were in years 9 and 10. For the follow up survey we attempted to obtain responses mainly from the same cohorts of students so they had all moved up a year group: 56% were in year 9 and the remainder in year 11. Given the different sizes of the school rolls, these represent around 12% of the student population in each school.

Planned activities: Activities were delivered as follows:

- **Training:** Overall, the project exceeded its delivery targets for training and provided Barnardo's Safezone Identity training to 408 participants. A course on transgender issues was developed and delivered to 50 participants. 42 staff have received training using the Reach resource developed by EACH. Training has also been

provided for 48 school leaders and 48 governors. The feedback from participants has been consistently positive.

- **Policy:** The project worked with both lead schools to incorporate HBT bullying in their anti-bullying policies. They have worked with individual primary schools which identified policies as an area for development and have provided guidance to all schools in the clusters, including on transgender issues.
- **One to one and group support to students:** The one to one support was initially slow to develop but picked up as the project got established. Over the course of the year, 71 young people received one to one support. This was valued by both staff and students. Groups for young people were established in both lead schools involving a total of 38 young people. These have provided both peer support and a vehicle for awareness raising in schools via young peoples' involvement in developing materials and participating in assembly presentations.
- **Primary school work:** The project's work in primary schools has included:
 - Transition Workshops to increase student's pride in themselves and an understanding of the need to respect and celebrate the diversity of others.
 - Year 5 and Year 6 Workshops following the three themes of diversity, respect and bullying.
 - Delivery of Primary School Assemblies to accompany the workshops for children within school. The assembly plans have included themes of celebrating diversity, showing each other respect, including not bullying others because they might be different. Assemblies have been planned and many delivered with School Council students.
 - Summer Activities attended by 62 young people across both clusters.
 - Development of a professional network in each cluster to embed the development of practice and to continue to share the learning after the end of the project. Leads were identified to continue the networks in both clusters.
- **Training for student teachers:** The project designed and delivered three linked workshops held at Outwood Institute of Education covering LGBTQ awareness, HBT bullying, and addressing LGBTQ and HBT bullying in the classroom. These workshops were attended by between 64 and 70 student teachers. A further Safezone workshop was delivered to 32 student teachers at the University of Huddersfield.
- **Faith toolkit:** One of the most innovative aspects of the project has been their work with local cultural and faith leaders to discuss perceptions of HBT bullying, and ways of tackling and preventing HBT bullying in schools and extending this to the wider communities. The project has consulted faith leaders on the development and trialling of a toolkit to address the impact of HBT bullying. The toolkit was piloted and launched at a well-attended event in February 2016.

Feedback obtained from interviews and focus groups suggests that the project has been highly valued by the schools it has worked with, with respondents particularly mentioning the following features:

- Flexibility and responsiveness to the context and needs of individual schools;
- Quality of input, both in terms of materials and project staff's knowledge and skills;

- The ability to engage with young people and develop a rapport in a variety of settings including large groups, very young children, and troubled young people in need of individual support;
- Bringing an independent perspective from outside the school.

Outcomes of the project: Interviewees highlighted a number of benefits of the project's work including:

- Increased staff awareness of LGBTQ issues. People particularly valued accessing information about transgender issues;
- Increased confidence in responding to the questions and concerns of students and in tackling HBT bullying;
- Greater awareness of students of the importance of respect and valuing diversity;
- Increased support for students affected by LGBTQ issues.

Findings from the initial and follow up survey with staff and students provide some positive evidence of progress towards outcomes in the two lead schools.

The initial survey in June 2015 found:

- Some striking differences in perceptions between staff and students about the prevalence of bullying including HBT bullying, with students much more commonly thinking bullying occurred 'most days';
- Some revealing findings about the kinds of young people that both staff and students thought were most likely to be victims of HBT bullying;
- The widespread use of homophobic language among young people, particularly the pejorative use of the word 'gay';
- Some inconsistencies in the way HBT bullying is responded to;
- A lack of knowledge and awareness about LGBTQ issues among many students;
- A lack of prior training for staff.

Key findings from the follow up survey in March 2016 were as follows:

- Students still thought bullying happened more frequently than staff, but the proportion who thought it happened 'most days' halved from 34% to 17%. The records of bullying/anti-social behaviour incidents appear to reflect these changes, particularly in Temple Moor.
- Between initial survey and follow up there was a reduction in the percentage of students who thought young people would be bullied for loving someone of the same sex. The percentage of students who thought a boy would be bullied fell from 38% to 25% (though a large number – 45% - remained unsure). The percentage of students who thought a girl who loved another girl would be bullied also fell from 28% at initial survey to 19.7% at follow up.
- Both staff and students thought that those 'suspected of being gay, lesbian or bisexual' were most likely to be bullied (70% of students and 74% of staff identified this group at initial survey and 75% of students and 77% of staff at follow up).
- Being openly gay was, to some extent, perceived as less of a risk, but twice as many students as staff thought that openly gay students were likely to be bullied.

- Gender appears to be a significant factor. At both initial survey and follow up, students thought that boys would be more likely to be bullied for loving someone of the same sex than girls (e.g. at initial survey 38% said 'yes' to boys being bullied compared to 28% for girls). Girls appear to be viewed as less likely to experience HBT bullying in general, whilst one of the groups identified by both students and staff as most likely to be subjected to HBT bullying was boys for 'behaving/acting 'like girls'. 66% of staff and 64% of students identified this group at initial survey and there was no change at follow up. This suggests that there is still a lot for schools to do in addressing issues of gender and, in particular, the 'peer policing' of boys in terms of what are acceptable 'masculine' norms.
- Between the two surveys, there were increases in staff and students' confidence in the way their schools tackled HBT bullying. For example more students at follow up agreed with the statement that 'teachers challenge HBT bullying between students'.
- The use of homophobic language was reported to be common at initial survey and there was little change at follow up.
- There were positive increases in the proportion of staff and students agreeing that there was information available on LGBT issues. For students there was a 30% increase.
- Similarly, at initial survey a third of students said they had learned about LGBT issues in lessons; this had risen to over a half at follow up. 40% of staff thought the curriculum covered LGBT issues at initial survey, rising to 68% at follow up.
- At initial survey many staff appeared to feel quite confident in dealing with LGBT issues and tackling HBT bullying. However, at follow up, this confidence had increased. At initial survey, 71% of staff agreed that they felt confident in tackling HBT bullying; at follow up this had risen to 86.7%. At initial survey, 64% of staff thought they had a good understanding of issues for young people who are LGBT; at follow up this was 83.4%. At initial survey, 60% felt confident in discussing these issues with students; at follow up this was 78%.
- At initial survey 58% of staff felt that they were well informed about where LGBT students can get support. At follow up this had risen to 88%.
- There was also an encouraging increase in the number of students agreeing that staff are good at supporting students who are LGBTQ. At initial survey, 79% of staff agreed with this statement compared to 50.6% of students. At follow up, there was still a difference of perception between staff and students but the percentages agreeing had risen to 90.6% of staff and 69.4% of students.
- In terms of their own awareness, 69% of students said they 'know what HBT bullying is' at initial survey; 84.5% at follow up.
- 70% of students in the follow up survey said they were aware of the Positive Identities project; over 95% remembered learning about LGBTQ issues in an assembly.
- Staff awareness of the project was high: over 90% said they were aware of it with only 6% saying they were not. Of the 98 staff who said they had worked with the project 92 rated their experience as 'excellent', or 'good', with just 6 rating it as 'fair'.

In conclusion: Over the course of the year the project has met or exceeded the majority of its delivery targets. It has had particular success in:

- Delivering its planned training;
- Engaging with faith and cultural leaders to consult on the production of the toolkit;
- Developing and delivering modules for student teachers;
- Supporting young people in the two lead schools;
- Delivering awareness raising activities for staff and students across the 11 schools in the two clusters;
- Engaging primary schools to work with younger children on issues of diversity to support them in their transition to secondary.

Feedback obtained from interviews and focus groups suggests that the project has been highly valued by the schools it has worked with particularly for its flexibility, responsiveness and the quality of engagement. Interviewees highlighted a number of benefits of the project's work including, particularly increased student awareness and staff confidence.

Findings from the initial and follow up survey with staff and students provide some positive evidence of progress towards outcomes in the two lead schools. In particular, promising evidence of:

- A reduction in student's perception of the frequency of bullying in general.
- A reduction in the percentage of students who thought young people would be bullied for loving someone of the same sex.
- Increases in staff and students' confidence in the way their schools tackled HBT bullying.
- Increases in the proportion of staff and students agreeing that there was information available on LGBT issues and that these issues were covered in lessons.
- Increases in staff confidence in dealing with LGBT issues and tackling HBT bullying and in the proportion of staff who felt well informed about where LGBT students can get support.
- An increase in the number of students agreeing that staff are good at supporting students who are LGBTQ.
- An increase in the percentage of students who said they 'know what HBT bullying is'.

The Positive Identities Project has been creative and flexible in the activities and opportunities offered to both school clusters and extending the offer to other schools and organisations in the Wakefield and Leeds areas. The faith and community work has led to the development of an innovative resource that can be used more widely with young people in schools and other organisations.

1. Introduction

In April 2015 Barnardo's was awarded one year funding by the Government Equalities Office and Department for Education to help address homophobic, biphobic and transphobic (HBT) bullying in schools. The project has worked primarily with two school clusters (one based around Outwood Grange Academy in Wakefield and the other around Temple Moor High School in Leeds) to build their capacity to understand and deal with HBT bullying. Whole-school approaches have been used, working across all elements of the school community, underpinned by Barnardo's expertise in engaging with vulnerable children and young people.

1.1. Project aims

The project was established with five key aims:

- To produce a tested, evaluated and replicable model for increasing school confidence and ability in preventing/tackling HBT bullying and addressing the impact of culture and religion.
- To increase visibility of LGBTQ lives in the school environment and community, including increased respect, understanding, use of positive language and role models, in order to support children and young people to feel safe and to increase wider understanding of diversity.
- To foster an environment where LGBTQ young people feel safe and supported within school, whatever their culture, race, or religion, and to know how to access support within their communities.
- To develop an effective, nationally replicable model of pastoral support, which has been externally evaluated and produced as a 'What Works' publication available following dissemination events.
- To improve and enhance future teacher training on LGBTQ issues and HBT bullying, by developing and trialling a module with Outwood Institute of Education, to be made available to other teaching institutes across England.

The project has worked to achieve these aims through a set of core activities:

1. **Training:** including delivery of Barnardo's Safezone Identity training to school staff (teaching and non-teaching) and student teachers across the participating 11 schools; training for school leaders and governors on the impact of HBT bullying and their roles/responsibilities to address issues; training for school staff/ teachers to build their knowledge on HBT issues and how to address them effectively in the classroom.
2. **Support for school policy development:** including developing reporting mechanisms for participating schools, supported by clear guidance within school bullying policies or an individual HBT bullying policy and sanctions for perpetrators.
3. **Provision of one-to-one and group support to young people** to provide more effective pastoral support and promote improved well-being in two lead schools. This includes both support to those who are victims of HBT bullying and support to young people who bully in this way to understand and address their behaviour.
4. **Developing a module of training for student teachers:** Working with the Outwood Institute of Education to develop and pilot a module on LGBTQ issues and the impact

- of HBT bullying to student teachers to develop the skills of future teachers.
5. **Developing a 'faith toolkit'**: working with local cultural and faith leaders, consulting them on the development and trialling of a toolkit, to address the impact of HBT bullying.

2. Evaluation methodology

DMSS Research was commissioned to provide an independent evaluation of the project. This had two main objectives:

- To provide evidence of progress towards the achievement of the project's aims;
- To capture the learning from the project to inform the development of the model and enable the sharing of good practice.

An evaluation plan was developed following a meeting held in April 2015 with project managers, staff and school leads. This summarised the underpinning 'theory of change' of the project (see appendix 1) and the outcomes to be achieved by April 2016 as follows:

- School staff are more knowledgeable and confident and are being proactive in raising HBT issues e.g. in PHSE;
- HBT issues are more visible and bullying gets identified;
- School policies and processes have been reviewed to ensure they properly address HBT issues;
- Parents will be aware of the project and be supportive;
- Students will have greater awareness of where to access support for HBT issues;
- LGBTQ students will feel safer and more supported;
- HBT bullying is challenged by other students as well as staff;
- The project will have opened up dialogue with faith groups who will have increased awareness of LGBTQ issues and be supportive of tackling HBT bullying; they will have greater knowledge of where to signpost young people for support
- The project will have developed a transferable model for preventing/tackling HBT bullying in schools which can be used more widely;
- The involved schools will be recognised as exemplars of good practice;
- The project will have developed a teacher training module which can be used more widely.

2.1. Data collected

There have been three main strands to the evaluation methodology:

2.1.1 Surveys of staff and students in the two lead schools

Surveys were administered online in Outwood Grange and Temple Moor in June 2015 and March 2016 (near the start and towards the end of the project funding period). The initial surveys in June were designed to collect information on staff and students' views on the extent of bullying in school, the kinds of issues that are linked to bullying and which groups are most vulnerable, the extent of HBT bullying in particular and how this is tackled by the schools. They were also designed to gauge some aspects of school culture, such as the extent of homophobic language and how this is addressed, as well as staff's understanding

and confidence in responding to HBT bullying and supporting LGBTQ students. Several questions were asked of both staff and students so that their views could be compared. The March 2016 follow up surveys asked many of the same questions but also asked about staff and students' awareness of and contact with the Positive Identities project.

The surveys were administered via SurveyMonkey and their completion facilitated by lead staff in each school. These school leads took responsibility for obtaining consent from those completing the surveys.

We did not provide a sampling frame: the sample was generated by the school leads themselves on the basis of what was practical and achievable in the school context. These samples cannot therefore be guaranteed to be representative of the views of all students or all staff. We aimed to achieve sample sizes of 80 staff (40 per school) and 160 students (80 per school). For both surveys this target was exceeded: a total of 165 staff completed the initial survey (110 from Outwood Grange and 55 from Temple Moor). At follow up 152 staff completed the survey (95 from Outwood Grange and 57 from Temple Moor); 310 students completed the initial survey, (209 from Outwood Grange and 98 from Temple Moor); at follow up 200 students completed it (130 from Outwood Grange and 69 from Temple Moor). Given the different sizes of the school rolls, these represent around 12% of the student population in each school.

Over half of staff respondents in both the initial and follow up surveys were teachers, around 10% were teaching assistants and around a quarter was other support staff. Just over 10% were school leaders.

It was initially agreed that year 8 students should be the primary target for the initial student survey, taking into account the required level of maturity and understanding required for completion, with some year 9 and 10 students also included. At initial survey, 60% of students were in year 8 and the other 40% were in years 9 and 10. For the follow up survey we attempted to obtain responses mainly from the same cohorts of students so they had all moved up a year group: 56% were in year 9 and the remainder in year 11.

2.1.2. Interviews with school leaders, staff, students and others

An initial set of interviews was carried out in the two lead secondary schools in September 2015. These involved individual face to face interviews with school leaders and staff (4 per school) and two group interviews with students. Both student groups were from Outwood Grange and involved a group of six 6th formers (6 young people) and a group of young people who had attended the Positive Identities support group run by the project (involving 6 young people). The purpose of the September interviews was both to complement the initial survey data and to gather the views of staff and students on the progress of the project in its early stages. Staff were asked questions about how and why their school got involved in the project and what they thought the issues were in their school which they hoped could be addressed through the project. They were also asked what the project had done so far, how it was being received and what their priorities were for the coming months. Students were asked both some general questions about how HBT issues were currently addressed in their school and questions about their involvement with the project so far and what they thought about it.

A group of seven young people from the LGBTQ 'Social Squad' young peoples' group were interviewed at Temple Moor later in the project's development in January 2016.

Further staff interviews were carried out in February and March 2016 to include a wider range of stakeholders from the school clusters. This included telephone interviews with ten informants from six primary schools, a Children's Centre, and a representative from Catholic Care as well as two further informants from the lead secondary schools. The purpose of these interviews was to obtain views on the quality and impact of the project's work across the school clusters.

In addition, a focus group was conducted with seven student teachers at Outwood Institute of Education who had attended training modules provided by the project.

All informants were provided with information about the evaluation and their consent was sought by the project in advance of being contacted by the evaluator. Further verbal information was provided and consent obtained prior to each interview. The groups of young people were provided with information about the evaluation by project staff in advance of the group interviews. Further verbal consent was obtained at the start of the group interview. Project staff were present throughout.

2.1.3. Analysis of monitoring and feedback information

Project staff routinely recorded the work undertaken (training sessions; group work; meetings held etc.), collected staff and student feedback from training and support sessions and recorded their own reflections on progress and learning. The project also administered benchmarking questionnaires with leaders from schools involved in the two clusters to gather information on how HBT issues are currently addressed through the school environment, curriculum, staff knowledge, leadership and policies. This data has been made available to DMSS for independent review and analysis and relevant findings are included in this report. The evaluator has also met with the project team on two occasions to gather their perceptions of project progress and learning.

2.2. Limitations of the evidence

The short (one year) timescale of the project and the modest evaluation budget limits the extent to which the impact of the project can be reported. The evaluation has made use of initial and follow up questionnaires to gather evidence of changes in, for example, awareness and confidence of staff in the two lead schools, but these were administered only eight months apart and it would require further follow up data collection to assess whether the benefits of the project were being sustained. Other evidence comes from qualitative interviews but within the resources available the evaluation has needed to focus on a fairly small sample of key informants from the range of schools, selected because of their knowledge and involvement with the project. It has not been possible to explore the views and experiences of the full spectrum of staff, students and other agencies the project has worked with.

Despite these limitations, the evaluation is able to provide good indications that the project has not only done what it set out to do but also made progress towards its outcomes in a number of key areas.

2.3. About this report

This report summarises the findings from the above data in the following sections. Section 3 reports on the project's delivery of its core activities and the views of key informants on these. Section 4 reports on the findings from the initial and follow up surveys and interviews in the two lead schools. It also reports relevant information from school records of bullying and anti-social behaviour incidents. Section 5 concludes with an overview of the project's achievements and assesses the extent to which it has progressed towards its intended outcomes.

FINDINGS

3. Delivery of project activities

The project has produced detailed progress reports against its planned deliverables. Rather than duplicating that information, this section provides a brief review of the project's achievement of the core activities outlined in section 1.

3.1. Benchmarking current practice

An initial key task was to conduct a benchmarking exercise with all 11 schools in the Leeds and Wakefield clusters, including the feeder primary schools and Leeds City College. This provided some baseline information on policy and practice, curriculum delivery and reporting mechanisms in place in each school and highlighted the following patterns at the start of the project.

- LGBT information was not readily available across the majority of schools;
- Staff had not accessed LGBT awareness/specific training in the majority of schools, although some had accessed Stonewall training and materials;
- Many schools did not identify HBT bullying in anti-bullying policies with a generic reference to bullying in some policies;
- Schools noted that they had systems for reporting and recording bullying but HBT incidents were not necessarily identified as such. Staff commonly noted that they regularly had to deal with inappropriate uses of words such as 'gay';
- Parents were reported to be supportive where there were bullying incidents although a number of schools noted that parents can have preconceived ideas regarding HBT bullying;
- The majority of staff did not have experience of supporting LGBT students or feel that they had the knowledge to do so.

These findings helped to inform the support to schools provided by the project and reaffirmed the relevance of its planned activities.

3.2. Delivery of training

The benchmarking exercise highlighted the importance of this and the initial survey in the two lead schools found that over half of staff had not received any training on LGBT issues (over three quarters of Temple Moor staff). Early staff interviews also reinforced the need for more training.

Overall, the project has exceeded its delivery targets for training. In summary the training provided has been as follows:

3.2.1. Safezone Identity Training:

The aims of Barnardo's Safezone Identity training are to:

- increase understanding of sexual orientation and gender identity;
- increase participants' awareness and sensitivity around LGBTQ students, staff, families and visitors;

- raise awareness of the impact of homophobia, biphobia and transphobia on students and staff.

The project set itself a target to deliver four sessions of Barnardo's Safezone Identity training to school staff and four sessions for student teachers across the participating 11 schools. By March 2016, a total of 408 participants had been provided with this training through 21 sessions across the two school clusters. In addition, a further course on transgender issues was developed and delivered to 50 participants over three sessions.

The feedback from participants has been consistently positive. Examples from post course feedback forms include comments such as:

- *Very useful. Raised important and relevant issues around LGBT and how to deal with bullying and the issues around it.*
- *Increased my awareness of LGBTQ issues that might be faced by students.*
- *Very – “safe” forum for discussion. Highly relevant and simple to take forward to make changes and improve*
- *I learnt a lot about different terminology which I was unaware of before. It made me think more about LGBTQ issues and how I would personally respond.*
- *Makes you understand more on how the individual feels who is either coming out or confused.*

The training finishes with staff writing a pledge – something they commit to doing after attending the course. Examples include:

- *I pledge to always make time to be someone's safe person.*
- *I pledge to challenge HBT language at college.*
- *I pledge to challenge the word “gay” when used in a derogatory way.*
- *I pledge to be a voice of reason in the fight against LGBTQ discrimination.*

3.2.2. Training for leaders and governors

A second training target was to use Barnardo's Identity DVD to train 30 school leaders/governors on the impact of HBT bullying and their roles/responsibilities to address issues. By March 2016, 48 leaders and 48 governors had received training across both clusters.

Feedback from school interviewees who have attended this training was very positive:

Outstanding training. Some of the best training I've ever done. So powerful. For example the use of cards with different things on them such as 'when did you decide to be heterosexual?'

Interviewees felt that the involvement of governors was particularly useful:

Governor training was fascinating. Some were quite aware already and asking all the right questions. Others are very 'old school' but they took it all in. It was good.

3.2.3. Reach training

Barnardo's has worked in partnership with EACH, which delivers the Reach Teaching Resource, a nationally accredited toolkit for teachers and others working with young people

to challenge homophobic, sexist and cyber bullying, created by young people for young people and their teachers. The target was to train 40 school staff using this resource, to build their knowledge on HBT issues and how to address them effectively in the classroom. By March 2016 a total of 42 staff had completed Reach training.

Feedback from the training received from 39 participants was very positive with almost three-quarters (28 participants) rating it as extremely useful. Comments included:

I will take a lot of what I have learnt back to my year group and extended school – I hope to start a support group in the near future.

The information on Transgender – this is something I was not confident about. I feel I am going away with much more knowledge.

Great ideas for activities and learning opportunities to raise awareness and understanding of LGBTQ with our young people and staff. Strategies for staff to challenge homophobic/transphobic language and bullying. Removing the worries of speaking about LGBTQ in terms of being secure with terminology and not offending or using the wrong language.

3.3. Support for school policy development

The project carried out a review of policies and procedures in the two lead schools and provided feedback to the senior leadership teams. A number of suggestions were made including: the incorporation of the use of HBT language in school policies with practice guidance for staff on how to tackle it; tightening up the reporting of incidents to ensure that verbal HBT bullying is properly addressed, to monitor where and when incidents occur and build in a review of incidents to identify any patterns. As a result both lead schools have HBT bullying included in their anti-bullying policies which have now been agreed by Temple Moor High School and Outwood Grange Academy Trust (agreement by the latter means that the policy has been incorporated across all schools in the Trust).

The project has also worked with one of the primary schools which identified HBT policies as an area for development. To support schools more widely, guidance for primary and secondary schools has been developed and shared for developing inclusive policies as well as additional guidance on creating an inclusive environment for transgender students.

3.4. One-to-one and group sessions for students

A core component of the project's delivery plan was to offer direct support to students affected by HBT bullying in the two lead schools both on a one to one referral basis and via weekly drop-ins. The purpose was to provide more effective pastoral support and promote improved well-being. Support has aimed to build confidence and self-esteem, increase access to support in relation to bullying and offer peer mentoring through group support.

3.4.1. One to one support

The one to one support was initially the slowest aspect of the project to develop. Despite regular drop in sessions being provided in the two schools, the take up of one to one support by young people was quite low during the first few months. Over the year 71 young people were supported in this way (the target number was 100). Contributory factors to this

lower take up included the time it takes to build up the necessary visibility, awareness and level of trust for staff and students to refer and practical issues such as the lack of suitable private space in the schools. The timing of the project was also likely to be a factor: an April start to the funding meant that the project only had one term in schools before the summer holiday.

However, take up of support did increase as the project got established, particularly in Outwood Grange where 137 one to one sessions were delivered by March 2016 (17 in quarter 1, 21 in quarter 2, 40 in quarter 3 and 59 in quarter 4). 57 drop in sessions were provided in Outwood Grange and accessed by 23 young people and 4 staff. In Temple Moor, the project provided 29 one to one sessions with 11 young people accessing this support. Drop in sessions were offered twice a week (55 sessions in total), but take up of this offer remained low with just 9 young people using drop in along with some staff who accessed the service for advice on supporting LGBTQ young people.

In interviews, the availability of one to one support was identified as valuable by both staff and students. Young people gave some examples of how it had helped them:

One to one sessions have helped me a real lot in terms of gender identity and feelings of transition. Safe environment. Exploring stuff. It's been really good. I'd been struggling. Helped me to understand things.

In my old school I had to be very discreet cos if I mentioned anything about it people would get angry. So I only talk about things with people I can trust.

Staff who had referred young people commented on the value of having access to someone who is independent and not part of the school. They were also impressed by the style and accessibility of the support:

I thought they were brilliant. The young person I referred was so reluctant to use the service. I persuaded him by saying that if he didn't like it he didn't need to go again. But he opened up to them in just 40 minutes and was happy to see them again.

I get students who come to me who don't really know who or what they are. I get maybe one or two per term. They tend to come with something else and then spill the beans. Usually it's when they're questioning their sexuality. It's often the only time they've told someone. It's so helpful to have someone to refer to on site.

The students really enjoy going to see the workers – they turn up for appointments and I've seen real growth in confidence... Young people who've been depressed have been more positive. Normally the learning managers would be the first port of call but it's been helpful having workers who are independent and outside the school system. Having them accessible and visible has been very positive.

3.4.2. Group work

At Outwood Grange, a Positive Identities Group was set up and quickly gained regular attendance. The project has delivered 29 sessions of this group involving 27 young people attending at various times throughout the year. This included young people that identify as LGBT or are questioning their gender identity or sexuality and those friends who wanted to

attend in a supporting role. Young people who were part of that group were clear about its value:

I started coming to meet friends like me and find out information. Everyone who comes are questioning or wanting to know more about gender. Coming makes me feel more comfortable about myself.

I came to group mainly because of my friend. Been getting a lot of bullying cos I've been open about my sexuality. I've always been open about it and not everyone likes that. Feeling very alone but now I realise I'm not.

It's good to come here cos round school I'm not open and I don't know if people are going to accept me but I know here they will.

In Temple Moor, the LGBTQ Social Squad young people's group was established with the project delivering 26 sessions and 11 young people attending. This group was keen to be an action group in addition to providing peer support, so has undertaken a number of projects including reviewing the school's anti-bullying policy, designing displays for school noticeboards and co-delivery of assemblies. These young people were also very clear about the benefits of the group to them personally but also to the whole school:

We're here because it's ours. It gives us chance to explore what it all means.

We want to educate young people about stuff. For example, when you're talking about transgender nobody knows what it means. The group has helped with a lot of things that didn't exist before and we've had a part in it.

3.5. Awareness raising activities

Alongside the individual and group sessions, awareness raising activities in the two lead schools have included organising assemblies, including input from young people themselves, and contributing to lessons. Staff interviewees commented on the value of the assemblies provided by the project. This general awareness raising was felt to be useful in keeping the issue on the agenda and making it OK to talk about:

Good for questioning young people – can be quite frightening for students. Making people more open – which will also prevent bullying. It's hard to know what students think when they hear this information but because it's in assemblies they do listen.

Staff also appreciated project input to lessons:

Barnardo's input to the two 16 plus year groups on discrimination – social and legal factors. Lots of discussions about it which we were able to follow up in guidance the following week. We had lots of students keen to sign up to be a supporter.

The presence of the project was also noted to have influenced other communication vehicles in the schools e.g. in one school staff mentioned making changes to the website to give people opportunity to post things in confidence.

3.6. Work with primary schools

The project has delivered workshops and assemblies across the 11 schools in the Wakefield

and Leeds clusters. This has included work in primary schools presenting an opportunity to offer early awareness raising for students, particularly those making the transition to secondary schools.

Examples of the project's activities in this area include:

- **Transition Workshops for Primary Schools:** these have aimed to increase student's pride in themselves and an understanding of the need to respect and celebrate the diversity of others.
- **Year 5 and Year 6 Workshops:** following the three main themes of diversity, respect and bullying.
- **Delivery of Primary School Assemblies:** to accompany the workshops for children within school. The assembly plans have included themes of celebrating diversity, showing each other respect, including not bullying others because they might be different. Assemblies have been planned and many delivered with School Council students.
- **Summer Activities** attended by 62 young people across both clusters.
- **Development of a professional network** in each cluster to embed the development of practice and be a medium to share the learning after the end of the project. Leads were identified to continue the networks in both clusters.

Interviewees from primary schools were clear that they viewed this work as very relevant for primary aged children.

It's especially important for the transition to high school. Children need to be informed. They hear some words and know they're wrong but don't know why. It's good to introduce language appropriately and at the right age.

We regularly spot children who are likely to have issues. They can already be a target of bullying. We tend to know a lot about our children in primary but these issues can get lost. Feel that if we raise things in primary children will find it easier to talk to us.

A couple of interviewees mentioned that issues of diversity were higher on the agenda because of the Ofsted framework and that this made the work of the project timely:

If Ofsted want schools to do this they should provide some support. It's great that we've got this resource pack from Barnardo's.

It's part of the early year's curriculum to talk about similarities and difference. Project staff brought resources and books and we planned together for them to come and do an assembly. Quality of work good – their approach to the children was lovely. Very age appropriate. Would love to work with them again.

Primary school informants were appreciative of the approach taken by the project. There were several key elements that were valued by interviewees:

- The project's understanding and responsiveness to the needs of the school;
- The organisation and reliability of project staff;

- Their rapport with children;
- Willingness to be flexible and adapt to the needs of each school;
- Offering a perspective from outside the school.

They came and did the King and King at assembly to talk about diverse families. Their workshops have been all about respect and diversity. It's given us an important reference point if there's any name calling incidents we can say 'do you remember that special assembly?'

They were very professional and efficient which is important to us. And very good with the children who loved it – having someone come in, a bit different, another structure, giving them a say. They loved the acting.

The children really enjoyed it. They can get quite bored and challenging but they didn't at all. It really challenged the conceptions of some of them and helped identify some children we needed to do some individual work with.

Sometimes helpful to have an outsider coming in. They're a bit cooler than we are. Good to be able to listen to what children think. They're much more open.

The project has also forged links with staff working with young children under 5. For example, they provided training for those connected to a Children's Centre which is part of the Leeds cluster. As one interviewee explained:

They came to do an evening session for private providers and childminders. They adapted materials for the early years – looked at gender stereotypes starting very young. Talked about giving children the chance to explore different ways of being. Highlighted books and resources people can use. I like to feel we don't use overly gendered resources but it's important to share ideas with parents and challenge some of the ideas about what boys and girls should be playing with...The quality of input was excellent.

Interviewees highlighted a number of benefits for their schools encompassing both children and staff:

Staff have been more aware. Children are more able to say things – not bottle things up. They've been able to talk about gay family members.

Staff training useful for keeping things on the agenda. Homophobia isn't something that most of us live with – it's useful to get insights.

We've seen a reduction in use of inappropriate language about both disability and sexuality. Greater awareness. Have given some of the children who participated more responsibility to encourage other children.

It's acted as a reminder to staff – refocuses thought processes and offered different ways of picking up on things.

3.7. Work with other schools and colleges

As the project became better known, it began to expand its work into schools outside the two school clusters. For example, the project has done work with both Leeds City College, Notre Dame College in Leeds and St Wilfrid's Catholic High School, Pontefract.

One interviewee described how the work evolved in her college:

After doing Safezone training I contacted the project for some more information and to make a couple of referrals of young people who were identifying as transgender. I then spoke to the Vice Principal responsible for training and suggested some training for staff. They came in and did a couple of informal lunchtime sessions – sort of a bite size version of Safezone which also gave staff the chance to ask questions. Some staff don't know a lot about these issues and are afraid of using the wrong language – it's good that they can ask what they want in a safe setting. The feedback was really good so we're hoping to buy in more training.

3.8. Delivering a module of training for student teachers

Another planned deliverable for the project was to work with the Outwood Institute of Education to deliver a module of training on LGBTQ issues and the impact of HBT bullying to student teachers. The project designed and delivered three linked workshops covering LGBTQ awareness, HBT bullying and LGBTQ and HBT bullying in the classroom. These workshops were attended by between 64 and 70 student teachers during October and November 2015. In addition, the project delivered Safezone Identity training to 32 student teachers from the University of Huddersfield.

Six student teachers who had attended the three linked workshops highlighted a number of benefits of this training. They particularly valued having the opportunity to think through LGBTQ issues and develop greater awareness and empathy:

Gives you more understanding of how they feel. Made us stop and think about it and realise it's something we should deal with.

Student teachers also appreciated being given some tools and resources to support them in tackling issues such as homophobic language:

I'd never really thought about how to deal with students who say things like 'that's so gay'. It was useful to learn approaches to dealing with it.

They also commented on the usefulness of the books and resources the trainers provided for the sessions and the examples they could use to integrate discussion of LGBTQ issues into the curriculum.

The student teachers involved in the focus group were due to qualify in a few weeks and had spent several months on teaching practice. They had some interesting reflections on how HBT bullying is generally tackled in schools and some of the challenges they saw.

Overall, they felt that schools often did not tackle these issues consistently, and that a lot depended on both the culture of the school and the area it was located. The attitudes that young people bring into school from home could be hard to address:

I hear young people spouting the things their mum and dad probably say. It may be homophobic or racist... but it's even more important for teachers to challenge that thinking when there's that problem. If a young person is questioning [their sexuality] it's even more vital that they get some understanding in school.

3.9. Faith and community work

One of the most innovative aspects of the Positive Identities project has been their work with local cultural and faith leaders to discuss perceptions of HBT bullying, and ways of tackling and preventing HBT bullying in schools.

The project consulted faith leaders on the development and trialling of a toolkit to address the impact of HBT bullying. This included discussion of how local faith leaders can support such measures and to work through any issues that may get in the way of engagement or support of the work.

The project staff team were of the view that we all have a role to ensure young people should not have to choose between their faith, culture and religion and their identity, which was a starting point for the development of the resource. Schools in particular have a duty to address bullying of any kind.

The need to tackle HBT bullying both within school and in the wider community is underpinned by British law and values.

Project Case Example: The Faith Toolkit

The overall purpose of this toolkit is to assist schools in addressing HBT bullying with reference to faith and culture and in supporting young people so they do not feel they have to choose between their faith and sexuality/gender identity.

The project started by reviewing what information was already available on these issues, before approaching a range of cultural and faith organisations to consult them on a toolkit should cover.

In total, the project contacted 16 LGBT and non-LGBT organisations to consult on the development of the toolkit and the following organisations provided input:

Hallows Church, Leeds
British Muslim Youth
Educational Action Challenging Homophobia (EACH)
Equity Partnership
Hindu Cultural Society
Leicester Cathedral

Galha LGBT Humanists (part of the British Humanist Association)

Quest

Quilliam

Sarbat

Rainbow Jews

Safra Project/UK Black Pride

Sinai Synagogue, Leeds

Following these consultations, a toolkit was produced to encompass the following sections: An **information section** with an overview of different faiths' stance on respect, difference and tolerance, a Golden Rule (i.e. treat others as you would like to be treated) that runs through each religion, a guide on how to deal with HBT bullying for teachers/professionals/community workers, an assembly plan local and national support group information and a number of guides including:

Challenging HBT where it is justified by religious/cultural beliefs;
Supporting LGBTQ young people where they feel conflicted with their identity/religion;
Supporting LGBTQ Black and Minority Ethnic young people

The toolkit includes personal case studies from individuals who identify as LGBT and their experience of faith/identity.

Classroom resources which include lesson plans on values, communities and homophobia, biphobia and transphobia and Faith. The session plans have been trialled in schools and feedback has been positive.

The lesson plans that form part of the toolkit, focused on three themes:

Theme 1: Values Lesson Plan: The aims of the session are for young people to explore where some views, beliefs and values around LGBTQ issues are formed, develop an understanding of how attitudes in society can change over time, particularly in relation to LGBTQ issues, consider how religious views around LGBTQ issues are portrayed and to have had the chance to explore alternative views from religions and visibility of LGBTQ role models who are also part of faith communities are increased.

Theme 2: Community Lesson Plan: The aims of the session are for young people to develop understanding of the diversity within communities, explore what makes a positive community for everyone living within it, understand what a Hate Crime is and the impact this can have on members of a community and to have considered how faith groups can be part of an inclusive society and help to make everyone within a community feel welcome and safe.

Theme 3: Homophobia, Biphobia and Transphobia and Faith Lesson Plan:

The aims of the session are for young people to develop an understanding of what homophobia, biphobia and transphobia is, consider the diversity in beliefs which exists in society and consider how different views can conflict and how this can be resolved.



The toolkit was piloted through sessions in one of the lead schools and another college.

An interviewee involved in piloting the toolkit with students was extremely positive about it:

“The project came and worked with two groups of students for two full days. It’s very difficult to spend an entire day with a group and keep their attention, but they all absolutely loved it. They even wanted to continue doing it and design a poster. The project really seemed to know what would grab them.

What was nice about it was that there were a lot in the pack so lots of activities to pick from e.g. looking at community including feeling safe in communities – leading to all sorts of discussion about why some people might not feel safe. Nothing in it is patronising or talking down to young people. The materials would lend themselves to being used in lots of ways – in assemblies, PHSE, citizenship.”

Young people involved in the pilot sessions were also very positive as the feedback below shows:

The community was a great task – I didn't know how this would work at first and thought they might struggle with it but I was wrong. They got a lot out of it and some of the students showed how much they'd learnt about tolerance and education.

It was good to find out that no matter what religion you are you're accepted in some ways no matter what – I didn't know about different religions.

It was good to find how being LGBTQ has become more and more noticed and accepted over periods of time – I didn't know how seriously LGBTQ was dealt with in previous times.

The story about the hate crime let me know what was going on around the world and what could happen to people.

I learnt different things about religion and what makes a community as a whole.

The toolkit was launched at a well-attended event in Leeds on 25th February 2016 and has generated a lot of interest, as this [blog post](#) illustrates.

4. Project work in the two lead secondary schools: key findings from surveys, interviews and school records

4.1. What the lead schools wanted from the project

The interim evaluation report described in more detail the context of the two schools' involvement with the project and their hopes and expectations. In brief, staff in both schools felt that they already responded effectively to incidents of bullying and had a positive culture in their schools when it came to supporting students. However, in both schools staff identified a need for:

- More training for staff to build knowledge and awareness of HBT issues generally and on transgender issues in particular;
- Some guidance on the best ways of supporting students, including in their relationships with their parents;
- Some direct independent support for students affected by these issues.

In addition, the initial survey of staff and students highlighted some issues of relevance to the project's work with the schools. In summary, these issues were:

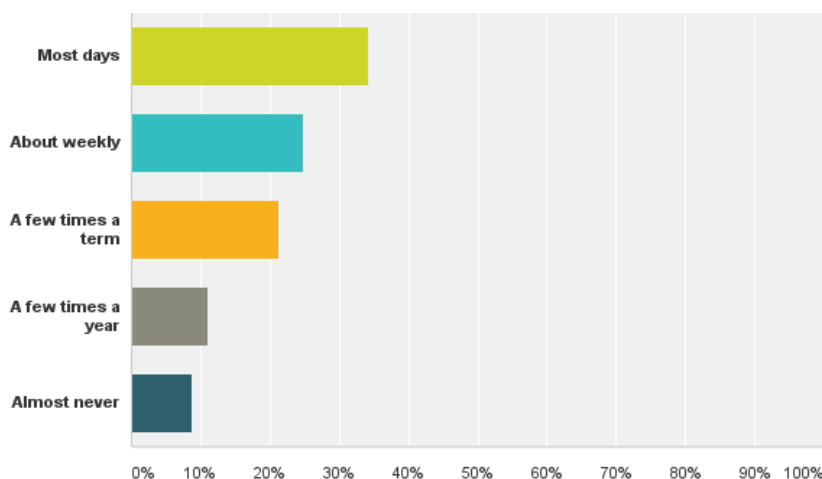
- Some quite striking differences in perceptions between staff and students about the prevalence of bullying including HBT bullying, with students much more commonly thinking bullying occurred ‘most days’;
- Some revealing findings about the kinds of young people that both staff and students thought were most likely to be victims of HBT bullying;
- The widespread use of homophobic language among young people, particularly the pejorative use of the word ‘gay’;
- Some inconsistencies in the way HBT bullying is responded to;
- A lack of knowledge and awareness about LGBTQ issues among many students;
- A lack of prior training for staff.

4.2. The frequency and nature of bullying in general

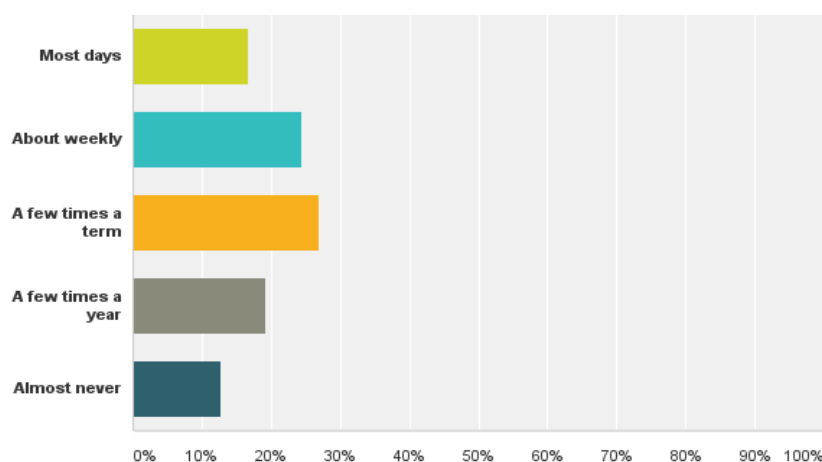
In order to contextualise the consideration of HBT bullying, the initial and follow up surveys started with some questions about the frequency and nature of bullying in general between students in the two schools. At initial survey, there was a striking difference in perception between staff and students, with 34% of students saying it happened ‘most days’ compared to just 8% of staff. The largest proportion of staff (35%) said that they encountered bullying a few times a term. There were no discernible differences in responses according to staff role or student year group. At follow up there was virtually no change in staff views about the frequency of bullying: 33% said ‘a few times a term’, and just 6.5% said ‘most days’.

However, there were some differences in students’ views between initial survey and follow up. As the charts below show, although students still thought bullying happened more frequently than staff, the proportion who thought it happened ‘most days’ halved from 34% to 17%.

**Chart 1: How often does bullying between students happen in school?
Student responses (initial survey):**



**Chart 2: How often does bullying between students happen in school?
Student responses (follow up):**



Asked about the kinds of bullying that tends to occur, physical attack was thought to occur least often by both students and staff at initial survey – but twice as many students as staff thought it occurred ‘often’ or ‘sometimes’. Students were more likely to say that all kinds of bullying occurred ‘often’. At follow up, there was still a tendency for students to think that these kinds of bullying occurred more often than staff, but there was an overall reduction in the proportion of students who thought these incidents happened ‘most days’.

The differences in perception between staff and students may be for a number of reasons. It might be that many incidents of bullying occur out of the sight of staff, or that staff and students have some differences of view about the kinds of occurrences they perceive as bullying. It may be that some students are motivated to exaggerate incidents of bullying whilst some members of staff are motivated to ‘play down’ the number of incidents. Verbal attack (e.g. name calling) was identified as the most common kind of bullying by students and staff at both initial survey and follow up – and some of these incidents will be difficult for staff to spot or to assess.

The reduction in students’ perceptions of the frequency of bullying between initial survey and follow up is a positive finding and may suggest that the additional focus on bullying brought about by the project has had a good effect. However, the difference in views may simply be a maturation effect – the students had moved up a year by the follow up survey and a substantial number were in year 11. Feedback from students in group interviews suggests that bullying is much more of an issue for younger students.

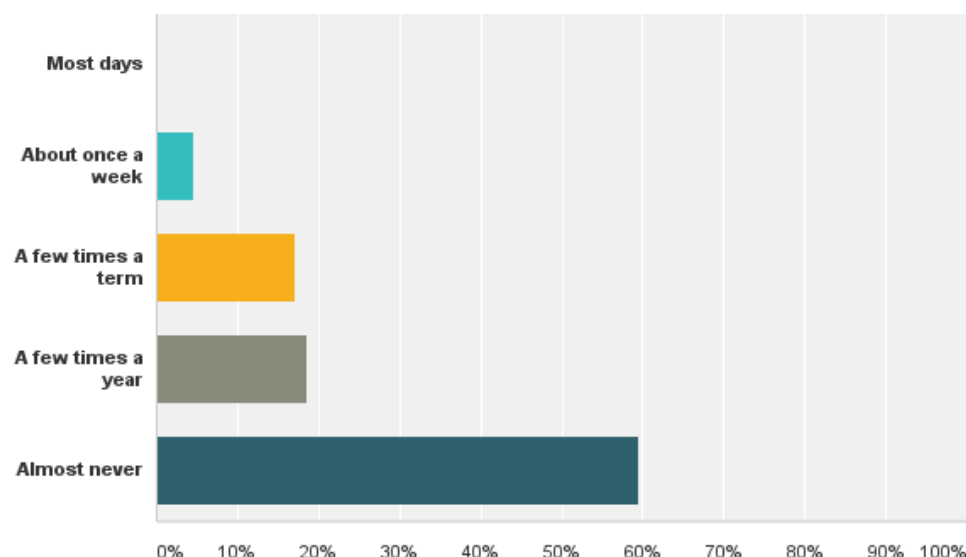
4.3. The frequency of HBT bullying

Asked specifically about HBT bullying, more than half of staff at initial survey (54%) said they ‘almost never’ encountered this and a further 30% said they encountered it just ‘a few times a year’. There was very little change at follow up with 59% saying they ‘almost never’ encountered HBT bullying. However, there were some differences between staff themselves at both initial survey and follow up. Even within the same school a few staff said they encountered such incidents ‘about once a week’. It is difficult for survey data to explain

these differences – it may be that some members of staff are more aware of these issues than others and therefore more likely to spot a homophobic, biphobic or transphobic incident.

Chart 3: Thinking specifically about homophobic, biphobic or transphobic bullying, how often do you encounter this in your school?

Staff responses (follow up):



Members of staff who were interviewed tended to reinforce this view that in general bullying is uncommon and that HBT bullying specifically is fairly rare. Staff felt that such incidents were not tolerated and were responded to swiftly. However, some staff acknowledged that it was not possible to pick up on every incident and that some students affected by HBT bullying could be reluctant to say anything:

We have zero tolerance of bullying if it's brought to our attention – but we don't know everything that happens. Students don't want to say and draw more attention to themselves.

This point was reflected in the focus group discussions with students. One group was made up of 6th formers who on the whole reinforced the view that bullying was not an issue in the school. Some had only joined the school quite recently so could not comment on what it was like in the younger year groups, but almost all felt that the culture of the school was one of mutual respect.

However, there was one trans young person in this group and although they were positive about the support they had received in the school, they quite clearly did not feel they had experienced quite the same level of respect from their peers as the others. Indeed this young person continued to spend quite a lot of their time in the Bridge (the school's inclusion unit) both to get support for themselves and to offer support to others.

The surveys asked students whether they agreed or disagreed with the statements '*I think a boy who loves another boy would be bullied in my school*' and '*I think a girl who loves another girl would be bullied in my school.*' Between initial survey and follow up there was a

reduction in the percentage of students who thought either boys or girls would be bullied for loving someone of the same sex. As the charts below show, at follow up the percentage of students who thought a boy would be bullied fell from 38% to 25% (though a large number – 45% - remained unsure).

Chart 4: I think a boy who loves another boy would be bullied in my school; Student responses (initial survey)

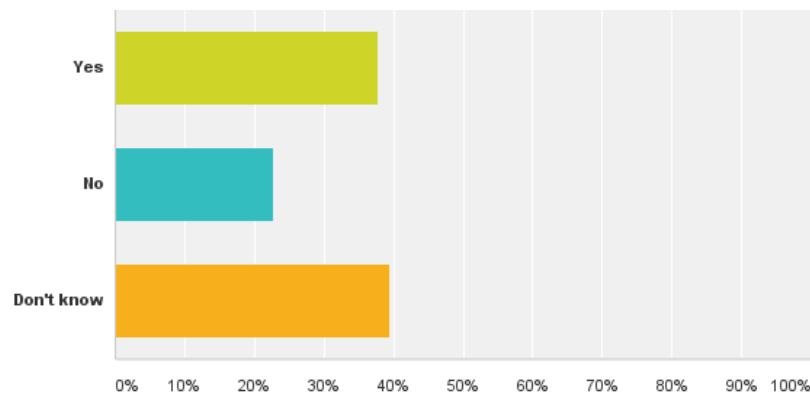
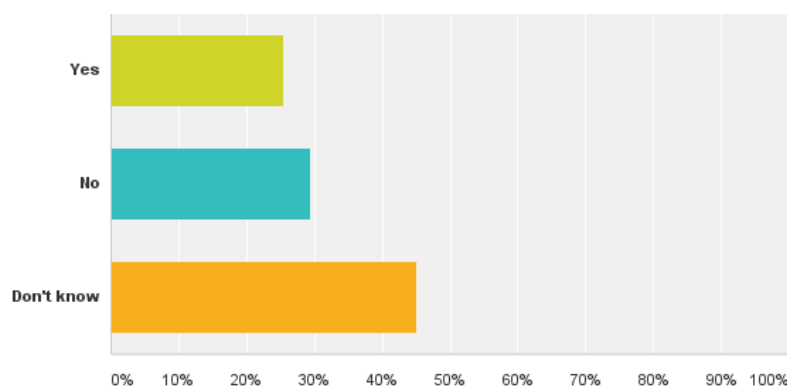


Chart 5: I think a boy who loves another boy would be bullied in my school; Student responses (follow up)



There was also a reduction in the percentage of students who thought a girl who loved another girl would be bullied - from 28% at initial survey to 19.7% at follow up.

A group of young people who were interviewed were part of the Positive Identities group set up by the project for young people affected by HBT bullying or because they identified as lesbian, gay, bisexual, trans or were questioning their sexual orientation or gender identity. The experiences of this group seemed to largely reflect these survey findings:

Don't generally get much bullying. Some make poor jokes about stuff but don't get much.

School bullying isn't that bad. The only person who bullied me was dealt with. I was really grateful when coming out in year 7 – I wasn't positive but wanted to explore it – people were really supportive. The only person who bullied me was someone who had bullied me from primary. But I'm quite good at sticking up for myself.

The ability to 'stick up for yourself' and/or be popular with peers was identified by this group as making quite a difference to your likelihood of being bullied. The support of friends was particularly highlighted:

It's easy for people to pick on things that I'm insecure about cos I'm a bit loud, but it's usually people I don't know that well. My friends I do feel have always been very supportive since I came out. It was worse in year 7'.

4.4. Perceived victims of HBT bullying

A notable finding from both initial and follow up surveys concerns the perceived 'victims' of HBT bullying. Asked which groups of students would be most likely to experience HBT bullying, both staff and students thought that those 'suspected of being gay, lesbian or bisexual' were most likely to be bullied (70% of students and 74% of staff identified this group at initial survey and 75% of students and 77% of staff at follow up).

Being openly gay was, to some extent, perceived as less of a risk, but twice as many students thought that openly gay students were likely to be bullied (67% of students at initial survey and 61% at follow up compared to 38% of staff at initial survey and 30% at follow up). This suggests that coming out as gay *might* be a good strategy for those young people who are confident enough to do so – but it still poses a risk of bullying.

Gender appears to be a significant factor. At both initial survey and follow up, students thought that boys would be more likely to be bullied for loving someone of the same sex than girls (e.g. at initial survey 38% said 'yes' to boys being bullied compared to 28% for girls). Girls appear to be viewed as less likely to experience HBT bullying in general, whilst one of the groups identified by both students and staff at both initial survey and follow up as most likely to be subjected to HBT bullying was boys for 'behaving/acting 'like girls'. 66% of staff and 64% of students identified this group at initial survey and there was no change at follow up. This suggests that there is still a lot for schools to do in addressing issues of gender and, in particular, the 'peer policing' of boys in terms of what are acceptable 'masculine' norms.

Chart 6: Who is most likely to experience HBT bullying? Student responses (initial survey):¹

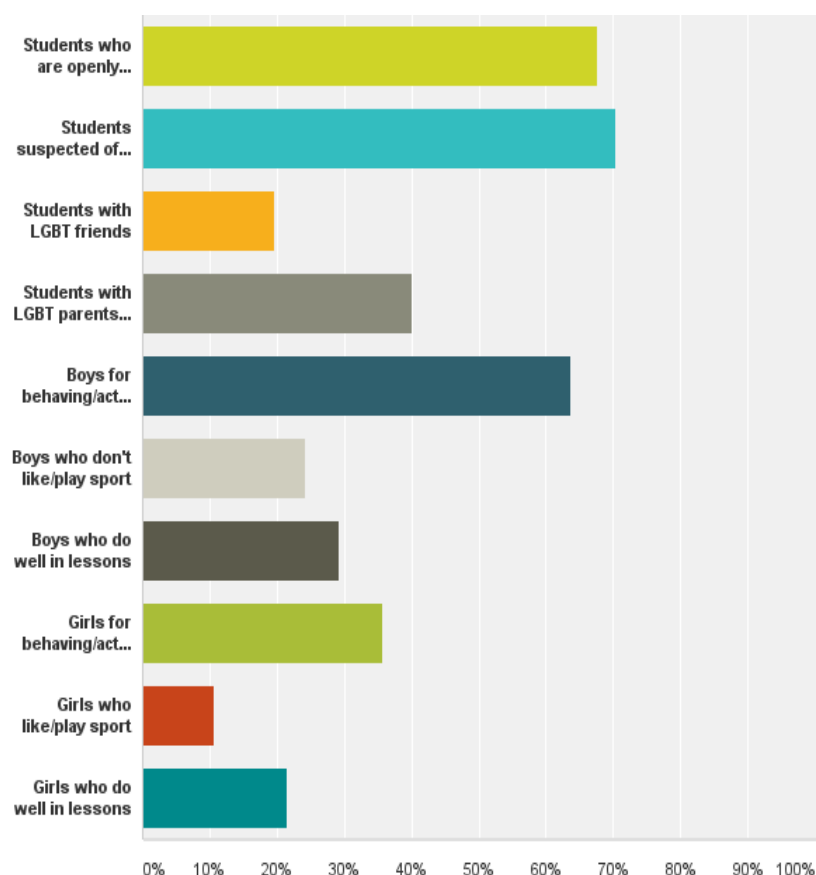


Table 1: Who is most likely to experience HBT bullying? Student responses (initial survey):

Answer Choices	Responses	
Students who are openly lesbian, gay, bisexual or transgender	67.69%	199
Students suspected of being lesbian, gay, bisexual or transgender	70.41%	207
Students with LGBT friends	19.73%	58
Students with LGBT parents or carers	40.14%	118
Boys for behaving/acting 'like girls'	63.61%	187
Boys who don't like/play sport	24.15%	71
Boys who do well in lessons	29.25%	86
Girls for behaving/acting 'like boys'	35.71%	105
Girls who like/play sport	10.54%	31
Girls who do well in lessons	21.43%	63
Total Respondents: 294		

¹ There was almost no change at follow up.

Chart 7: Who is most likely to experience HBT bullying? Staff responses (initial survey)²

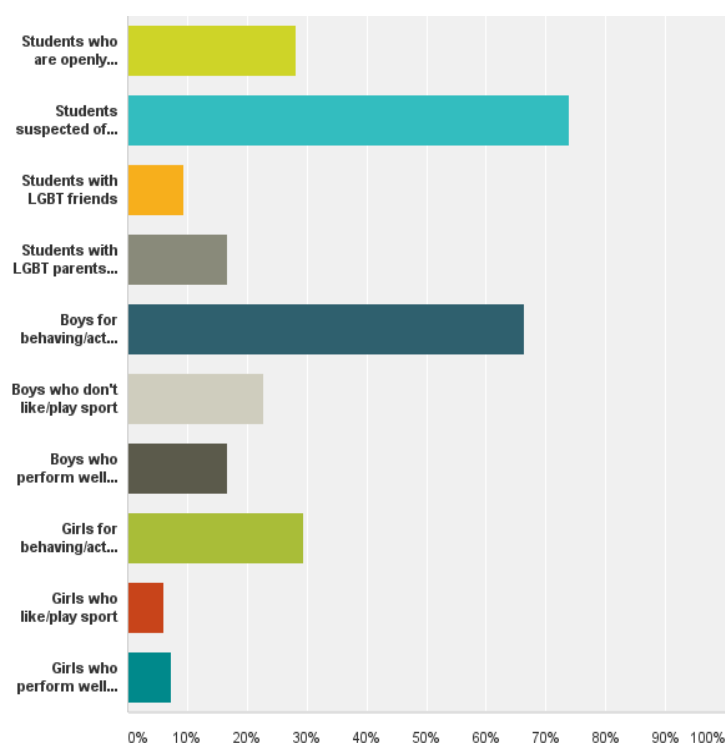


Table 2: Who is most likely to experience HBT bullying? Staff responses (initial survey):

Answer Choices	Responses	
Students who are openly lesbian, gay, bisexual or transgender	28.19%	42
Students suspected of being lesbian, gay, bisexual or transgender	73.83%	110
Students with LGBT friends	9.40%	14
Students with LGBT parents or carers	16.78%	25
Boys for behaving/acting 'like girls'	66.44%	99
Boys who don't like/play sport	22.82%	34
Boys who perform well at school	16.78%	25
Girls for behaving/acting 'like boys'	29.53%	44
Girls who like/play sport	6.04%	9
Girls who perform well at school	7.38%	11
Total Respondents: 149		

² Again, there was almost no change at follow up

4.5. How schools respond to HBT bullying

As table 3 below shows, at initial survey, members of staff were already fairly positive about how their school responded to HBT bullying. These survey responses did not seem to give much room for improvement, but nevertheless, at follow up, staff did appear to be even more positive - as table 4 shows. For example, at initial survey 77% of staff agreed or strongly agreed that their school had clear leadership for tackling HBT bullying; at follow up 89% agreed. At initial survey, 64% agreed or agreed strongly that incidents of HBT bullying are always recorded; at follow up 80% agreed. There was a similar shift in the numbers agreeing that the school's bullying policy explicitly includes HBT bullying (74% at initial survey; 93% at follow up). Even in the area of parental support for tackling HBT bullying, where staff had been less certain at initial survey (46%), there was a little more confidence at follow up (56%), though is the area where schools have least control and therefore least certainty.

Table 3: School leadership and policy responses to HBT bullying - staff responses (initial survey)

	Strongly agree	Agree	Neither agree nor disagree	Disagree	Strongly disagree	Total
There is clear leadership for tackling HBT bullying	36.20% 59	40.49% 66	19.63% 32	3.07% 5	0.61% 1	163
We have the support of parents in tackling HBT bullying	13.13% 21	33.13% 53	48.13% 77	4.38% 7	1.25% 2	160
Our bullying policy explicitly includes HBT bullying	34.59% 55	39.62% 63	23.27% 37	2.52% 4	0.00% 0	159
Incidents of HBT bullying are always recorded	30.63% 49	33.13% 53	28.75% 46	6.25% 10	1.25% 2	160

Table 4: School leadership and policy responses to HBT bullying - staff responses (follow up)

	Strongly agree	Agree	Neither agree nor disagree	Disagree	Strongly disagree	Total
There is clear leadership for tackling HBT bullying	56.95% 86	32.45% 49	7.28% 11	3.31% 5	0.00% 0	151
We have the support of parents in tackling HBT bullying	14.77% 22	41.61% 62	39.60% 59	4.03% 6	0.00% 0	149
Our bullying policy explicitly includes HBT bullying	59.06% 88	34.23% 51	5.37% 8	1.34% 2	0.00% 0	149
Incidents of HBT bullying are always recorded	40.14% 59	39.46% 58	14.29% 21	5.44% 8	0.68% 1	147

Staff confidence about their school's approach to tackling HBT bullying is not necessarily shared by students. This was certainly the case at initial survey when just 40% of students agreed that teachers challenge HBT bullying, 18% disagreed and 38% were not sure. As table 5 shows, by follow up there was still quite a bit of uncertainty, but the percentage of students agreeing had risen to 57%.

Table 5: Teachers challenge HBT bullying between students: student responses at initial and follow up survey:

	Strongly agree	Agree	Neither agree nor disagree	Disagree	Strongly disagree
Students at initial survey	17.5%	25.5%	38.7%	13.25%	5%
Students at follow up	14.6%	42.7%	31.25%	7.8%	3.65%

4.6. Tackling the use of homophobic language

Survey findings suggest that the use of homophobic language continues to be widespread among young people. At initial survey, 70% of students said they 'often' or 'sometimes' heard 'terms such as poof, faggot, dyke or queer being used as insults and 84% said they 'often' or 'sometimes' heard the term 'gay' to mean something stupid or uncool. At follow up this had barely changed, indicating that homophobic language is difficult to change among young people, despite over 90% of staff saying they did not tolerate HBT language.

Chart 8: How often do you hear terms such as poof, faggot, dyke or queer being used as insults by students? Student responses (initial survey)

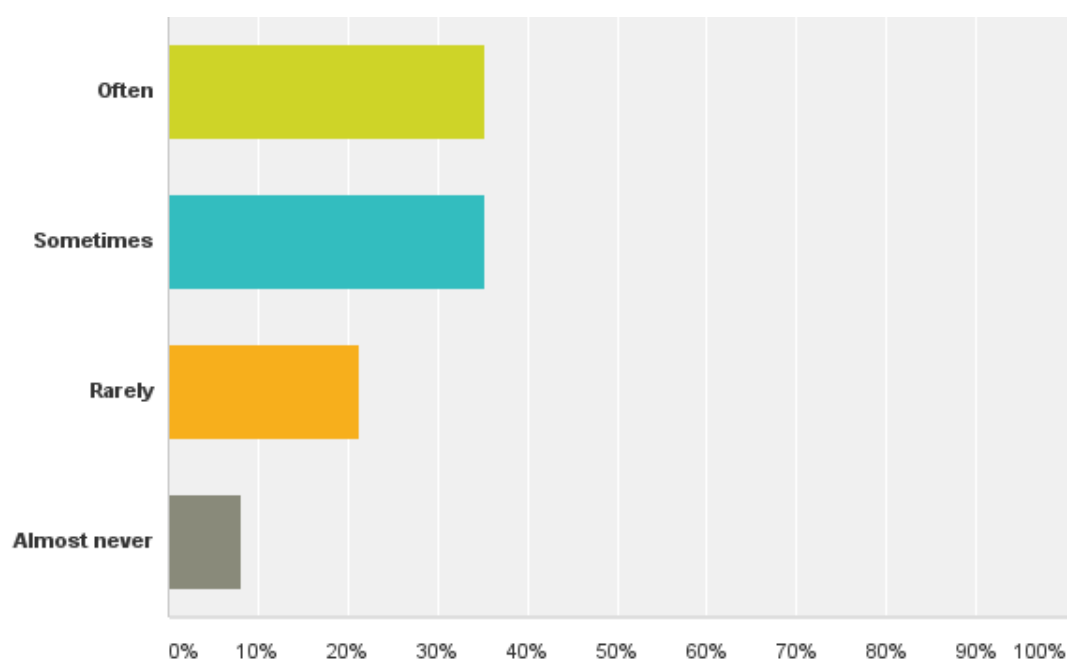
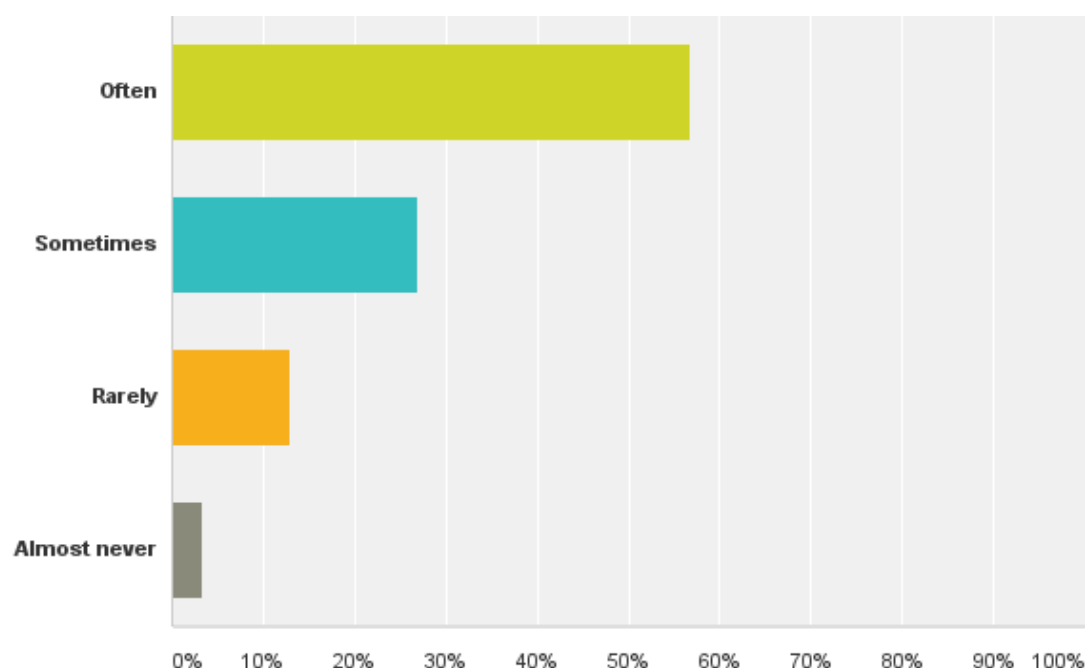


Chart 9: How often do you hear the term 'gay' used to mean something is stupid or uncool? Student responses (initial survey)



Around 90% of staff at both initial survey and follow up agreed with the statement that *'staff do not tolerate homophobic, biphobic or transphobic language'*. However, asked what they personally tended to do when they heard particular homophobic language, responses were more nuanced. As tables 6 and 7 show, most staff state they generally respond with disapproval if they hear very obviously insulting language. At initial survey, 71% said they always expressed disapproval, explained why and applied a sanction if they heard terms such as poof, faggot, dyke or queer being used as insults. At follow up the percentage was slightly higher at 77%.

Table 6: How do you respond when you hear terms such as poof, faggot, dyke or queer being used as insults by students? (Initial survey)

Answer Choices	Responses	
Tend to ignore it	1.23%	2
Sometimes express disapproval	1.23%	2
Usually express disapproval and explain why	14.11%	23
Usually express disapproval, explain why and apply a sanction	6.13%	10
Always express disapproval, explain why and apply a sanction	71.17%	116
Other (please specify)	6.13%	10
Total	163	

Table 7: How do you respond when you hear terms such as poof, faggot, dyke or queer being used as insults by students? (Follow up survey)

Answer Choices	Responses
Tend to ignore it	0.00% 0
Sometimes express disapproval	1.99% 3
Usually express disapproval and explain why	13.91% 21
Usually express disapproval, explain why and apply a sanction	5.96% 9
Always express disapproval, explain why and apply a sanction	77.48% 117
Other (please specify)	0.66% 1
Total	151

High proportions of staff also said they generally expressed disapproval if they heard the term gay being used to mean something stupid. But the surveys suggest that members of staff' responses to this kind of homophobic language is less clear cut. Tables 8 and 9 do show an increase in the proportion of members of staff who always express disapproval at such language; but when interviewed several staff commented that they felt it important to use their judgement when responding:

It depends on the intent behind the words. Lots of young people use this sort of language without meaning to be homophobic. They don't think about what it means.

Sometimes you have to choose your battles. You can't be picking kids up on everything all the time.

Table 8: If you hear the term 'gay' used to mean something is stupid or uncool, how do you generally respond? (Staff responses initial survey)

Answer Choices	Responses
Tend to ignore it	4.32% 7
Sometimes express disapproval	3.09% 5
Usually express disapproval and explain why	30.25% 49
Usually express disapproval, explain why and apply a sanction	11.11% 18
Always express disapproval, explain why and apply a sanction	44.44% 72
Other (please specify)	6.79% 11
Total	162

Table 9: If you hear the term 'gay' used to mean something is stupid or uncool, how do you generally respond? (Staff responses follow up)

Answer Choices	Responses	
Tend to ignore it	1.99%	3
Sometimes express disapproval	2.65%	4
Usually express disapproval and explain why	22.52%	34
Usually express disapproval, explain why and apply a sanction	7.28%	11
Always express disapproval, explain why and apply a sanction	60.26%	91
Other (please specify)	5.30%	8
Total		151

4.7. Support and information for LGBTQ young people

At initial survey, there were some differences between staff and students' responses to the question about the availability of information about LGBT issues. 71% of staff thought this was available compared to 50% of students. By follow up, although there was still a difference between staff and student responses, higher proportions of both groups agreed that this information was available: 96% of staff and 80%.

Table 10: We have information available about LGBT issues: staff and student responses at initial survey and follow up:

	Strongly agree	Agree	Neither agree nor disagree	Disagree	Strongly disagree
Students at initial survey	18%	32%	31.3%	12%	6.6%
Students at follow up	25%	55.2%	17.7%	3.1%	0
Staff at initial survey	26.7%	44.1%	23%	5%	1.2%
Staff at follow up	63.5%	33.1%	3.4%	0	0

Similarly, with regard to the inclusion of LGBT issues in the curriculum, at initial survey a third of students said they had learned about LGBT issues in lessons; this had risen to over a half at follow up. 40% of staff thought the curriculum covered LGBT issues at initial survey, rising to 68% at follow up.

Table 11: Does the school curriculum cover LGBT issues? Have you learned about LGBT issues in lessons?

	Yes	No	Not sure
Students at initial survey	33.3%	36%	30%
Students at follow up	54%	24%	21%
Staff at initial survey	40.7%	6.8%	52.5%
Staff at follow up	68%	2%	30%

Members of staff were asked some questions about their knowledge and confidence in relation to LGBT issues and tackling HBT bullying. Even at initial survey many staff appeared to feel quite confident. However, at follow up, this confidence had increased.

At initial survey, 71% of staff agreed that they felt confident in tackling HBT bullying; at follow up this had risen to 86.7%. At initial survey, 64% of staff thought they had a good understanding of issues for young people who are LGBT; at follow up this was 83.4%. At initial survey, 60% felt confident in discussing these issues with students; at follow up this was 78%.

Table 12: Staff knowledge and confidence: staff responses (initial survey)

	Strongly agree	Agree	Neither agree nor disagree	Disagree	Strongly disagree	Total
I have a good understanding of issues for young people who are LGBT	13.04% 21	50.93% 82	21.74% 35	14.29% 23	0.00% 0	161
I am confident in discussing LGBT issues with students	17.18% 28	42.94% 70	23.93% 39	14.72% 24	1.23% 2	163
I am confident about tackling HBT bullying when I encounter it	26.71% 43	44.72% 72	21.12% 34	6.21% 10	1.24% 2	161
I am well informed about where LGBT students can get support	11.18% 18	46.58% 75	25.47% 41	14.91% 24	1.86% 3	161

The main area of uncertainty at initial survey was staff feeling well informed about where LGBT students can get support - just 58% of staff felt that they were well informed about where LGBT students can get support. At follow up this had risen to 88%.

Table 13: Staff knowledge and confidence: staff responses (follow up)

	Strongly agree	Agree	Neither agree nor disagree	Disagree	Strongly disagree	Total
I have a good understanding of issues for young people who are LGBT	31.79% 48	51.66% 78	14.57% 22	1.99% 3	0.00% 0	151
I am confident in discussing LGBT issues with students	32.00% 48	46.00% 69	14.67% 22	6.00% 9	1.33% 2	150
I am confident about tackling HBT bullying when I encounter it	43.71% 66	43.05% 65	11.26% 17	1.99% 3	0.00% 0	151
I am well informed about where LGBT students can get support	43.33% 65	44.67% 67	11.33% 17	0.67% 1	0.00% 0	150

As table 14 shows, there was an encouraging increase in the number of students agreeing that members of staff are good at supporting students who are lesbian, gay bisexual, trans and those questioning their sexual orientation or gender identity. At initial survey, 79% of staff agreed with this statement compared to 50.6% of students. At follow up, there was still a difference of perception between staff and students but the percentages agreeing had risen to 90.6% of staff and 69.4% of students.

Table 14: Staff are good at supporting students who are LGBT: student and staff responses:

	Strongly agree	Agree	Neither agree nor disagree	Disagree	Strongly disagree
Students at initial survey	23.6%	27%	37%	8%	4.3%
Students at follow up	21.4%	48%	24%	6.6%	0
Staff at initial survey	26.7%	52.2%	19.8%	1.2%	0
Staff at follow up	40.3%	50.3%	8%	1.3%	0

The Positive Identities group of young people were largely positive about the support they had received but they did highlight some differences in the responses of staff. There were examples of both very good support and rapport between staff and students, and of students feeling disappointed or let down.

'Teachers do usually address homophobic language but sometimes they just brush it off.'

'Some staff are really good but some are very scary and not very easy to talk to'.

Some of the staff interviewed acknowledged these differences and gave examples where staff had not always been helpful – either through lack of awareness or simply being over busy. An example was given of a teacher upsetting a trans student by repeatedly calling them 'lad'; another had informed students of the new support available from the project by asking their class 'Anyone here affected by LGBT issues?'

4.8. Student knowledge and awareness

In terms of their own awareness, 69% of students said they 'know what HBT bullying is' at initial survey; 84.5% at follow up. At initial survey, almost 80% thought they would tell someone to stop bullying another student who was LGBT; 89% at follow up.

Table 15: Student knowledge and awareness – initial survey responses

	Strongly agree	Agree	Neither agree nor disagree	Disagree	Strongly disagree	Total
I know what HBT bullying is	30.79% 93	38.08% 115	13.58% 41	9.60% 29	7.95% 24	302
If someone I knew was bullying another student about being LGBT, I'd tell them to stop	42.76% 127	36.70% 109	17.17% 51	1.35% 4	2.02% 6	297
If a friend was LGBT I'd know where they could go for support	25.84% 77	28.52% 85	24.16% 72	13.76% 41	7.72% 23	298

Table 16: Student knowledge and awareness – follow up responses

	Strongly agree	Agree	Neither agree nor disagree	Disagree	Strongly disagree	Total
I know what HBT bullying is	38.66% 75	45.88% 89	10.82% 21	2.06% 4	2.58% 5	194
If someone I knew was bullying another student about being LGBT, I'd tell them to stop	47.15% 91	41.97% 81	8.81% 17	1.04% 2	1.04% 2	193
If a friend was LGBT I'd know where they could go for support	30.69% 58	43.92% 83	19.58% 37	4.76% 9	1.06% 2	189

Similar to members of staff, the biggest gap for students seemed to be information. Just over half (54%) of students at initial survey said they would know where someone could go for support; at follow up this had risen to 74.6%.

The members of staff we interviewed were keen on there being more information available both to support young people themselves and to know where to signpost young people. Young people also thought information was important.

Both staff and students thought the biggest information gap related to gender identity; they mainly viewed this as more of a challenging issue than sexual orientation. For staff, it was trans students who gave them the most cause for concern. And the students in the LGBTQ groups expressed similar views. In general they felt that being gay was no longer much of an issue:

Lots of people are at least a bit bi-curious. Considering being straight is the majority – I've not met that many who are. Lots of people are questioning or confused – that's common.

It was really easy to explain my sexuality to people but when it came to explaining about gender a lot of people were confused – not unsupportive but confused – they'd not heard of it.'

'People are becoming very accepting about sexuality – but gender identity people are not used to it - they only really know about drag bars and stuff like that. Still a lot of prejudice about gender.

The lack of information and general awareness about gender identity was seen as a source of major anxiety and stress by young people:

It can be really stressful if you don't know anyone else like you. People don't know if what they're feeling is normal. The world just sees straight, gay and bi and nothing else. So the idea gets put in your head that what I'm feeling can't really exist.

This group of young people were strong advocates for there being more on the curriculum:

I don't think gender identity should be taught completely separate but there needs to be more on it. Life lessons are a joke. You learn nothing. Gender isn't on the curriculum – they don't need to teach it. We were taught 'gay people exist – it's ok to be gay' – and that was about it.

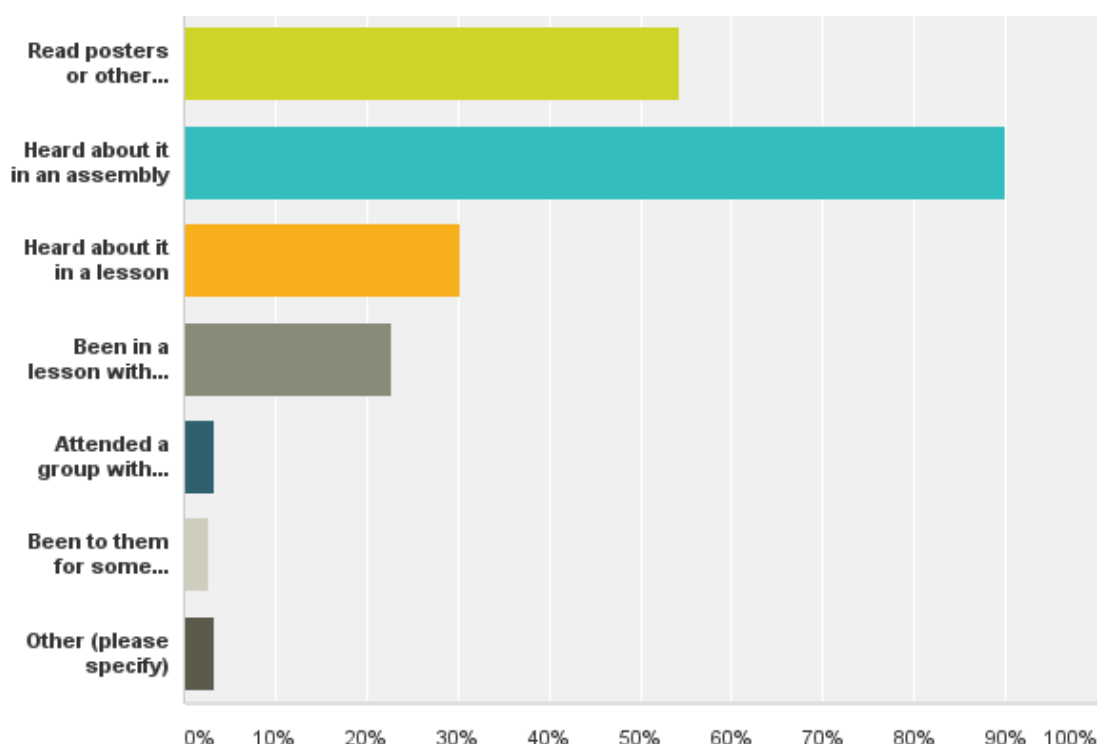
4.9. Awareness of and contact with the Positive Identities project

In the follow up survey we asked some questions about staff and students' contact with the project.

70% of students said they were aware of the project; 15% said they were not aware and 15% were not sure. However, over 95% remembered learning about LGBTQ issues in an assembly, suggesting that some students had experienced input by the project without knowing it.

Asked about the sort of contact students had had with the project, hearing about it in an assembly was the most common, followed by seeing posters or other information around the school and hearing about it in a lesson. As expected, only small numbers of student respondents had been in contact with the project for individual or group support.

Chart 10: What contact, if any have you had with the Positive Identities project? (You can tick more than one): Student responses



Staff awareness of the project was high: over 90% said they were aware of it with only 6% saying they were not.

98 members of staff said they had had direct contact with the project. Most commonly this was via a training course (43%) and/or involvement in a lesson or assembly (22.7%). Smaller numbers of staff had used the project for advice (6 staff), referred a student for support (8) or worked with them on as aspect of school policy (5).

Asked to rate their experience of working with the project, 59 staff rated it as 'excellent', 33 as 'good'. Just 6 staff rated their experience as 'fair'.

4.10. School records of HBT bullying and anti-social behaviour

The two lead schools provided a summary of their records on bullying and anti-social behaviour for two years – the year prior to the project's involvement (April 2014 to March 2015) and for the year the project was working in the schools (April 2015 to March 2016). This information needs to be interpreted with some caution because however clearly schools set out their incident recording policies, in practice the recording of incidents can be influenced by a whole range of factors, including how busy staff are, how they perceive an incident, whether they interpret particular kinds of language and behaviour as bullying etc. It is also the case that a simple reduction in the records of incidents is not necessarily positive. Indeed, with regard to the recording of HBT incidents, it is perfectly possible that the number of records will increase in some schools as staff awareness improves.

The records in the two schools involved in this project do show a decrease in incidents. In Temple Moor High School, in the year prior to the project's involvement (April 2014 to

March 2015) there were 105 recorded incidents of which 13 were categorised as homophobic. In the year of the project's involvement (April 2015 to April 2016) there were 67 incidents of which just two were categorised as homophobic. Viewed alongside the survey findings and interviews, this data appears to support the theory that the project's presence in the school had an overall positive impact on school culture with regard to bullying behaviour. In Outwood Grange the change was much less marked. In the year prior to the project's involvement there were 19 incidents categorised as homophobic, in the subsequent year the number reduced slightly to 15 incidents.

5. Conclusions

Over the course of the year the project has met or exceeded the majority of its delivery targets. It has had particular success in:

- Delivering its planned training;
- Engaging with faith and cultural leaders to consult on the production of the toolkit;
- Developing and delivering modules for student teachers;
- Supporting young people in the two lead schools;
- Delivering awareness raising activities for staff and students across the 11 schools in the two clusters;
- Engaging primary schools to work with younger children on issues of diversity to support them in their transition to secondary.

Feedback obtained from interviews and focus groups suggests that the project has been highly valued by the schools it has worked with, with respondents particularly mentioning the following features:

- Flexibility and responsiveness to the context and needs of individual schools;
- Quality of input, both in terms of materials and project staff's knowledge and skills;
- The ability to engage with young people and develop a rapport in a variety of settings including large groups, very young children, and troubled young people in need of individual support;
- Bringing an independent perspective from outside the school.

Interviewees highlighted a number of benefits of the project's work including:

- Increased staff awareness of LGBTQ issues. People particularly valued accessing information about trans issues;
- Increased confidence in responding to the questions and concerns of students and in tackling HBT bullying;
- Greater awareness of students of the importance of respect and valuing diversity;
- Increased support for students affected by LGBTQ issues.

Findings from the initial and follow up survey with staff and students provide some positive evidence of progress towards outcomes in the two lead schools. In particular:

- There is promising evidence of a reduction in student's perception of the frequency of bullying in general. At follow up, students still thought bullying happened more frequently than staff, but the proportion who thought it happened 'most days'

halved. The records of bullying/anti-social behaviour incidents appear to reflect these changes, particularly in Temple Moor.

- Between initial survey and follow up there was a reduction in the percentage of students who thought young people would be bullied for loving someone of the same sex. The percentage of students who thought a boy would be bullied fell from 38% to 25% (though a large number – 45% - remained unsure). The percentage of students who thought a girl who loved another girl would be bullied also fell from 28% at initial survey to 19.7% at follow up.
- Between the two surveys, there were increases in staff and students' confidence in the way their schools tackled HBT bullying. For example more students at follow up agreed with the statement that 'teachers challenge HBT bullying between students'.
- There were positive increases in the proportion of staff and students agreeing that there was information available on LGBT issues. For students there was a 30% increase.
- Similarly, at initial survey a third of students said they had learned about LGBT issues in lessons; this had risen to over a half at follow up. 40% of staff thought the curriculum covered LGBT issues at initial survey, rising to 68% at follow up.
- At initial survey many staff appeared to feel quite confident in dealing with LGBT issues and tackling HBT bullying. However, at follow up, this confidence had increased. At initial survey, 71% of staff agreed that they felt confident in tackling HBT bullying; at follow up this had risen to 86.7%. At initial survey, 64% of staff thought they had a good understanding of issues for young people who are LGBT; at follow up this was 83.4%. At initial survey, 60% felt confident in discussing these issues with students; at follow up this was 78%.
- At initial survey 58% of staff felt that they were well informed about where LGBT students can get support. At follow up this had risen to 88%.
- There was also an encouraging increase in the number of students agreeing that members of staff are good at supporting students who are LGBTQ. At initial survey, 79% of staff agreed with this statement compared to 50.6% of students. At follow up, there was still a difference of perception between staff and students but the percentages agreeing had risen to 90.6% of staff and 69.4% of students.
- In terms of their own awareness, 69% of students said they 'know what HBT bullying is' at initial survey; 84.5% at follow up.

The awareness of the project among staff and students was high. 70% of students in the follow up survey said they were aware of the Positive Identities project; over 95% remembered learning about LGBTQ issues in an assembly. Over 90% of staff said they were aware of it with only 6% saying they were not. Of the 98 staff who said they had worked directly with the project 92 rated it as 'excellent' or 'good'.

The Positive Identities Project has been creative and flexible in the activities and opportunities offered to both school clusters and extending the offer to other schools and organisations in the Wakefield and Leeds areas. The faith and community work has led to the development of an innovative resource that can be used more widely with young people in schools and other organisations.

Appendix 1: Barnardo's Homophobic, Biphobic and Transphobic Bullying Project Theory of Change

Barnardo's is leading a consortium of organisations including Educational Action Challenging Homophobia (EACH) to work within two secondary school clusters in order to build their capacity to understand HBT bullying and to deal with it effectively. The project will use a whole school approach to develop a replicable model addressing HBT bullying in school communities. As a result of the project, Barnardo's will disseminate learning and maintain a web based information resource, and the schools involved will maintain and build on the model.

The project has five key aims:

1. To produce a tested, evaluated and replicable model for increasing school confidence and ability in preventing/tackling HBT bullying and addresses the impact of culture and religion.
2. To increase visibility of LGBTQ lives in the school environment and community, including increased respect, understanding, use of positive language and role models, in order to support children and young people to feel safe and to increase wider understanding of diversity.
3. To foster an environment where LGBTQ young people feel safe and supported within school, whatever their culture, race, or religion, and to know how to access support within their communities.
4. To develop an effective, nationally replicable model of pastoral support, which has been externally evaluated and produced as a 'What Works' publication available following dissemination events.
5. To improve and enhance future teacher training on LGBTQ issues and HBT bullying, by developing and trialling a module with Outwood Institute of Education, which will then be made available to other teaching institutes across England.

The project's underlying theory of change can be summarised as follows:

Schools frequently lack confidence in dealing with HBT bullying and/or have limited the time or resources to prevent and tackle it. This project is based on the belief that HBT bullying can be reduced and the wellbeing of students improved by increasing the understanding and awareness of HBT issues among school leaders, staff and students and by increasing their knowledge and confidence in challenging the language and behaviour that leads to HBT bullying. A whole school approach encompassing staff training, policies and support to students can contribute to all students feeling acknowledged and that they have a place in their school and community. The project believes that this can be achieved for students of all faiths by sensitive dialogue with faith leaders and community groups.

Activities for change	Outcomes by April 2016	Outcomes by April 2017
Deliver Safezone and Identity training to schools (4 sessions to school staff and 4 to student teachers)	School staff are more knowledgeable and confident and are being proactive in raising HBT issues e.g. in PHSE	Schools involved in the project will have greater confidence and ability to prevent/tackle HBT bullying
Using Identity DVD and training resource, provide training to 30 leaders/governors (15 from each of the two cluster lead schools) on the impact of HBT bullying and their roles/responsibilities to address issues.	HBT issues are more visible and bullying gets identified School policies and processes have been reviewed to ensure they properly address HBT issues	There will be increased awareness and respect for difference among students – this will be apparent both in the behaviour of students and in their use of language HBT students will feel acknowledged and that they have a place in the school and in their communities, including Faith communities
Train 40 school staff/ teachers using EACH's Reach Teaching Resource, to build their knowledge on HBT issues and how to address them effectively in the classroom.	Parents will be aware of the project and be supportive Students will have greater awareness of where to access support for HBT issues	The model will be adopted by other schools
Provide support to schools on their bullying policies and reporting systems	HBT students will feel safer and more supported	Teacher training equips trainee teachers with the knowledge and awareness they need to address HBT issues
Provide direct, one-to-one and group sessions to students affected by HBT bullying, to provide more effective pastoral support and promote improved well-being in two lead schools.	HBT bullying is challenged by other students as well as staff The project will have opened up dialogue with faith groups who will have increased awareness of HBT issues and be supportive of tackling HBT bullying; they will have greater knowledge of	
Develop peer support and mentoring for HBT students		

Provide direct support for students who carry out HBT bullying to help them understand the impact of their behaviour

Work directly with local cultural and faith leaders, meeting with them on a one-to-one basis to discuss perceptions of HBT bullying, actual experiences of young people and ways to tackle and prevent HBT bullying in schools,

Consult faith groups on the development and trialling of a toolkit in at least 2 schools in the clusters to address the impact of HBT bullying.

Work with the Outwood Institute of Education to deliver one module on three occasions on LGBTQ issues and the impact of HBT bullying to student teachers

where to signpost young people for support

The project will have developed a transferable model for preventing/tackling HBT bullying in schools which can be used more widely

The involved schools will be recognised as exemplars of good practice

The project will have developed a teacher training module which can be used more widely

Evaluation Plan

Activities for change	Outcomes by April 2016	Evaluation evidence	To be collected by	When & how
Deliver SafeZone and Identity training sessions to schools (4 to school staff and 4 to student teachers)	School staff, leaders & governors will be more knowledgeable and confident in tackling HBT bullying	Monitoring data on sessions delivered and number & role of participants	Project staff keeping attendance registers at training sessions	Ongoing
Use Identity DVD & resource to provide training to 30 leaders/governors (15 from each of the two school clusters)	Staff will be more proactive in raising HBT issues e.g. in PHSE	Immediate feedback from participants on training	Project staff to collect end of session feedback forms	Ongoing & passed to evaluation team for analysis
Train 40 school staff using EACH's Reach Teaching Resource		Survey of staff knowledge and confidence (pre & post)	Initial survey and follow up questionnaire to school staff (n=40 per school) & students (n=80 per school) in 2 lead schools	June 2015 and February 2016
Provide support to schools on their bullying policies and reporting systems	HBT issues will be more visible and bullying gets identified	Perceptions of school leaders, staff & students	1:1 interviews with samples of school leaders (n=2 per school) and staff (n=4 per school)	September 2015 and February 2016
	School policies and processes will have been reviewed to ensure they properly address HBT issues	Records of bullying incidents in the 2 schools	Focus group interviews with students (n=8 per school)	
			School leads to monitor	Ongoing & passed to evaluation team

Provide direct, one-to-one and group sessions to students affected by HBT bullying, to provide more effective pastoral support and promote improved well-being in two lead schools.	Students will have greater awareness of where to access support for HBT issues	Survey of student awareness of available support	Initial survey and follow up questionnaire to students in 2 lead schools (n=80 per school)	June 2015 and February 2016
	HBT bullying is challenged by other students as well as staff	Perceptions of students	Focus group interviews with samples of students (n=8 per school)	September 2015 and February 2016
Develop peer support and mentoring for HBT students	LGBTQ students will feel safer and more supported	Monitoring data on number of students referred for support; numbers taking up support; Records of support provided	Project staff to maintain records of support delivered; project workers to provide anonymised case studies	Ongoing & passed to evaluation team
Provide direct support for students who carry out HBT bullying to help them understand the impact of their behaviour			1:1 interviews with samples of students supported by the project (n=4 per school)	February 2016
Work directly with local cultural and faith leaders, meeting with them on a one-to-one basis to discuss perceptions of HBT bullying, actual experiences of young people and ways to tackle and prevent HBT bullying in schools, Consult faith groups on the development and trialling of a toolkit in at least 2 schools in the clusters to address the	The project will have opened up dialogue with faith groups who will have increased awareness of HBT issues and be supportive of tackling HBT bullying; they will have greater knowledge of where to signpost young people for support	Monitoring data on number of meetings held with faith groups; records of meetings	Project staff to maintain records	Ongoing & passed to evaluation team
		Views of faith group representatives	Interviews with faith group representatives (n=4)	February 2016

impact of HBT bullying				
Develop resources and briefings on the model	<p>The project will have developed a transferable model for preventing/tackling HBT bullying in schools which can be used more widely</p> <p>The involved schools will be recognised as exemplars of good practice</p>	<p>Peer reviews of the resources</p> <p>Views of school leads re the usefulness of the model</p>	Interviews with school leads	February 2016
Work with the Outwood Institute of Education to deliver one module on three occasions on LGBTQ issues and the impact of HBT bullying to student teachers	The project will have developed a teacher training module which can be used more widely	Feedback from student teachers; views of teacher trainers on usefulness of module	<p>Project staff to collect end of module feedback forms</p> <p>Interviews with sample of teacher trainers (n=2)</p>	<p>Ongoing</p> <p>February 2016</p>