

Stonewall

ABOUT THIS RESOURCE

This resource is produced by Stonewall, a UK-based charity that stands for the freedom, equity and potential of all lesbian, gay, bi, trans, queer, questioning and ace (LGBTQ+) people.

At Stonewall, we imagine a world where LGBTQ+ people everywhere can live our lives to the full.

Founded in London in 1989, we now work in each nation of the UK and have established partnerships across the globe. Over the last three decades, we have created transformative change in the lives of LGBTQ+ people in the UK, helping win equal rights around marriage, having children and inclusive education.

Our campaigns drive positive change for our communities, and our sustained change and empowerment programmes ensure that LGBTQ+ people can thrive throughout our lives. We make sure that the world hears and learns from our communities, and our work is grounded in evidence and expertise.

To find out more about our work, visit us at www.stonewall.org.uk

Registered Charity No 1101255 (England and Wales) and SC039681 (Scotland)

Stonewall is proud to provide information, support and guidance on LGBTQ+ inclusion; working towards a world where we're all free to be. This does not constitute legal advice, and is not intended to be a substitute for legal counsel on any subject matter.

THE TEACHERS' REPORT 2014



HOMOPHOBIC BULLYING IN BRITAIN'S SCHOOLS IN 2014

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Introduction



In 2009 teachers told us that homophobic bullying was one of the most common types of bullying in their schools and they overwhelmingly believed that tackling it was important. However too many felt they lacked the confidence, skills and support to challenge it effectively.

In response, Stonewall placed the provision of support, resources and training for teachers at the heart of our work. Over the past five years, we have worked with over 12,000 schools from across England, Scotland and Wales and created a range of innovative, accessible and age-appropriate resources to help teachers ensure that all their students feel included in their learning.

The Teachers' Report (2014), YouGov polling of 1832 school staff, is a testament to the progress that we have made by working together over the past five years. The number of primary and secondary teachers who say that their school now has a policy around tackling homophobic bullying has increased by 58 and 83 per cent respectively. The number of secondary school teachers who have received training on tackling homophobic bullying has doubled and the number of secondary school teachers who say that pupils are often the victim of homophobic bullying has fallen by almost half.

There is still, however, lots to do. Eighty six per cent of secondary school and 45 per cent of primary school teachers still say that pupils in their school, regardless of sexual orientation, experience homophobic bullying. There has been no real improvement in the proportion of teachers who believe that their head shows clear leadership in this area and it is of deep concern that around a third of teachers report hearing homophobic remarks from their colleagues.

Teachers are our most powerful tool in the fight against homophobia, biphobia and transphobia. The Government needs to ensure that all new teachers are trained on tackling all types of bullying as part of their initial teacher training. School heads need to lead from the front and visibly demonstrate their commitment to tackling bullying based on sexual orientation and gender identity and every member of school staff, teaching or not, needs to be proactive in challenging bullying and prejudice wherever it occurs. Stonewall exists to help you in your mission to ensure that every child reaches their full potential. All of our work is driven by your needs, so please take us up on our offer of support and don't hesitate to get in touch and let us know what more we can do.

Ruth Hunt

Acting Chief Executive, Stonewall

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1 Overview

BULLYING AND LANGUAGE

- **Almost nine in ten** secondary school teachers (86 per cent) and **almost half** of primary school teachers (45 per cent) surveyed say pupils in their schools have experienced homophobic bullying.
- The vast majority of teachers – **nine in ten** in secondary schools (89 per cent) and **seven in ten** in primary schools (70 per cent) – hear pupils use expressions like ‘that’s so gay’ or ‘you’re so gay’.
- **Two thirds** of secondary school teachers (65 per cent) and **a third** of primary school teachers (32 per cent) have heard pupils use terms like ‘poof’, ‘faggot’, ‘dyke’ and ‘queer’.
- **More than half** of secondary school teachers (55 per cent) and **four in ten** primary school teachers (42 per cent) say they don’t challenge homophobic language every time they hear it.

CURRICULUM AND SUPPORT

- **More than half** of primary school teachers (56 per cent) say they have not addressed different families in a way that includes same-sex parents in the classroom.
- **A third** of secondary school teachers (34 per cent) say they have not addressed issues of sexual orientation in the classroom.
- Fewer than **one in five** secondary school teachers (17 per cent) say their school stocks library books and information about lesbian, gay and bisexual people.

STAFF

- **Very few** teachers in primary schools (8 per cent) or secondary schools (17 per cent) say they have received specific training on tackling homophobic bullying.
- **Three in ten** secondary school teachers (29 per cent) and **two in five** primary school teachers (37 per cent) don’t know if they are allowed to teach lesbian, gay and bisexual issues.
- **More than a third** of secondary school teachers (36 per cent) and **nearly a third** of primary school teachers (29 per cent) have heard homophobic language or negative remarks about lesbian, gay or bisexual people from other school staff.

- **Fewer than half** are confident they would have the support of parents in tackling homophobic bullying in schools (46 per cent of secondary school teachers, 39 per cent of primary school teachers).

WHAT HAS CHANGED SINCE 2009

- **Half** the number of secondary school teachers say pupils are often or very often the victim of homophobic bullying: 13 per cent compared to 25 per cent in 2009.
- The proportion of teachers who say their school has a policy that explicitly addresses homophobic bullying has **increased significantly**: in primary schools from 19 per cent in 2009 to 31 per cent in 2014, in secondary schools from 30 per cent in 2009 to 55 per cent in 2014.
- **Fewer** teachers hear ‘that’s so gay’ or ‘you’re so gay’ often or very often: in secondary schools 36 per cent compared to 58 per cent in 2009, in primary schools 12 per cent compared to 17 per cent in 2009.
- There has been **no real improvement** in the proportion of teachers who believe that their head teacher or school governors (in England and Wales) demonstrate clear leadership in tackling homophobic bullying.

MAKING PROGRESS

- **Nine in ten** teachers – 92 per cent in secondary schools and 90 per cent in primary schools – believe that school staff have a duty to prevent and respond to homophobic bullying.
- **Almost all** teachers – 96 per cent in secondary schools and 91 per cent in primary schools – who have addressed lesbian, gay or bisexual issues or different families received no complaints from parents for doing so.
- **Almost one in four** secondary school teachers (23 per cent) say that Stonewall’s ‘Some People Are Gay, Get Over It’ posters are used in their school.
- **Almost all** teachers who have addressed sexual orientation issues or same-sex parents in the classroom would do so again (97 per cent in secondary schools, 91 per cent in primary schools).

2 Key findings primary schools

Almost half of primary school teachers (45 per cent) say that pupils at their school have experienced homophobic bullying or name-calling.

I work in a primary school so the bullying that occurs is using the word gay as something derogatory, rather than for something specific. However, children become very upset if they are called gay. Seetal, primary school teacher, academy (London)

Seven in ten primary school teachers (70 per cent) hear pupils use expressions like ‘that’s so gay’ or ‘you’re so gay’ in school.

Children now use ‘gay’ as an adjective for anything uncool without any understanding of its true meaning.

Kerry, primary school teacher, maintained faith school (North West)

More than **eight in ten** primary school teachers (86 per cent) have not received any specific training on how to tackle homophobic bullying.

I have only just started to teach in a faith school. In my previous schools (non-faith) I have been more confident to confront issues surrounding anti-gay behaviour. I am unsure how much I would be supported in my new school, although this wouldn’t prevent me from doing so. Roberta, primary school teacher, maintained faith school (Yorkshire and the Humber)

Two in five primary school teachers (37 per cent) don't know if they are allowed to teach lesbian, gay and bisexual issues.



It isn't really addressed in primary schools, but that allows negative views taught at home to become deeply seated.

Priya, primary school teacher, maintained school (London)

More than a quarter of primary school teachers (29 per cent) have heard homophobic language or negative remarks about gay people from other school staff.



I am a gay member of staff and the worst place is the staffroom, it is treated as a joke, that is, until someone doesn't like something. I am never expected to object to what is said to me. It is very difficult to be a gay, male teacher in a primary school.

Martin, primary school teacher, maintained school (South East)

Nine in ten primary school teachers (90 per cent) believe that school staff have a duty to prevent and respond to homophobic bullying.



We do not tolerate any anti-gay language at our school. Although we rarely hear this, it is always brought to the head's attention and dealt with in an appropriate manner.

Taylor, teacher, maintained school (Yorkshire and the Humber)

3 Homophobic bullying in primary schools: the teachers' perspective

Seven in ten primary school teachers (70 per cent) hear pupils use expressions like 'that's so gay' or 'you're so gay' in school. **Twelve per cent** say this is language they hear often or very often, and **a quarter** (26 per cent) sometimes hear such expressions.

Those who teach children in Key Stage 2, aged 8 to 11, are more likely to hear such expressions often or very often (17 per cent). However, **seven per cent** of teachers of younger pupils in Key Stage 1, aged 5 to 7, also frequently hear these expressions.

I have heard an anti-gay remark made by a young infant on a rare occasion e.g. 'that's gay'. The young child heard the language being used outside of school and by older children and did not understand the nature of the language being used.

Laura, primary school teacher, maintained school (North West)

Children now use 'gay' as an adjective for anything uncool without any understanding of its true meaning.

Kerry, primary school teacher, maintained faith school (North West)

I work in a primary school so the bullying that occurs is using the word gay as something derogatory, rather than for something specific. However, children become very upset if they are called gay.

Seetal, primary school teacher, academy (London)

A third of primary school teachers (32 per cent) have heard pupils make other homophobic remarks, such as 'poof', 'dyke', 'queer' or 'faggot'. While those who teach children aged 8 to 11 are more likely to have heard such expressions (38 per cent), **one in four** (26 per cent) of those who teach pupils aged 5 to 7 have heard this language.

It is difficult to 'police' the words and expressions they use as these words are sometimes in frequent use at home. I always insist that the words used are wrong and not 'school words' therefore are most definitely not to be used in school. Chris, primary school teacher (West Midlands)

Although homophobic in origin, I believe many children now use anti-gay language away from the context of homophobia – such language is now used as general abuse with no relevance or understanding of origins.

William, primary school teacher, maintained school (North West)

Almost half of primary school teachers (45 per cent) say that pupils at their school have experienced homophobic bullying or name-calling. Primary school teachers in Scotland report that this happens more often with **11 per cent** saying it happens often compared with **four per cent** of teachers in London, **two per cent** in the rest of the south and **three per cent** in the Midlands, Wales and the north.

I work in a primary school so the bullying that occurs is using the word gay as something derogatory, rather than for something specific. However, children become very upset if they are called gay.

Seetal, primary school teacher, academy (London)

Primary school teachers often link this bullying to gender stereotypes. Among those primary school teachers who are aware of homophobic bullying in their schools, **half** (49 per cent) say boys who 'behave or act like girls' and **15 per cent** say girls who 'behave or act like boys' are bullied. **A third** (36 per cent) say boys who don't like or play sports are bullied and **14 per cent** say boys who perform well at school also experience this bullying.

Some boys (and to a lesser extent girls) whose behaviour did not conform with gender expectations were talked about behind their back and excluded from certain friendship groups.

Cathy, primary school teacher, maintained faith school (Yorkshire and the Humber)

I think that it is equally a problem to hear boys saying to each other 'You're such a girl', as though that was an insult, and I intervene in both cases, but I try to do so with a sense of humour and a light touch.

Ridhi, primary school teacher (Scotland)

Primary school teachers also explain that pupils with same-sex parents or gay family members can be targets. **More than one in ten** primary school teachers (12 per cent) who are aware of homophobic bullying say pupils whose parents or carers are gay

are bullied and **seven per cent** say those who have gay friends or family are bullied.

Children were being teased for being adopted, and also different children were being teased and questioned for having same-sex parents.

Nina, primary school teacher, maintained school (London)

One in five primary school teachers (20 per cent) who are aware of homophobic bullying say pupils who are perceived to be lesbian, gay or bisexual are bullied.

Two of my children have 'come out' to us. One has continued as usual and managed reactions in their peer group really well. One has lived a horrible life in school being worried about how others would behave and being frightened for their personal safety. This child has moved school and is much more confident about being themselves. Odette, primary school teacher (North West)

In a primary school, being seen as different attracts the insult 'gay'. Most children in my school will know what it means, but do not apply the insult to actual sexual orientation which is only beginning to manifest itself in late Key Stage 2.

Adrian, primary school teacher, academy (Yorkshire and the Humber)

HOW HAVE THINGS CHANGED SINCE 2009?

There is evidence of some improvement in primary schools. **Since 2009 the percentage of primary school teachers who have heard pupils use expressions such as 'that's so gay' or 'you're so gay' often or very often has decreased from 17 per cent in 2009 to 12 per cent in 2014.** Those who have heard pupils make other homophobic remarks, such as 'poof', 'dyke', 'queer' or 'faggot', has also decreased from **41 per cent to 32 per cent.**

Occurrences of anti-gay language are much less now than four or five years ago.

Anne, primary school head teacher, maintained faith school (London)

4 Primary schools: responding to homophobic bullying and language

More than half of primary school teachers (54 per cent) who have heard pupils use homophobic expressions such as ‘that’s so gay’ or ‘you’re so gay’ say they always intervene when they hear them, but **more than four in ten** (42 per cent) do not. **Four per cent** of primary school teachers say they never intervene when they hear pupils use these expressions and **one in ten** (9 per cent) rarely do.

Sometimes one cannot challenge every occasion as one is seen as an ogre for challenging every remark.

Rhianne, primary school teacher, special school (London)

Sometimes over-reacting to a comment can make the situation worse – children don’t even make the link between the word ‘gay’ and homosexuals when they describe something as gay.

Ali, primary school teacher, maintained school (South West)

In the majority of cases the children don’t regard it as serious, and in most cases it’s not actually meant as demeaning to homosexuals. Calling a broken computer ‘gay’ is a way of saying it doesn’t work, and I might mention it is rather a stupid expression but I wouldn’t punish a pupil. If someone who *was* gay was called names, I would intervene and take it seriously.

Rebecca, primary school teacher, maintained school (East of England)

Just under two thirds (62 per cent) of primary school teachers who hear homophobic remarks such as ‘poof’, ‘dyke’, ‘queer’ or ‘faggot’ claim they always intervene when they hear them. **A third** (33 per cent) do not. **Two per cent** say they never intervene and **one in ten** (9 per cent) rarely do.

The children are 3 and 4 years old and like swearing or other bad language we use the premise of not drawing too much attention to it.

Minesha, primary school teacher, maintained school (North East)

I think sometimes if you challenge it, it makes it more of an issue and draws attention to it more.

Jane, primary school teacher, maintained school (Wales)

Eight in ten primary school teachers (79 per cent) who say homophobic bullying occurs in their schools claim they intervene every time they are aware of it; **18 per cent** do not. **One in ten** intervene most of the time, **four per cent** say they intervene some of the time and a further **four per cent** claim they rarely intervene.

Primary school teachers who have not always intervened when there are instances of homophobic language claim this is because they believe that the pupils did not understand the meaning of their remarks (42 per cent) or because they did not believe pupils were being homophobic (32 per cent).

... Calling a broken computer ‘gay’ is a way of saying it doesn’t work, and I might mention it is rather a stupid expression but I wouldn’t punish a pupil. If someone who *was* gay was called names, I would intervene and take it seriously.

Rebecca, primary school teacher, maintained school (East of England)

Children in primary don't always realise that it is offensive.

Anne-Marie, primary school teacher, maintained faith school (Wales)

Pupils in a referral unit constantly insult each other and the staff. The verbal abuse is anything that comes into their heads, and it doesn't necessarily mean that it is homophobic even if the words used suggest it.

Pauline, primary school teacher, pupil referral unit (North East)

The pupils use the word to describe something as not very good and not as a direct insult. When challenged they don't even know what 'gay' means.

Tunde, primary school teacher, maintained faith school (South East)

One in five primary school teachers (18 per cent) claim that the homophobic language they heard was 'just harmless banter' and that is why they did not intervene. **Six per cent** feel that it's too commonly used to intervene in every instance.

I assess if it is banter or not – usually it is fun banter not malicious. Nicola, primary school teacher, maintained faith school, (East of England)

The word gay is evolving again – 'you're so gay' is not in my opinion an anti-gay expression. I would intervene at any homophobic remark.

Asma, primary school teacher, maintained faith school (West Midlands)

Whilst many children who use anti-gay language in primary school don't mean to be homophobic, University of Cambridge research for Stonewall in *Different Families* (2010) found that the children of same-sex parents found this language upsetting and made them think there was something wrong with their family.

Almost one in ten primary school teachers (8 per cent) say they do not intervene when they hear homophobic language because they lack the confidence to challenge it.

It's not an easy thing to discuss with pupils.

Katharine, primary school teacher, independent school (North West)

A small percentage of primary school teachers (two per cent) who have not always intervened in instances of homophobic language say they did not do so because they felt they would not be supported by their head teacher. Just **one per cent** say they do not always intervene because of a worry about what parents would say.

I have only just started to teach in a faith school. In my previous schools (non-faith) I have been more confident to confront issues surrounding anti-gay behaviour. I am unsure how much I would be supported in my new school, although this wouldn't prevent me from doing so.

Roberta, primary school teacher, maintained faith school (Yorkshire and the Humber)

Mark, eight, explains that because he has gay parents *'when people say 'gay' ... I feel worse than other people'*.

Mark doesn't say anything when this happens. He says *'I just ... walk away from them.'* *Different Families* (2010)

5 Primary schools: policy, practice and support

More than ten years on from the repeal of Section 28, **two in five** primary school teachers (39 per cent) say their school does not allow them to teach about lesbian, gay or bisexual issues and a further **two in five** (37 per cent) don't know if they are allowed. This is despite the fact that the UK Government now expects primary schools to proactively tackle homophobic bullying and that Ofsted inspections now assess how primary schools in England include same-sex families in their teaching.

Teachers in London are **significantly less likely** to say they are allowed to teach about lesbian, gay or bisexual issues (**11 per cent** compared with **35 per cent** in Scotland, **29 per cent** in the rest of the south, **24 per cent** in the north and **22 per cent** in Midlands and Wales).

This issue would need careful planning and full governor backing if we were to include it in the school curriculum.

Noreen, primary school head teacher, maintained school (West Midlands)

Two in five primary school teachers (39 per cent) say their school doesn't have a policy that explicitly addresses homophobic bullying and a further **third** of primary school teachers (30 per cent) don't know whether their schools have such a policy.

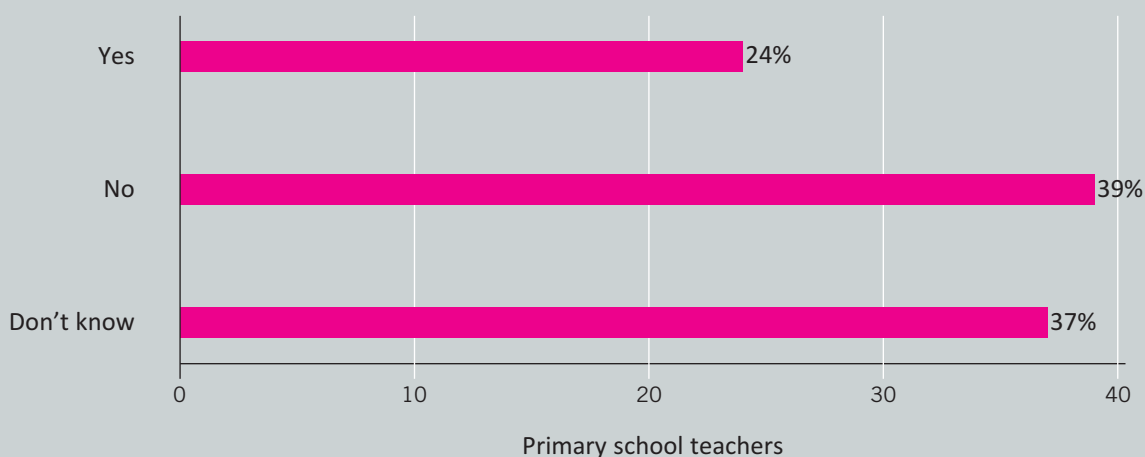
Primary school teachers in Scotland are more likely to report that their school doesn't have a policy that explicitly addresses homophobic bullying, with **55 per cent** reporting this compared to **41 per cent** in the Midlands and Wales, **40 per cent** in the south of England and **31 per cent** in the north.

Just under half of primary school teachers (48 per cent) say incidents related to homophobic bullying are recorded at their school. **One in five** (18 per cent) say such incidents are not recorded and **a third** (35 per cent) do not know. Non-teaching staff are significantly less likely to say that incidents related to homophobic bullying are recorded at their school – **38 per cent** compared with **48 per cent** of teachers.

Primary school teachers in independent schools are significantly less likely than those at maintained schools to say their school records incidents of homophobic bullying, **36 per cent** compared with **52 per cent** at maintained schools.

Just **one in five** primary school teachers in England (21 per cent) are aware that Ofsted considers a school's specific efforts to tackle homophobic bullying as part of their inspection framework. **Fifty eight per cent** don't know and **21 per cent** believe they do not have this responsibility. Estyn in Wales also directs inspectors to examine how well a school is tackling homophobia, celebrating diversity and creating inclusive environments for their pupils, while Education Scotland assesses schools' efforts to improve equality and diversity.

DOES YOUR SCHOOL ALLOW YOU TO TEACH ABOUT LESBIAN, GAY AND BISEXUAL ISSUES?



TRAINING

More than eight in ten primary school teachers (86 per cent) and non-teaching staff (85 per cent) have not received any specific training on how to tackle homophobic bullying.

LEADERSHIP

Only a third of primary school teachers (32 per cent) agree that their head teacher demonstrates clear leadership when it comes to tackling homophobic bullying. Just one in six primary school teachers in England and Wales (15 per cent) agree that their school governors demonstrate clear leadership when it comes to tackling homophobic bullying.

The governors are likely to be the most reluctant to address the issues.

Jasmine, primary school teacher, academy faith school (East Midlands)

PARENTS

Just six per cent of primary school teachers say their school engages with parents on lesbian, gay and bisexual issues, for example by informing them about school policies and efforts to tackle homophobic bullying or language, or positively including gay parents in discussions about different families. Two thirds of primary schools teachers (67 per cent) say their school does not engage with parents on these issues and 27 per cent of primary school teachers say they don't know if their school does.

Just four in ten primary school teachers (39 per cent) say they are confident that they would have the support of parents in tackling homophobic bullying.

STAFF

More than a quarter of primary school teachers (29 per cent) have heard homophobic language or negative remarks about gay people from other school staff.

I am a gay member of staff and the worst place is the staffroom, it is treated as a joke, that is, until someone doesn't like something. I am never expected to object to what is said to me. It is very difficult to be a gay, male teacher in a primary school.

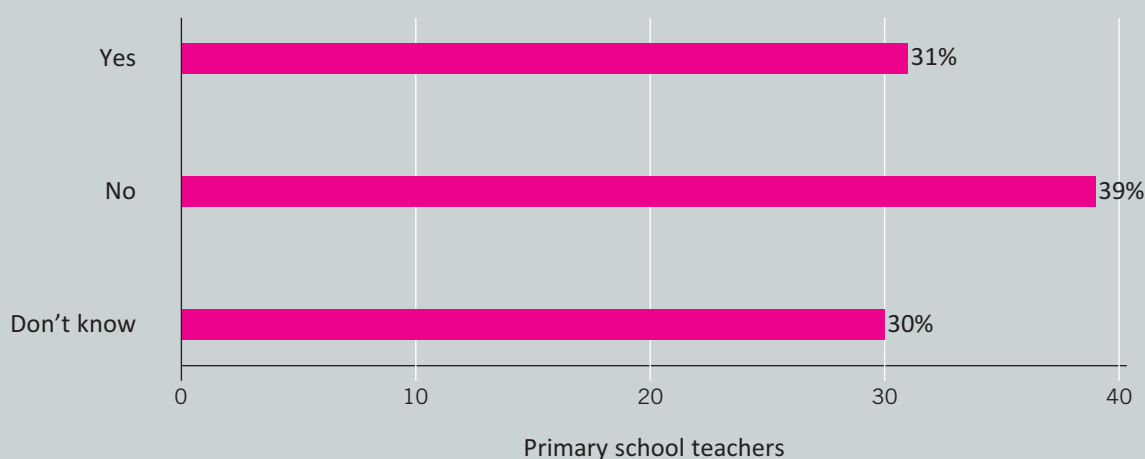
Martin, primary school teacher, maintained school (South East)

I have worked with a gay teacher and staff were more hostile to him than the children.

Zainab, primary school head teacher, special school (Scotland)

One in ten primary school teachers (ten per cent) say staff have been the target of homophobic language or remarks from pupils and one in ten (ten per cent) say teachers have been on the receiving end of these remarks by other members of staff.

DOES YOUR SCHOOL HAVE POLICIES THAT EXPLICITLY ADDRESS HOMOPHOBIC BULLYING?



MEDIA

Seven in ten primary school teachers (69 per cent) believe homophobic language used in the media or by celebrities affects the frequency of homophobic language and bullying in schools.

Our pupils are very young and pick up comments heard on programmes like EastEnders and repeat them without understanding their meaning.

Patricia, primary school teacher, maintained school (London)

When Chris Moyles started using this objectionable language, it influenced young people, many of whom did not realise how inappropriate and hurtful it is. I challenged pupils who were using these phrases and had some difficult discussions about how unpleasant and unacceptable it is. I hear much less of this at the moment. Leila, primary school teacher (North West)

Children can be pretty indiscriminate in their use of language, so if they use anti-gay language it is usually because they have picked up that it is unpleasant (from the media, teachers, etc) and they then use it to be unpleasant, rather than to direct it at someone they consider gay.

David, primary school teacher, independent faith school (East of England)

HOW HAVE THINGS CHANGED SINCE 2009?

Primary school teachers are **more likely** to say their school has a policy that addresses homophobic bullying now than five years ago, up from **19 per cent in 2009** to **31 per cent in 2014**.

Training has remained at the same level as in 2009 with only **eight per cent** of primary school teachers having received **specific training on how to tackle homophobic bullying**.

Fewer primary school teachers think there is clear leadership on the issue. Since 2009 the percentage of primary school teachers who **agree that their head teacher demonstrates clear leadership in tackling homophobic bullying has decreased, 45 per cent down to 32 per cent in 2014**. Those in England and Wales who **agree that their school governors demonstrate clear leadership in tackling homophobic bullying has also decreased from 27 per cent in 2009 to 15 per cent in 2014**.

Training has remained at the same level as in 2009 with only **eight per cent** of primary school teachers having **received specific training on how to tackle homophobic bullying**.

6 Primary schools: in the classroom

The Office for National Statistics estimates that almost 20,000 young people are now growing up with same-sex parents. Many primary schools are taking steps to ensure that these children feel welcome and included in school by celebrating difference and teaching about different types of family. However, **more than half** of primary school teachers (56 per cent) say they have not addressed different types of families (including same-sex parents) in the classroom, just **two in five** (40 per cent) have.

It isn't really addressed in primary schools, but that allows negative views taught at home to become deeply seated. Priya, primary school teacher, maintained school (London)

I could, but I don't wish to.

Olivia, primary school teacher, maintained school (North East)

Rather not.

Florence, primary school teacher, maintained school (East Midlands)

There are a number of reasons for this. **Two in five** primary school teachers (39 per cent) who had not addressed different types of families (including same-sex parents) said it is because the children are 'too young'. **A third** (33 per cent) said they had not addressed the issue because it 'isn't relevant' and **a quarter** (26 per cent) said it hadn't occurred to them to do so.

Nearly four in ten teachers (38 per cent) say they are aware of pupils in their school with gay parents or family members.

I have not discussed the issues with the 8-9 year olds I teach, but I have dealt with insulting remarks made towards children with parents in same-sex relationships and have led PSHCE lessons on the general theme, 'we are all different but all are equally important'.

George, primary school teacher, academy (Yorkshire and the Humber)

Very brief if a child asks. Would mention very briefly with children (they're quite young) and have brief discussion.

Simon, primary school teacher, independent school (South West)

I've not specifically mentioned same-sex parents but in talking about families I would be clear that all families are different and do not always confirm to the 2.4 kids and mum and dad stereotype.

Harriet, primary school teacher, faith school (Scotland)

I would be concerned about expecting pre-pubescent children to be encouraged to be aware of their own sexuality – they are too young. By all means represent all shades of sexuality in adults as equal, and tackle and challenge negative stereotypes, but the very idea that an 8 year old will know that they are gay or not is simply wrong – and potentially damaging. Let children be children, and let their personal sexuality emerge as they grow.

Sandeep, primary school teacher, maintained school (East of England)

One in five primary school teachers (22 per cent) say they would not be confident in responding if a child were to ask questions about lesbian, gay or bisexual people in the classroom.

The kids I teach are too young to be taught about this yet in my opinion, but when the time is right, I'd hope they got the necessary teaching.

Georgina, primary school teacher, independent school (Wales)

Unless this is the situation of one of the families in school, this topic would confuse children.

Erika, primary school teacher, maintained school (North West)

Nearly one in ten primary school teachers (eight per cent) say they had not addressed different types of families as they didn't know how to and **eight per cent** also say they were concerned that parents would not be supportive.

I have had complaints from religious parents that being gay is not allowed in their religion or is against their god and they don't want their child to be part of the lessons. Anti-gay bullying comes from prejudices at home and from their parents.

Ivy, primary school teacher, maintained school (London)

After a child used 'gay' as a negative comment, I worried that there would be backlash from parents that I had told children that being gay wasn't a bad thing or wrong.

Zane, primary school teacher, maintained school (London)

7 When things go well: primary school experiences

Nine in ten primary school teachers (90 per cent) believe that school staff have a duty to prevent and respond to homophobic bullying. Many primary school teachers explained the proactive measures their school takes to create a welcoming environment.

We do not tolerate any anti-gay language at our school. Although we rarely hear this, it is always brought to the head's attention and dealt with in an appropriate manner.

Taylor, teacher, maintained school (Yorkshire and the Humber)

Several staff members have received training recently and disseminated it to the rest. Demi, primary school head teacher, maintained faith school (East of England)

We have a theme we cover every year called difference and diversity which includes stories and literature about same-sex parents and families. We have families with parents of the same sex in our school who are high profile as well as staff in same-sex relationships and it is widely accepted.

Letizia, primary school head teacher, maintained school (West Midlands)

Some primary school teachers explained that in their schools homophobic incidents are dealt with swiftly and appropriately when they occur.

It is dealt with by a member of management. They take it very seriously. It has been discussed at assemblies.

Silvia, teacher (Scotland)

When a group have 'had a go' at a girl who had same-sex parents we discussed how all families are different.

Kim-Lin, primary school teacher, maintained school (North East)

I taught a girl in Year 5 who had two mums. Another girl joined the school and wasn't allowed to go to her house to play because of it. We discussed how the girl's family were 'different' but still 'normal'.

Kimberly, primary school teacher, independent faith school (North East)

TACKLING LANGUAGE

Many primary school teachers explained that they intervene whenever homophobic language is used, saying that it's particularly important to do so precisely because the children are often unaware of the meaning of their remarks, particularly when using the term 'gay' as an insult.

I would always challenge, the children often do not understand what they are saying but this is not a reason to not intervene. Children repeat what they hear, if we don't intervene then children will continue using inappropriate language. Zoe, teacher, maintained school (North East)

Children use the remark 'it's gay' without an understanding of the homophobic connotations, it's just become a way of saying something is stupid or uncool. We need to challenge this. Ellis, teacher, maintained faith school, (Yorkshire and the Humber)

I ask them to consider what they're saying and explain that it is derogatory to use that phrase as it implies there is something wrong with gay people.

Isabelle, teacher, academy (South East)

In our primary school children sometimes use the word 'gay' but most of them are unaware of the meaning of what they are saying. We always speak to the children on a level they understand to explain why they should not use the word. Hiya, teacher, maintained faith school (North East)

GOOD PRACTICE IN THE CLASSROOM

Nearly nine in ten primary school teachers (86 per cent) say different types of families should be addressed in schools in a way that includes same-sex parents. **Almost all** teachers (91 per cent) who have addressed such issues would do so again.

Nine in ten primary school teachers (91 per cent) who addressed different types of families in the classroom received no complaints from parents for doing so.

Several of our pupils come from same-sex families. To ensure they and others accept all we use stories and poems to ensure understanding from an early age.

Angela, head teacher, maintained school (West Midlands)

In this day and age families come in all sorts of 'shapes and sizes', no such thing as 'normal'. We talk about these issues, have books in the book corner with all sorts of family situations and staff are available at all times to discuss anything that may arise. It is about being positive and not discriminating against anyone for any particular reason. Early years educators are very good at promoting this and allowing children and families to discuss these issues.

Kotryna, teacher, state school (Scotland)

I have taught children with same-sex parents (gay and lesbian). Whenever families are discussed – e.g. sharing news and photos from home, Mother’s Day – we will be open about a family set up. With the young children I teach, talking about someone’s ‘two mummies’ is really no different to someone having no dad or a step mum. They accept it quite happily and we don’t make a big issue about it. ‘All families are different’ is our approach.

Dana, teacher, maintained school (South East)

I have taught several children from gay families. Their family life was talked about in the same way the other children’s families were talked about. Primary schools often have picture books suitable for encouraging talk about such families (same-sex penguins come to mind in one such book!). In my last school the head was a gay man with a partner and children. Everyone knew this – parents and pupils. It did not appear to be a problem as far as I know. Maria, teacher, maintained school (North East)

One example was during good news time: two children had been to weddings that weekend, one was a traditional ceremony, the other was a female civil partnership, we ended up having a really good discussion about the similarities and differences between the events, children were interested about the civil partnership and the boy was able to talk openly whilst I kept strict control over the type of questions

asked. We focused more on love and making commitment.

Ilsa, primary school teacher, maintained school (North West)

During relationships education lessons reference is made to different types of families. This is achieved through stories including same-sex partnerships...‘two dads’ or ‘two mums’ etc. Daniel, primary school teacher, maintained school (Yorkshire and the Humber)

As an open forum, during carpet time when talking about families we discussed lots of different family types and as the children are of a young age they are very accepting of difference.

Hope, primary school teacher, maintained school (North East)

I have responded to children’s questions about different parental roles in families honestly, discussing that parents love families regardless if they are different sex, same-sex, single parent or adoptive families.

Daisy, primary school teacher, state school (Scotland)

Three per cent of primary school teachers say their school uses Stonewall’s *Different Families* materials with pupils.

We have had training from Stonewall.

Oliver, primary school teacher, independent school (East Midlands)

... With the young children I teach, talking about someone’s ‘two mummies’ is really no different to someone having no dad or a step mum. They accept it quite happily and we don’t make a big issue about it. ‘All families are different’ is our approach.

Dana, teacher, maintained school (South East)

Recommendations: primary school leaders

1 LEAD FROM THE TOP

Only a third of primary school teachers (32 per cent) agree that their head teacher demonstrates clear leadership when it comes to tackling homophobic bullying and only a third (31 per cent) say that their school has a policy that addresses homophobia.

- School leaders should make clear to staff, parents and students that homophobic bullying and language will not be tolerated in school. They should set clear anti-bullying policies which include homophobic language and communicate these policies across the school community.

2 PROVIDE TRAINING AND SUPPORT

Fewer than one in ten primary school teachers and non-teaching staff (8 per cent) say they have received specific training on how to tackle homophobic bullying.

- A major barrier to tackling homophobic bullying is a lack of training. Primary school leaders should ensure that all school staff, including non-teaching staff, receive specific training on tackling homophobic bullying and language and including different families in the classroom. Stonewall's Train the Trainer courses can help your school with this.

3 PROVIDE REASSURANCE

Only a quarter (24 per cent) of primary school teachers say that their school allows them to teach about lesbian, gay and bisexual issues. Just four in ten primary school teachers (39 per cent) say they are confident that they would have the support of parents in tackling homophobic bullying.

- Primary school teachers worry about addressing issues such as different families in the classroom and specifically negative reactions from parents. School leaders should be clear to staff that work around creating an inclusive learning environment is central to a school's ethos, as well as an expectation of the UK Government and school inspectors.

4 REACH OUT TO DIFFERENT FAMILIES

Nearly four in ten teachers (38 per cent) say they are aware of pupils in their school with gay parents or family members.

- Schools which proactively reach out to same-sex parents become schools of choice for same-sex parents. Primary school leaders should ensure that same-sex parents feel able to take part in school life, for instance through attending events or joining the PTA, Parents' Council or school governing body.

5 WORK WITH OTHERS

Secondary schools are almost twice as likely as primary schools (55 per cent to 31 per cent) to have a policy in place which explicitly addresses homophobic bullying.

- Primary school leaders should look to work with other schools who are already engaged in work to tackle homophobic bullying. This could include working with feeder secondary schools to ensure a consistency of approach when pupils move up. Schools can also benefit from joining Stonewall's School Champions programme, a network of schools sharing best practice and support.

Recommendations: primary school staff

1 TALK ABOUT DIFFERENT FAMILIES

More than half of primary school teachers (56 per cent) say they have not addressed different types of families in a way that includes same-sex parents in the classroom, but nearly nine in ten (86 per cent) say this should be addressed in schools.

- Primary school teachers should ensure that all young people are aware of the diversity of family life in 21st century Britain, and that the children of same-sex parents feel included in their learning. Teachers can do this by stocking books featuring same-sex families in the curriculum, or displaying Stonewall's *Different Families* posters.

2 CHALLENGE HOMOPHOBIC LANGUAGE

Seven in ten primary school teachers (70 per cent) hear pupils use expressions like 'that's so gay' or 'you're so gay' in school. However more than four in ten (42 per cent) say they don't always challenge this language when they hear it.

- Homophobic language makes the children of same-sex parents think there's something wrong with their parents. It can also lead to other young people thinking being gay is something bad. Teachers should challenge language and explain to young people in an age-appropriate way why it's wrong to use 'gay' in a derogatory way.

3 CHALLENGE STEREOTYPES

Among those primary school teachers who are aware of homophobic bullying in their schools, half (49 per cent) say boys who 'behave or act like girls' and 15 per cent say girls who 'behave or act like boys' are bullied.

- Teachers should create a learning environment which encourages young people to be themselves. Staff should actively challenge gender stereotypes by making sure that school activities aren't exclusively for pupils of one gender.

4 ENGAGE WITH PARENTS

Just six per cent of primary school teachers say their school engages with parents on lesbian, gay and bisexual issues, for example by informing them about school policies and efforts to tackle homophobic bullying or language.

- School staff should involve parents in work to tackle bullying. Being open about a school's efforts to tackle homophobia means it's much less likely a school will experience resistance from parents.

5 PROMOTE A POSITIVE ENVIRONMENT

Almost all teachers (91 per cent) who have addressed such issues in the classroom would do so again and received no complaints from parents for doing so.

- Schools should showcase their work to create an inclusive learning environment and celebrate achievements in tackling bullying. Seeking young people's involvement is one way of doing this and ensures that schools get pupils' support.

8 Key findings secondary schools

Almost nine in ten secondary school teachers (86 per cent) say pupils at their school are bullied, harassed or called names for being, or suspected of being, lesbian, gay or bisexual.

It is extremely rare for students to be overtly racist or sexist in schools in inner London, sadly homophobia is still fairly overt.

Mary, secondary school teacher, academy (London)

Nine in ten secondary school teachers (89 per cent) hear pupils use the expressions ‘that’s so gay’ or ‘you’re so gay’ in school.

The phrase ‘that’s so gay’ has become separated in many students minds from homophobia – although the link is still there beneath the surface level.


Paul, secondary school teacher, academy (East of England)

Eight in ten secondary school teachers (80 per cent) have not received any specific training on how to tackle homophobic bullying.

Some of my colleagues, although outstanding teachers, aren’t great when it comes to gay issues. You can see them get uncomfortable or giggly. There’s never outward prejudice but discomfort I suppose. There’s also loads of misunderstanding when it comes to gay issues.

John, secondary school teacher, maintained school (West Midlands)

Teachers in faith schools are significantly less likely to report their school allows them to teach about lesbian, gay and bisexual issues than those in non-faith schools – **51 per cent** compared with **62 per cent**.

 **A pupil came to see me to ascertain views on homosexuality. I had to tell them I could not discuss homosexuality and my opinions with them as the school would not like me discussing the topic.** Bianca, secondary school teacher, faith school (Scotland)

Three in ten secondary school teachers (29 per cent) don't know if they are allowed to teach lesbian, gay and bisexual issues.

 **I think there are more important issues for teachers to be dealing with. It's just the latest issue jumped on by the 'gay rights mafia' and the liberal establishment!** Charlie, secondary school teacher, independent school (South East)

More than a third of secondary school teachers (36 per cent) have heard homophobic language or negative remarks about gay people from other school staff.

 **This PC agenda about 'gay language' is another fad and form of oppression. We should have free speech.** Ben, secondary school teacher, maintained school (West Midlands)

9 Homophobic bullying in secondary schools: the teachers' perspective

Almost nine in ten secondary school teachers (86 per cent) say pupils at their school are bullied, harassed or called names for being, or suspected of being, lesbian, gay or bisexual. One in eight (13 per cent) say this happens often or very often and more than a third (35 per cent) say this happens sometimes.

Research by University of Cambridge for Stonewall, *The School Report* (2012), which surveyed more than 1,600 lesbian, gay and bisexual pupils, found that more than half had experienced homophobic bullying at school with no difference in rates according to the type of school. However, teachers in academies and independent secondary schools have reported being less aware of homophobic bullying compared to those in maintained schools. Seventeen per cent of secondary teachers in maintained schools said this bullying happens often or very often compared with 12 per cent of teachers in academies and just six per cent in independent schools.

Younger teachers also report being more aware of homophobic bullying; teachers aged under 30 are more likely to say that homophobic bullying is a regular occurrence at their school compared with those over 30 – 25 per cent compared with 12 per cent.

Unfortunately some of the people who are most 'blind' to homophobia in their classrooms, and who think the use of 'gay' as an derogatory term is innocuous, will simply say they don't see any problem with homophobia

in schools – they don't think it's an issue as they choose not to see it. I think this issue is very connected to that of gender stereotyping in general, with young people being quick to put others who don't conform to traditional gender roles back into their place, often using homophobia to do so. Ruth, secondary school teacher (Scotland)

HOMOPHOBIC LANGUAGE

Nine in ten secondary school teachers (89 per cent) say they hear pupils use the expressions 'that's so gay' or 'you're so gay' in school. More than a third (36 per cent) say this is something they hear often or very often and a further third (31 per cent) say they sometimes hear such comments.

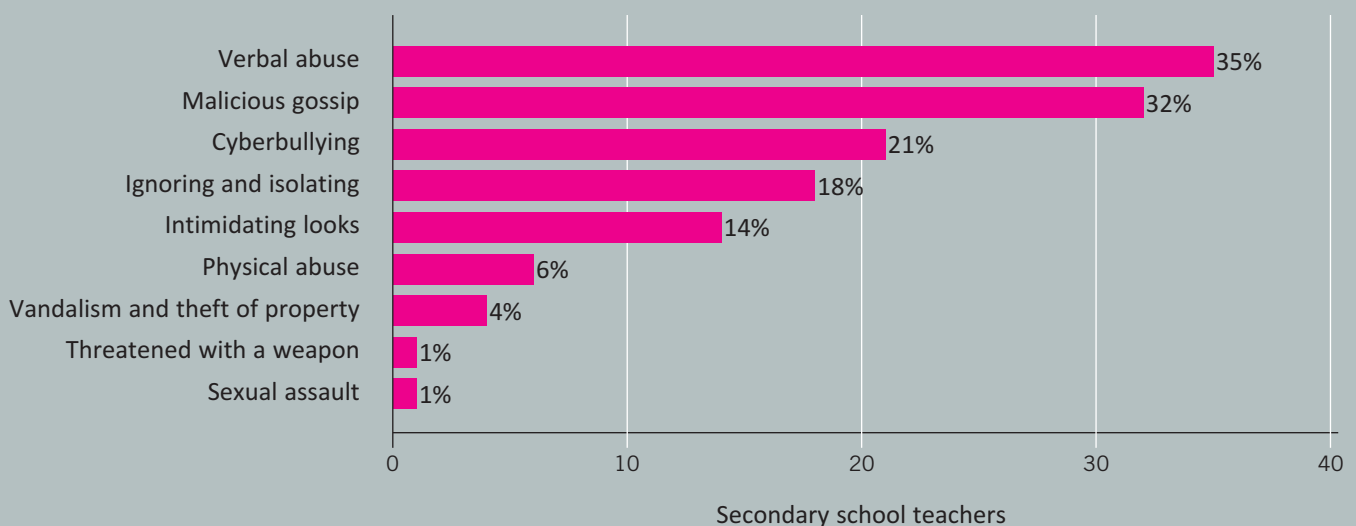
The term 'that's gay' is often used by pupils to say that something is rubbish. It is very rarely used with aggressive anti-gay intent; it is usually more of a put down to their friends. It seems to have become a general negative or derogatory term.

Leroy, secondary school teacher, maintained school (South East)

That's so gay has become a phrase used where people don't think about the actual words; it is rarely used maliciously, more often than not it is used thoughtlessly.

Samantha, secondary school teacher, academy, (South East)

HOMOPHOBIC BULLYING THAT TAKES PLACE IN SCHOOL



The children call each other gay but not in a homophobic way it is used in the context of being stupid, pathetic or even too clever.

Lenny, secondary school teacher, special school (South East)

The phrase ‘that’s so gay’ has become separated in many students minds from homophobia – although the link is still there beneath the surface level.

Paul, secondary school teacher, academy (East of England)

Teachers in independent schools also report being less aware of hearing these expressions than teachers in maintained schools and academies. **Forty two per cent** of teachers in maintained schools and **39 per cent** in academies hear expressions such as ‘that’s so gay’ or ‘you’re so gay’ often or very often compared with just **14 per cent** of teachers in independent schools.

Two thirds of secondary school teachers (65 per cent) have heard pupils make other homophobic remarks, such as ‘poof’, ‘dyke’, ‘queer’ or ‘faggot’; **eight per cent** say this is something they hear often or very often and **16 per cent** hear such expressions sometimes.

It is extremely rare for students to be overtly racist or sexist in schools in inner London, sadly homophobia is still fairly overt. Mary, secondary school teacher, academy (London)

WHAT HOMOPHOBIC BULLYING LOOKS LIKE

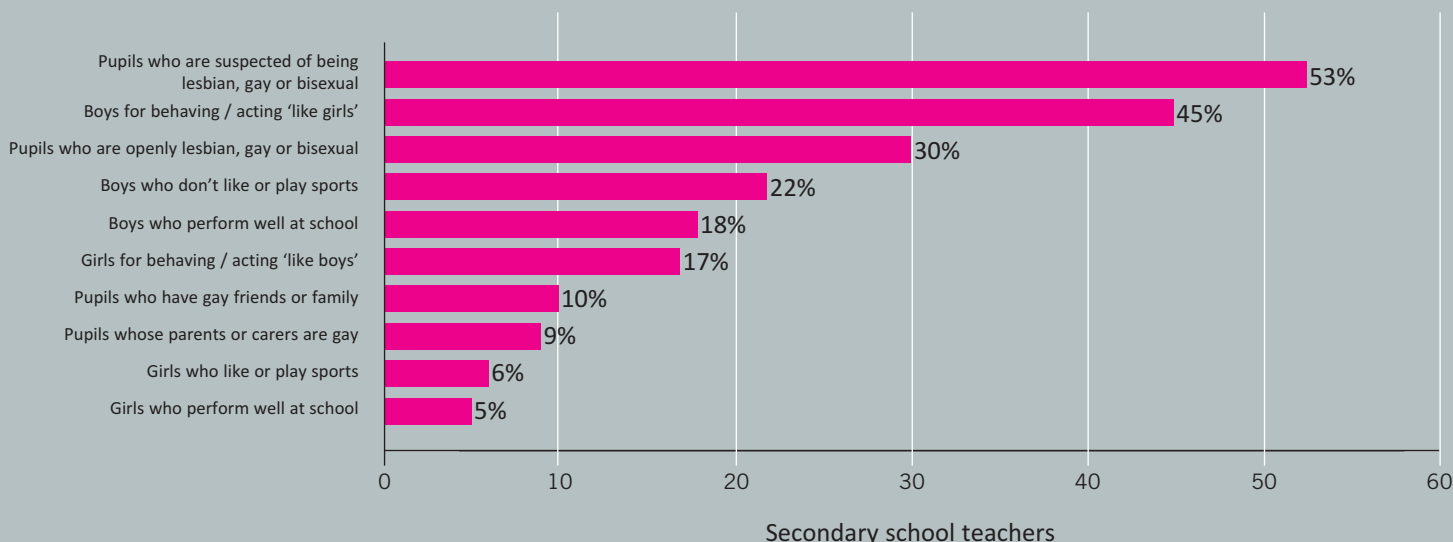
The most frequent form of homophobic bullying is verbal abuse with **35 per cent** of secondary school teachers saying this happens in their school. This is followed by malicious gossip, cited by **32 per cent** of secondary school teachers. **One in five** teachers (21 per cent) say pupils in their school are victims of homophobic abuse through cyberbullying. Other common forms of bullying are pupils being ignored or isolated (18 per cent) and being subjected to intimidating looks (14 per cent).

Over half of secondary school teachers (53 per cent) who are aware of homophobic bullying in their schools say pupils who are suspected of being lesbian, gay or bisexual are the most likely to experience homophobic name calling, bullying or harassment. However, teachers say other pupils are also often victims of such abuse including boys who are perceived to ‘behave or act like girls’ (45 per cent), boys who don’t like or play sports (22 per cent), girls who are perceived to ‘behave or act like boys’ (17 per cent) and pupils whose parents or carers are gay (nine per cent).

Where there has been bullying at my school it has been because the children have female gay parents.

Matilda, secondary school teacher, maintained school (Yorkshire and the Humber)

WHO EXPERIENCES HOMOPHOBIC BULLYING?



It is extremely rare for students to be overtly racist or sexist in schools in inner London, sadly homophobia is still fairly overt.

Mary, secondary school teacher, academy (London)

In other schools the macho expectations (sport) or feminine role models can be quite specific and unforgiving.

Marie, secondary school teacher, independent school (East Midlands)

Teenagers have become noticeably more accepting of homosexuality in the last 5 years, even where I teach in a white, rural area. However, homophobia still happens in three ways at school: when straight lads in groups use 'queer' etc. to banter and insult each other; when straight lads isolate and pick on the more effeminate boys, this is less an issue than it used to be but still

happens; when someone is openly gay and holds hands etc. in the playground.

Matthew, secondary school teacher, academy (South East)

The knock-on effect of such bullying can have a detrimental impact on pupil achievement and attainment at school.

Two thirds of secondary school teachers (66 per cent) think that pupils who experience homophobic bullying suffer with their school work. This is a similar proportion to the number of lesbian, gay and bisexual young people (three in five) who say that homophobic bullying has had an impact on their school work, as *The School Report* (2012) showed.

HOW HAVE THINGS CHANGED SINCE 2009?

There has been some real improvement in the last five years. The number of secondary school teachers who say that pupils in their school are often or very often the victim of homophobic bullying has decreased by half, **from 25 per cent in 2009 to 13 per cent in 2014.**

The frequency of particular forms of homophobic bullying observed by teachers in secondary schools has also decreased:

- **Verbal abuse has dropped to 35 per cent from 55 per cent in 2009**
- **Malicious gossip has dropped to 32 per cent from 44 per cent in 2009**
- **Ignoring and isolating has dropped to 18 per cent from 26 per cent in 2009**
- **Intimidating looks has dropped to 14 per cent from 18 per cent in 2009**

However, the number of teachers reporting **cyberbullying** has **remained at 21 per cent over the past five years.**

There have been similar improvements in the frequency of homophobic language heard by teachers in secondary schools. The percentage of those who have heard pupils use

the expressions 'that's so gay' or 'you're so gay' often or very often has decreased significantly in the last five years, **58 per cent in 2009 down to 36 per cent in 2014.**

Those who **hear pupils make other homophobic remarks, such as 'poof', 'dyke', 'queer' or 'faggot', has also decreased significantly.** In 2009 almost one in five secondary school teachers (18 per cent) said they had heard such expressions often or very often, **in 2014 this figure dropped to eight per cent.**

Anti-gay bullying in my school has massively reduced in the last five years and teachers I know at other schools say the same.

Niall, secondary school teacher, academy (South East)

The situation has improved greatly in recent years.

Marius, secondary school teacher, academy (East Midlands)

I think things have come a long way in the time I have been teaching. Scott, teacher, academy (East of England)

10 Secondary schools: responding to homophobic bullying and language

Just **two in five** secondary school teachers (43 per cent) who have heard pupils use expressions like ‘that’s so gay’ or ‘you’re so gay’ would always intervene when hearing this language, almost **three in five** (55 per cent) say they do not. **A quarter** (24 per cent) intervene most of the time and a further **17 per cent** some of the time. **Nine per cent** rarely intervene and **five per cent** of teachers say that they never challenge these expressions when they hear them.

‘It’s so gay’ has come to mean something that is a bit lame or silly; it no longer seems to be associated in the minds of pupils with sexual orientation. If used simply in this context, I would not always challenge the use of the phrase. Victoria, secondary school teacher (Wales)

It’s an ongoing struggle to stop the negative language but other teachers have been observed choosing to ignore it and that makes it much harder.

Luke, secondary school teacher, maintained school (Yorkshire and the Humber)

Children don’t expect to be challenged on this kind of behaviour – they don’t seem to see that the pejorative use of these words and phrases is offensive and homophobic. Many of the children I have challenged for using this kind of language do not consider themselves homophobic.

Amy, secondary school teacher, independent school (South West)

Around **two thirds** of secondary school teachers (64 per cent) claim that they would always intervene if they hear pupils use homophobic remarks such as ‘poof’, ‘dyke’, ‘queer’ or ‘faggot’, **a third** (34 per cent) do not. **Nineteen per cent** say they intervene most of the time and seven per cent some of the time. **Five per cent** say they rarely intervene and **three per cent** never challenge this language when they hear it.

Eight in ten secondary school teachers (78 per cent) who say there is homophobic bullying in their school claim they always intervene when they are aware of it – **two in ten** (21 per cent) do not. **One in ten** (11 per cent) say they intervene most of the time, **six per cent** say they intervene some of the time, **three per cent** rarely and **one per cent** never intervene.

If this was about race, everybody acts and treats it with the legal position it deserves. However, some are clearly still prejudiced against homosexuals, thus disobey their

ethical duty to act. Robert, secondary school teacher, academy (South West)

The most common reason given by secondary school teachers for not intervening when hearing homophobic language is not believing that pupils were being homophobic (43 per cent). Other common explanations include believing that pupils did not understand the meaning of their remarks (25 per cent) and believing it just to be harmless banter (19 per cent). **One in eight** did not want to interrupt lessons (13 per cent) and a further **one in eight** (12 per cent) believe homophobic language to be too common to intervene in every instance. **Seven per cent** did not feel confident about how to challenge it and three per cent said they were unsure if their head teacher would support them doing so.

The use of ‘that’s so gay’ often isn’t meant or used in a homophobic way. It’s becoming a figure of speech for young people instead.

Zena, secondary school teacher, maintained school (South East)

Comments now almost seem socially accepted by pupils and some adults which makes it very difficult to break these ‘habits’ by secondary school age. Just like swearing.

Louise, secondary school teacher, free school (Scotland)

I find that pupils do not understand what is wrong with using this language if they are joking.

Kelly, secondary school teacher, free school (Scotland)

Almost all of the time the terms mean something very different. I don’t like it and although I feel that I should or could adopt a more hard-line approach to the use of these terms, it seems unnecessary.

Roy, secondary school teacher, maintained school (South West)

Despite the fact that most pupils don’t mean to be homophobic when they use anti-gay language, **84 per cent** of lesbian, gay and bisexual young people say that they are distressed when they hear the word gay being used in a negative way and **almost half** say it distresses them ‘extremely’ or ‘a lot’, as *The School Report* (2012) showed.

If this was about race, everybody acts and treats it with the legal position it deserves. However, some are clearly still prejudiced against homosexuals, thus disobey their ethical duty to act.

Robert, secondary school teacher, secondary academy (South West)

11 Secondary schools: policy, practice and support

POLICY AND PRACTICE

More than ten years on from the repeal of Section 28, many teachers in secondary schools are still unclear whether they are able to include lessons about gay people in the classroom. **More than one in ten** secondary school teachers (11 per cent) say their school does not allow them to teach about gay issues and a further **three in ten** (29 per cent) say they do not know if they are allowed. This is despite the fact that the UK Government has made clear the importance of tackling homophobic bullying and the fact that Ofsted now looks to see how schools in England include gay issues in the curriculum as part of their inspection framework.

Teachers in independent schools are significantly less likely to say they are allowed to teach about lesbian, gay or bisexual issues than those in academies and maintained schools – **46 per cent** compared with **65 per cent** and **62 per cent**. Teachers in faith schools are significantly less likely to report their school allows them to teach about lesbian, gay and bisexual issues than those in non-faith schools – **51 per cent** compared with **62 per cent**.

Teachers aged under 30 are also less likely to say they are allowed to teach about lesbian, gay and bisexual issues – **47 per cent** compared to **62 per cent** of teachers aged over 30.

A pupil came to see me to ascertain views on homosexuality. I had to tell them I could not discuss homosexuality and my opinions with them as the school

would not like me discussing the topic.

Bianca, secondary school teacher, faith school (Scotland)

Just over half of secondary school teachers (55 per cent) are aware that their school has a policy that specifically addresses homophobic bullying. **One in five** (21 per cent) say their school does not have a policy that explicitly addresses the issue and **a quarter** (24 per cent) don't know whether their school has such a policy.

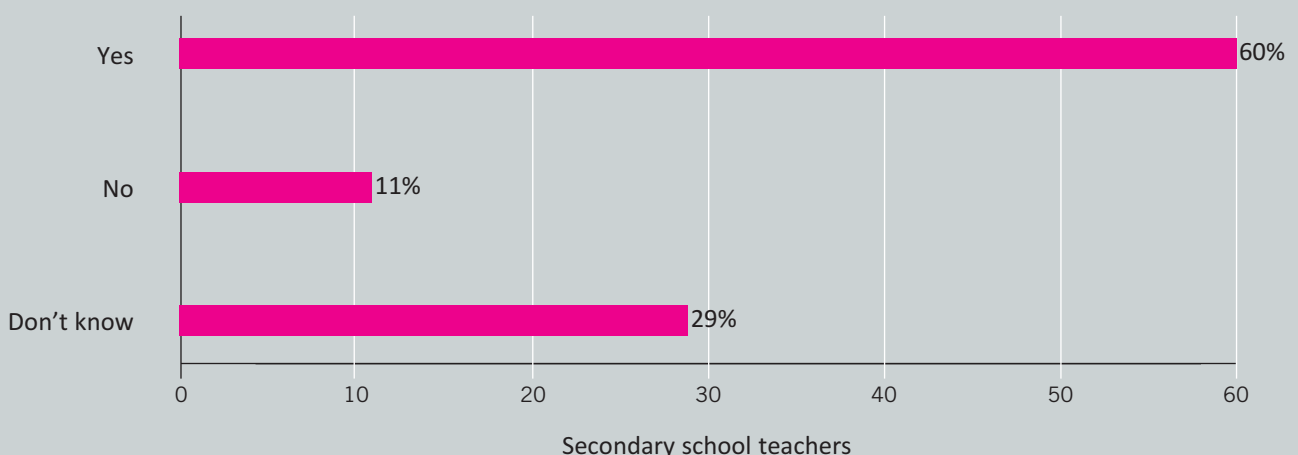
Teachers in independent schools are also significantly less likely to say their school has such policies than those in academies and maintained schools, **45 per cent** compared with **57 per cent** and **60 per cent**.

Secondary school teachers in Scotland (41 per cent) are the least likely to say policies exist, compared with those in London (60 per cent), the rest of the south (59 per cent), the north (57 per cent) and the Midlands and Wales (51 per cent).

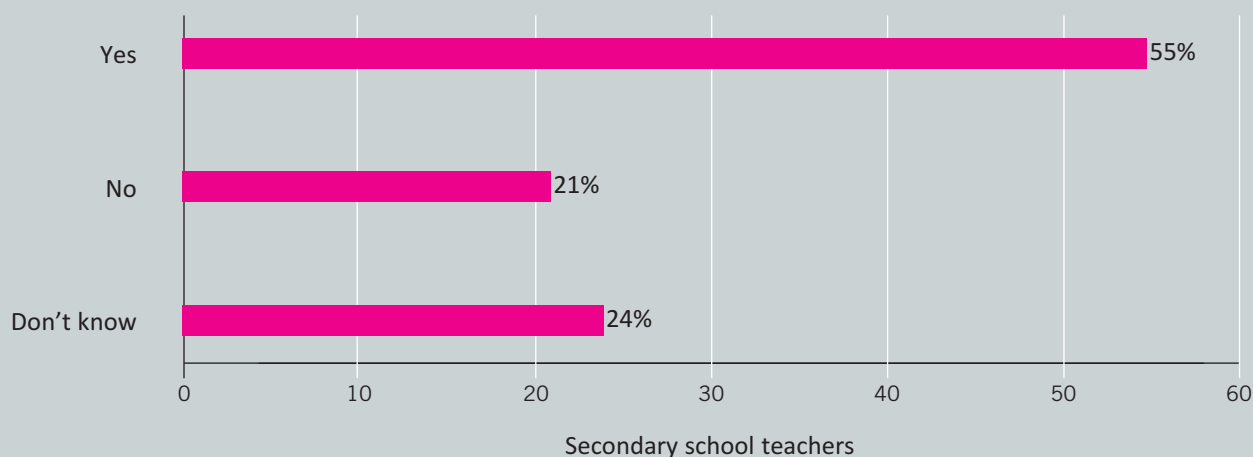
Younger teachers are also less aware of such policies; those aged under 30 are less likely to say there are school policies that address homophobic bullying – **41 per cent** of teachers compared with **57 per cent** of teachers aged over 30.

While **six in ten** secondary school teachers (63 per cent) say incidents of homophobic bullying are recorded at their school, **three in ten** (29 per cent) are unsure and almost **one in ten**

DOES YOUR SCHOOL ALLOW YOU TO TEACH ABOUT LESBIAN, GAY AND BISEXUAL ISSUES?



DOES YOUR SCHOOL HAVE POLICIES THAT EXPLICITLY ADDRESS HOMOPHOBIC BULLYING?



secondary teachers (8 per cent) say these incidents are not recorded at their school. Non-teaching staff are even less certain what happens in practice with **four in ten** (40 per cent) unsure.

Incidents are less likely to be recorded in independent schools, with **44 per cent** of teachers saying they are as compared with **69 per cent** in academies and **63 per cent** in maintained schools.

The use of anti-gay language is treated like any other forms of bullying, including any racist language, although not always reported.

Niamh, secondary school teacher, academy (South West)

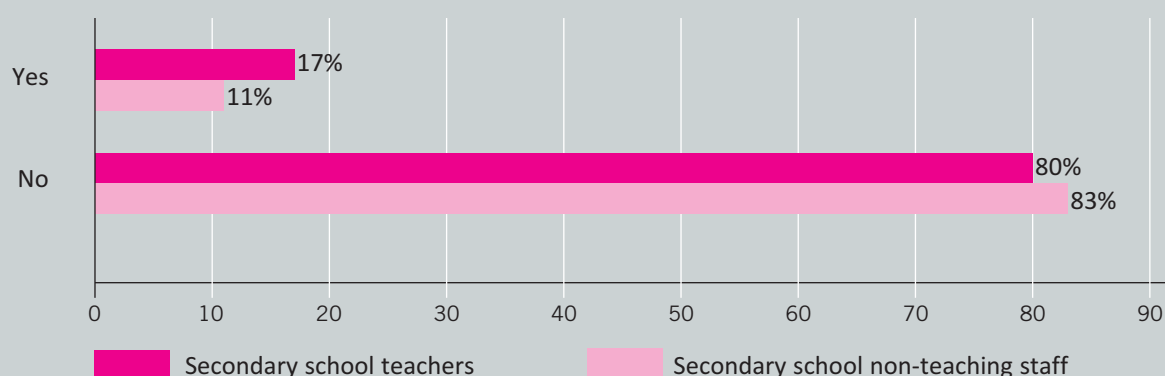
Just **one in five** secondary school teachers in England (22 per cent) are aware that Ofsted considers a school's specific efforts to tackle homophobic bullying as part of their inspection

framework. **60 per cent** don't know and **18 per cent** believe they do not have this responsibility. This is despite the fact that Ofsted inspectors do assess how schools in England are tackling homophobic bullying, with over a third of inspection reports from 2013-2014 mentioning this. Estyn in Wales also directs inspectors to examine how well a school is tackling homophobia, celebrating diversity and creating inclusive environments for their pupils, while Education Scotland assesses schools' efforts to improve equality and diversity.

TRAINING

Eight in ten secondary school teachers (80 per cent) have not received any specific training on how to tackle homophobic bullying.

HAVE YOU RECEIVED ANY SPECIFIC TRAINING ON HOW TO TACKLE HOMOPHOBIC BULLYING?



Some of my colleagues, although outstanding teachers, aren't great when it comes to gay issues. You can see them get uncomfortable or giggly. There's never outward prejudice but discomfort I suppose. There's also loads of misunderstanding when it comes to gay issues.

John, secondary school teacher, maintained school (West Midlands)

It is so important for schools to tackle anti-gay attitudes. Staff need training. Schools need resources.

Suzanne, secondary school teacher, maintained school (South West)

Secondary school teachers in independent schools are less likely to have received training – **eight per cent** compared with **19 per cent** in maintained schools and **17 per cent** in academies. Teachers under 30, all of whom will have completed their teacher training after the repeal of Section 28, are also less likely to have received training – **10 per cent** compared with **18 per cent** over 30.

LEADERSHIP

Only **four in ten** secondary school teachers (42 per cent) agree that their head teacher demonstrates clear leadership when it comes to tackling homophobic bullying. Just **one in five** secondary school teachers (20 per cent) in England and Wales agree that their school governors demonstrate clear leadership when it comes to tackling homophobic bullying.

There needs to be more done by senior leadership. They need to stamp it out for us teachers to really have an impact. Gerard, secondary school teacher, academy (London)

It isn't taken seriously enough by the managers.

Arthur, secondary school teacher, maintained school (North West)

PARENTS

Just **12 per cent** of secondary school teachers say their school engages with parents on lesbian, gay and bisexual issues, for example by informing them about school policies and efforts to tackle homophobic bullying or language, or positively including gay parents in discussions about different families. **Almost half** of secondary school teachers (45 per cent) say their school does not engage with parents on these issues and **43 per cent** say they don't know if their school does.

Fewer than half of secondary school teachers (46 per cent) are confident that they would have the support of parents in tackling homophobic bullying at school.

I think that homophobia is a very interesting and important subject which should be addressed in schools. However, discussion of this subject is held back because management is frightened of the reaction from parents. They don't want to be accused of promoting homosexuality.

Martin, secondary school teacher, maintained school (North East)

I feel the parents at our school would not be supportive if they knew that we were covering gay issues in the classroom. I am not sure that they are really aware of what I cover in PSHE lessons. I am unsure about how best to tackle such a complaint from a parent.

Amanda, secondary school teacher, maintained school (London)

Teaching students about homophobia shouldn't be solely from school. Parents and families play a much more important role in educating and reinforcing it. Unfortunately, this type of language is very commonplace within society, and within family life too. This means that teachers are fighting a losing battle as it is

I think that homophobia is a very interesting and important subject which should be addressed in schools. However, discussion of this subject is held back because management is frightened of the reaction from parents. They don't want to be accused of promoting homosexuality.

Martin, secondary school teacher, maintained school (North East)

common language from some parents.

Nirrage, secondary school teacher, maintained school (South East)

STAFF

More than a **third** of secondary school teachers (36 per cent) have heard homophobic language or negative remarks about gay people from other staff.

Staff attitudes can be dreadful, and I have had to interview one or two to insist that they are inclusive, or keep their remarks to themselves.

Nicholas, secondary school teacher, maintained school (South East)

The use of 'gay' as a derogatory comment is also frequent amongst senior staff, which makes it difficult to challenge. Anna, secondary school teacher, academy (South West)

I really don't want management to get involved in this issue – a self-interested, right-on, career-protecting, dullard, box-ticking exercise will do nothing for anyone.

Kazuo, secondary school teacher, maintained school (London)

I think there are more important issues for teachers to be dealing with. It's just the latest issue jumped on by the 'gay rights mafia' and the liberal establishment!

Charlie, secondary school teacher, independent school (South East)

This PC agenda about 'gay language' is another fad and form of oppression. We should have free speech.

Ben, secondary school teacher, maintained school (West Midlands)

Schools should be promoting traditional families (male/female) not endorsing or condoning same-sex 'unnatural families'. Section 28 had a lot to commend it I

feel. It is a pity how attitudes have changed from quiet tolerance to active promotion and putting ideas about homosexuality into young people's minds. I don't condone any form of bullying though.

Jack, secondary school teacher, independent school (South East)

Almost one in five teachers (17 per cent) say staff have been the target of homophobic language by other colleagues and **more than four in ten** teachers (44 per cent) say staff have been the target from pupils.

I was called a 'bald, fat dyke' the other day. I am a balding male but I am not fat and I am not a 'dyke'. This will be dealt with by the head of year.

Keith, secondary school teacher, maintained school (North West)

If I had a pound for every time I'm asked 'are you married sir?' I could give up teaching! It's student speak for we think you are gay and invariably asked by a particular kind of male pupil.

Juan, secondary school teacher, maintained school (London)

At previous schools it was assumed that I was gay because I would take on homophobic remarks and I had homophobic remarks directed at me in response. All too often too little is done about anti-gay language in schools. Kevin, secondary school teacher, special school (South East)

While most of the gay pupils I have known have felt safe coming out in school, all but one of my gay colleagues have concealed their own sexuality for fear of this being used against them by pupils and their parents.

Thomas, secondary school teacher, independent school (South West)

The faith in my current school prevents these issues

This PC agenda about 'gay language' is another fad and form of oppression. We should have free speech.

Ben, secondary school teacher, maintained school (West Midlands)

being openly discussed. In previous schools, I have found that in the last few years there is much more tolerance of gay students, although not staff. Many staff are concerned about the backlash from students and parents if they appear openly gay. It seems that some are afraid their child will be 'indoctrinated'.

Tina, secondary school teacher, independent school (North West)

Just over a quarter (28 per cent) say that there are lesbian, gay or bisexual staff that are out to pupils.

MEDIA

Three quarters of secondary school teachers (75 per cent) think homophobic language used by celebrities or in the media affects the frequency of homophobic language and bullying in schools.

Students hear words and repeat them not knowing what they mean just because they heard a celebrity say it. We need more education on the meaning of words and the consequences of saying those words to other people.

Sia, secondary school teacher, maintained school (South East)

The media makes this type of language acceptable.

Faye, secondary school teacher, academy (East Midlands)

SUPPORTING STUDENTS

Two thirds of secondary school teachers (67 per cent) are aware of lesbian, gay or bisexual pupils at their school. Despite this, more than **one in five** teachers (22 per cent) say they would not have any confidence in providing support to pupils who decided to come out to them.

Fewer than one in five teachers (17 per cent) say that their school library stocks books and information about lesbian, gay and bisexual people; **17 per cent** say their school library does not stock these resources and **two thirds** (66 per cent) don't know.

Only **three in ten** teachers (30 per cent) believe that pupils can access information about lesbian, gay and bisexual people via the school internet. **More than one in ten** (14 per cent) say they cannot and **over half** (56 per cent) are unsure.

The leaflets, posters, examples of role models should be updated. Shian, secondary school teacher, academy (East of England)

As a gay teacher I am fully open and out with my colleagues, but it has been totally discouraged for me to ever be honest with the pupils. I disagree with this completely, as I am a popular teacher at school and many suspect I may be gay. If I were allowed to be completely open at work I think it would provide me more opportunities to challenge a lot of the gay stereotypes out there. Currently, and not through choice, I am inadvertently sending out a message 'if you're gay you must hide it'.

Ian, secondary school teacher, maintained school (North West)

HOW HAVE THINGS CHANGED SINCE 2009?

The proportion of secondary school teachers who say that their school has policies for explicitly addressing homophobic bullying has **increased significantly, up to 55 per cent from 30 per cent in 2009.**

More than twice as many secondary teachers have now received specific training on tackling homophobic bullying in the last five years: **in 2014, 17 per cent** of secondary teachers and **11 per cent** of non-teaching staff have received training compared with just eight per cent and four per cent respectively in 2009.

This has been despite **no real improvement** in the proportion of teachers who believe that **their head teacher, school leadership or governors demonstrate a clear role in tackling homophobic bullying.**

12 Secondary schools: in the classroom

A third of secondary school teachers (34 per cent) have not addressed issues of sexual orientation in the classroom.

As a science teacher pupils often ask me about same-sex relationships. As in, 'how do people become gay?'. I often find it disturbing that pupils ask this question as if it is something that happens to them. In science there is a place to discuss the fact that it is not a choice, it is just the way they are made. I feel sometimes working in a Catholic secondary school that discussing it can be difficult.

Charlotte, secondary school teacher, Catholic school (Scotland)

Fewer than half of secondary school teachers (46 per cent) say that lesbian, gay or bisexual pupils in their school are taught where to go for help and advice about same-sex relationships. **One in six** (16 per cent) say they aren't taught this and a further **two in five** (38 per cent) say they do not know.

Just over four in ten secondary school teachers (44 per cent) say they are aware their school teaches about civil partnerships and marriages for same-sex couples and only **three in ten** (30 per cent) are aware that pupils are taught about lesbian, gay and bisexual people being able to adopt or have their own children.

Fewer than one in five secondary school teachers (17 per cent) say that pupils have visible lesbian, gay and bisexual role models in school.

Just **one in four** secondary teachers (25 per cent) say lesbian, gay and bisexual people are included across the wider curriculum; a further **one in four** (28 per cent) say they aren't and **almost half** (47 per cent) don't know if they are. Only **one in five** (20 per cent) say they are aware that their school teaches about the biological and physical aspects of same-sex relationships.

It is not something that schools are very comfortable with in my experience. I am a biology teacher and I teach sex education and I have been asked what homosexual men do. I avoided answering and felt slightly uncomfortable as to where the conversation might lead. It is not in the curriculum and therefore I only teach what is set out.

Michelle, secondary school teacher, academy (East of England)

I do not think there is a place for this kind of literature in school. If a pupil comes to me then I am able to support them but I do not feel it is my role to actively teach them about the biological aspects of same-sex relationships for example. I feel it is inappropriate and PC for the sake of it.

Liz, secondary school teacher, academy (South West)

Two thirds of secondary teachers (66 per cent) say they know of lesbian, gay and bisexual pupils in their schools and **four in ten** teachers (39 per cent) say they are aware of pupils who have parents or family members in same-sex relationships. Despite this **more than a third** of teachers (34 per cent) said they had not addressed such issues because it is not relevant in their lessons.

Almost a third (31 per cent) say they haven't addressed lesbian, gay and bisexual issues because it hadn't occurred to them to do so. Almost **one in ten** (8 per cent) said that they did not feel it should be addressed in the classroom and **one in eight** (12 per cent) feel they don't know how to incorporate lesbian, gay and bisexual people into their lessons.

One in five secondary school teachers (20 per cent) say they would not feel confident in responding if a pupil did raise a question on sexual orientation in the classroom.

13 When things go well: secondary school experiences

More than nine in ten secondary school teachers (92 per cent) believe that school staff have a duty to prevent and respond to homophobic bullying.

We take all forms of bullying seriously at my school; this would include bullying because someone is gay.

Courtney, secondary school teacher, academy (London)

I think it is imperative to tackle issues as they arise and not brush over them or delay discussing the issue. Students respond to and accept having the chance to hear honest facts and not being brushed off as happens so often.

Donald, secondary school head teacher, independent school (Scotland)

Many secondary school teachers highlight the proactive measures their schools take to create an inclusive learning environment.

We have recently engaged in a LGBT week raising awareness including addressing genetics, attitudes in history and homosexuality in sport. Students were very open to the ideas. There was very little opposition from students. Jim, secondary school teacher, academy (South West)

We have just had a Wiltshire zero-tolerance campaign in the whole school which has made all pupils think much more about how they use language.

Lorraine, secondary school teacher, academy (South West)

We have anti-homophobic bullying discussions and assemblies. We have meetings with LGBT campaigners who speak to the children. We suspend pupils who engage in homophobic bullying.

Otis, secondary school teacher, independent school (East of England)

We have had two training sessions on homophobic bullying this term and the instances of this have reduced from a problem to a trickle. I believe this kind of bullying still occurs online and outside of the ears of staff but there has been a massive change – it is now seen as socially unacceptable.

Hugh, secondary school teacher, maintained school (East of England)

We have a zero tolerance policy in our school. Openly gay sixth formers have shared their experiences through assemblies which had a big impact on the lower years.

Joanna, secondary school teacher, maintained school (East of England)

Many secondary school teachers describe how they tackle homophobic language when they hear it as part of a firm zero-tolerance approach.

It's not acceptable and I treat it in the same way as I would if someone used racist or sexist language.

Kellie, secondary school teacher, academy (North East)

Every incident is reported and students are very aware that it is considered unacceptable and it will be passed onto a member of the leadership team to deal with.

Pedro, secondary school teacher, maintained school (North East)

It is an automatic caution in our school. Pupils who receive three cautions in a week get an automatic detention on a Friday after school. About 10 years ago pupils started to use the word gay in a negative way and we decided as a staff then to have a zero tolerance approach. This seems to have worked.

Alvina, secondary school teacher, academy (North East)

Remarks are dealt with according to the school behaviour management policy; referrals are made to the faculty head or the head of year. It is not acceptable at all.

Jackie, secondary school teacher, free school (Scotland)

Students must be immediately told that anti-gay language is unacceptable. When it happens (rarely) a note is made on the personal record of the name-caller.

Imran, secondary school teacher, maintained school (South East)

The lesson is stopped and the class are made aware of the issue. The pupil in question is sanctioned but made to understand why the comment is inappropriate.

Denis, secondary school teacher, academy (South West)

I have anti-homophobic posters up in my classroom and direct pupils' attention to these whenever I hear an anti-gay sentiment.

Stephanie, secondary school teacher, state school (Scotland)

Our school has a strict policy about the use of the phrase 'you're so gay' and when the use of this phrase increased, it became an offense which would land you in the internal exclusion unit. It is used far less frequently these days.

Pauline, secondary school teacher, maintained school (West Midlands)

We have had two training sessions on homophobic bullying this term and the instances of this have reduced from a problem to a trickle. I believe this kind of bullying still occurs online and outside of the ears of staff but there has been a massive change – it is now seen as socially unacceptable.

Hugh, secondary school teacher, maintained school (East of England)

Many secondary school teachers explained that they specifically challenge phrases such as ‘that’s so gay’, even if they feel that it is not intended to be deliberately homophobic, to help students to understand the implications of what they are saying and the impact it has.

I think the term ‘gay’ is frequently used by children as a synonym for stupid – it isn’t always used in a homophobic way, but misuse of the word also needs to be corrected and challenged.

Milly, secondary school teacher, academy (Yorkshire and the Humber)

Most pupils at our school use terms like ‘gay’ unthinkingly and are not actively homophobic towards teachers and pupils. If I hear pupils using the term in this way, I usually ask pupils exactly what they mean, then point out that this is no different to saying something is ‘so black’ or ‘so Muslim’.

Olga, secondary school teacher, maintained faith school (London)

If someone used inappropriate language in the classroom I would challenge them. This could lead to a discussion on equality and thinking about our actions and words. I teach maths, it would not be a planned lesson.

Jenny, secondary school teacher, state school (Scotland)

I always pull a pupil up on it. I explain that it offends me to hear the word ‘gay’ with negative connotations as I think that gay people should be respected. My two best friends are gay and I use their example to explain that I don’t think of them negatively so I didn’t want school children using the word gay negatively.

Margaret, secondary school teacher, maintained school (West Midlands)

As a gay teacher I always tackle the use of homophobic language, even if the word is used as a synonym with ‘rubbish/unfair’. Sometimes I will explain fully in the classroom that the term ‘gay’ means homosexuality, and calling a piece of writing or an item of clothing ‘gay’ is suggesting it is attracted to another piece of writing or a different item of clothing. In a humorous way it diffuses the situation, but at the same time reminds them that I don’t think it is an appropriate piece of language, semantically or socially.

Manny, secondary school teacher, maintained school (North West)

GOOD PRACTICE IN THE CLASSROOM

More than nine in ten secondary school teachers (92 per cent) say lesbian, gay and bisexual issues should be addressed in schools.

Almost all teachers (97 per cent) who have addressed issues around sexual orientation in their lessons say they would do so again. **Almost all** secondary school teachers (96 per cent) who addressed lesbian, gay or bisexual issues in the classroom received no complaints from parents for doing so.

Teachers highlighted the positive and effective ways that gay issues have been addressed in the classroom across the wider curriculum.

As and when it is appropriate and integral to the studies it is treated as part of society as a whole – historically and culturally. Students respond well when it is in context of the lesson. Students do not respond well if they have the sense that it has been tacked on.

Laura, secondary school teacher, independent school (South Wales)

I teach an A-level course on Britain in the 1960s which includes the decriminalisation of homosexuality. In my experience the pupils are shocked to learn that people could be prosecuted for their sexuality, or forced to conceal it. I also teach about the Medici’s patronage of homosexual artists during the Renaissance.

Laima, secondary school teacher, independent school (South West)

We looked at famous gay people. I was expecting to have to counter prejudice but the class response was ‘we know they’re gay. What’s the big deal?’

Kerry, secondary school teacher, maintained school (East Midlands)

In A-level languages, discussing what a ‘family’ consists of, challenging stereotypes about what a family is – students seemed very comfortable. Some students have gay and lesbian parents and were very open about this, others in the year group are ‘out’ and very confident, knowledgeable, forthcoming.

Sally-Anne, secondary school teacher, academy (South East)

As an English teacher primarily, I have raised questions about it when discussing characters in books and gender stereotyping.

Peter, secondary school teacher, maintained school (North West)

Almost **one in four** (23 per cent) secondary school teachers say that Stonewall's 'Some People are Gay, Get Over It' posters are used in their school. **One in twenty five** (4 per cent) secondary school teachers say that Stonewall's *FIT* DVD is used with pupils in their school. **One in fourteen** (7 per cent) secondary school teachers say their school uses Stonewall's *Different Families* materials with pupils.

Used materials from Stonewall in PSHE. Pupils responded well.

Kerry, secondary school teacher, independent faith school (South West)

We had FIT in school when it was touring schools as a play, it went down REALLY well with students.

Terry, secondary school teacher, maintained school (North West)

We have discussed the recent Stonewall posters in class.

Ivo, secondary school teacher, maintained school (East Midlands)

Historical figures and writers who were gay or lesbian. Some pupil had queries, no real problems encountered. The odd negative or critical remark is addressed seriously in class discussion.

Ingrid, secondary school teacher, independent school (East Midlands)

In a History lesson about World War I we looked at how some soldiers who experienced homosexual relationships were treated for mental health issues. Students became very angry that the men were treated badly, with a lot of students saying how unfair it was.

Steve, secondary school teacher, maintained school (South East)

In an English class while reading a novel and during discussion the issue was raised by a pupil. The question was addressed and an informative and interesting discussion followed. All students listened and contributed with good questions and answers – no silly or snide remarks happened. It was interesting to hear how informed most of the students were and how they helped each other clarifying points for others. Discussion took up the rest of the lesson and the lesson plan was abandoned until the following day!

Darshan, secondary school teacher, independent school (Scotland)

I was involved in a Year 7 lesson in which we invited representatives from a local LGBT charity in to talk with the students. The lesson addressed stereotypes. We

have also considered these issues in other lessons, i.e. studying the holocaust with Year 9.

Mike, secondary school teacher, academy (Yorkshire and the Humber)

In my subject, RE, we run a year-long course on prejudice and discrimination, which includes a unit on LGBT and gender issues. At the beginning of the unit, some kids have negative responses towards the case studies we examine, but generally talking openly about positive gay role models changes this towards the end.

Sean, secondary school teacher, state school (Scotland)

Some teachers explained that information on lesbian, gay and bisexual issues is incorporated into sex and relationships education so that all students have access to this type of guidance and advice.

In sex and relationships education I make a specific point of talking about same-sex relationships alongside heterosexual ones.

Barney, secondary school teacher, special school (South East)

As part of a Health and Welfare project with Year 10 pupils we looked at sexual health and relationships. One pupil was particularly interested and asked for more advice as they were unsure about their own sexuality.

Louisa, secondary school teacher (Scotland)

Some teachers also expressed the importance of role models, including some who said they feel that they have the opportunity themselves to be a positive role model for lesbian, gay and bisexual pupils.

The more informed the pupils are, the more comfortable they are. Popular openly gay staff make a lot of difference to their perception of gay and lesbian people.

Amber, secondary school teacher, state school (Scotland)

I am openly gay and the pupils sometimes ask me questions. I answer as well and as professionally as I can. I feel it is important for pupils to know that I am gay so that they can see that it is nothing to be frightened of and that gay people can do 'ordinary' jobs. I hope I am setting a positive example. I also hope that gay pupils can see me as a positive role model that helps them to see there is nothing wrong with being gay.

Gavin, secondary school teacher, maintained school (Wales)

Recommendations: secondary school leaders

1 SET CLEAR EXPECTATIONS

Just over half of secondary school teachers (55 per cent) are aware that their school has a policy that specifically addresses homophobic bullying. Only two in five secondary school teachers (42 per cent) agree that their head teacher demonstrates clear leadership when it comes to tackling homophobic bullying.

- Both staff and pupils need to know that tackling homophobic bullying is a priority of school leadership. Heads and governors should communicate their commitment to tackling bullying through newsletters, staff meetings and assemblies. They should ensure that anti-bullying policies are clear that homophobic language will not be tolerated from students or staff.

2 PROVIDE TRAINING AND SUPPORT

Eight in ten secondary school teachers (80 per cent) have not received any specific training on how to tackle homophobic bullying.

- Lack of staff confidence can be a major barrier to tackling homophobic bullying in schools. School leaders need to ensure that all staff and governors receive specific training on how to identify, challenge and prevent homophobic bullying. Stonewall's Train the Trainer courses can provide your school with the tools and techniques to do this.

3 LINK TO SCHOOL IMPROVEMENT

Only one in five secondary school teachers in England (22 per cent) are aware that Ofsted consider a school's specific efforts to tackle homophobic bullying as part of their inspection framework, with Estyn and Education Scotland also assessing schools' efforts to create inclusive environments for all pupils. Two thirds (66 per cent) of secondary school teachers think that pupils who experience homophobic bullying suffer with their school work.

- Work to tackle homophobic bullying is integral to improving pupil attainment and achievement. School leaders should be clear with staff about the impact of homophobic bullying as a barrier to pupil performance and make staff aware that Ofsted now inspect English schools' efforts to tackle homophobia.

4 ENCOURAGE ROLE MODELS

Fewer than one in five secondary school teachers (17 per cent) say that pupils have visible lesbian, gay or bisexual role models in school.

- Role models can have a transformative effect on young people. School leaders should create an environment where lesbian, gay and bisexual staff feel able to be open about their sexuality. Not only do staff perform better when they can be themselves but also they can act as role models to gay young people as well.

5 COLLABORATE WITH OTHERS

Almost all teachers (97 per cent) who have addressed issues around sexual orientation in their lessons say they would do so again.

- Schools don't have to reinvent the wheel when it comes to tackling homophobic bullying. Joining networks of schools such as Stonewall's School Champions programme allows you to share best practice and learn from those further along their journey.

Recommendations: secondary school pastoral leads

1 PROVIDE INFORMATION AND SUPPORT

Fewer than half of secondary school teachers (46 per cent) say that lesbian, gay or bisexual pupils in their school are informed where to go for help and advice about same-sex relationships. Fewer than one in five (17 per cent) say that their school library stocks books and information about lesbian, gay and bisexual people.

- Pastoral leads should ensure that lesbian, gay and bisexual young people receive the information that they need on how to stay safe and make informed choices. In particular schools should ensure that internet filters don't block information about lesbian, gay and bisexual issues.

2 ENGAGE WITH PARENTS AND CARERS

Just 12 per cent of secondary school teachers say their school engages with parents on lesbian, gay and bisexual issues. Fewer than half of secondary school teachers (46 per cent) are confident that they would have the support of parents in tackling homophobic bullying at school.

- Fear of parental resistance is a barrier to teachers tackling homophobic bullying, but the overwhelming majority of parents support work to tackle homophobia. Pastoral leads should proactively communicate information about this work to parents to allay both their potential concerns and the concerns of members of staff.

3 MEET YOUNG PEOPLE'S NEEDS

More than one in five teachers (22 per cent) say they would not have any confidence in providing support to pupils who decided to come out to them.

- Lesbian, gay and bisexual young people are at an increased risk of experiencing mental health issues. School counsellors and nurses should be trained to talk to young people in confidence about their sexual orientation and to signpost them to further support if necessary.

4 INVOLVE YOUNG PEOPLE

Three quarters of secondary school teachers (75 per cent) think homophobic language used by celebrities or in the media affects the frequency of homophobic language and bullying in schools.

- The best interventions to tackle homophobic bullying are those driven by young people themselves. Schools should seek to involve young people in anti-bullying work, and encourage young people to set up their own LGBT groups or Gay Straight Alliances within school.

5 GO BEYOND TACKLING BULLYING

Almost one in four (23 per cent) secondary school teachers say that Stonewall's 'Some People are Gay, Get Over It' posters are used in their school.

- Work to tackle homophobia should be seen in the wider context of creating a school environment where all young people can be themselves. Schools should publicise this work through the school website, newsletters and pupil-led presentations.

Recommendations: secondary school teachers and non-teaching staff

1 CHALLENGE EVERY INSTANCE OF LANGUAGE AND BULLYING

Nine in ten secondary school teachers (89 per cent) say they hear pupils use the expressions 'that's so gay' or 'you're so gay' in school. Just two in five (43 per cent) who have heard pupils use expressions like these would always intervene when hearing this language.

- Teachers should take a consistent zero-tolerance approach to homophobic bullying and challenge every instance of homophobic language. Teachers should explain to young people why using phrases such as 'that's so gay' is offensive, even if they don't mean to be homophobic.

2 RECORD INCIDENTS

Three in ten (29 per cent) teachers are unsure whether their school records incidents of homophobic bullying and almost one in ten (8 per cent) say these incidents are not recorded at their school.

- Teachers should record instances on a school-wide basis. Knowing when and where incidents are taking place allows schools to intervene more effectively and helps to ensure consistency of approach between members of staff.

3 MAKE PSHE INCLUSIVE

Just over four in ten secondary school teachers (44 per cent) are aware their school discusses civil partnerships and marriages for same-sex couples with pupils. Only one in five (20 per cent) are aware that their school teaches about the biological and physical aspects of same-sex relationships.

- Teachers and form tutors should ensure that their PSHE lessons cover lesbian, gay and bisexual issues and relationships. In particular topics such as consent, abuse and online safety should be taught in a way that is inclusive of the specific issues that lesbian, gay and bisexual young people may face.

4 TALK ABOUT GAY ISSUES IN THE CURRICULUM

A third of secondary school teachers (34 per cent) have not addressed issues of sexual orientation in the classroom. Just one in four secondary teachers (25 per cent) say lesbian, gay and bisexual people are included across the wider curriculum.

- Discussion around gay issues shouldn't just be limited to PSHE, but included across a whole range of national curriculum subjects. Including these issues not only makes gay young people feel more included, but also prepares all young people for life in 21st century Britain.

5 CHALLENGE STEREOTYPES

Teachers say victims of homophobic abuse include boys who are perceived to 'behave or act like girls' (45 per cent), boys who don't like or play sports (22 per cent) and girls who are perceived to 'behave or act like boys' (17 per cent).

- Teachers should actively challenge gender stereotypes and the notion that certain types of subjects, activities or careers are only open to either men or women. By challenging these stereotypes teachers create a learning environment where young people, regardless of gender, can develop their own unique talents.

Recommendations: key partners

THE DEPARTMENT FOR EDUCATION:

- Continue to make tackling homophobic bullying in schools a priority and be clear to schools about their responsibilities. Departmental guidance should be updated to be clear on the importance of tackling phrases such as ‘that’s so gay’ as well as direct bullying
- Issue statutory Personal, Social and Health Education and Sex and Relationships Education guidance which is inclusive of lesbian, gay and bisexual pupils and those with same-sex parents:
 - In secondary schools this should ensure that the issues facing lesbian, gay and bisexual young people are covered in topics such as consent, abuse and online safety
 - In primary schools this should ensure that schools talk about different types of families including same-sex parents, making young people aware of the diversity of family life and relationships before entering secondary school
- Update the 2014 National Curriculum to encourage schools to cover lesbian, gay and bisexual issues across a range of subjects such as Science, History and English, as part of their provision of a broad and balanced curriculum
- Take steps to ensure that free schools, academies, school chains and local authorities recognise the importance of combatting homophobic bullying and supporting gay young people when establishing policy and procedures
- Encourage independent schools and umbrella bodies to take seriously the need to tackle homophobic bullying within their schools and boarding houses

OFSTED:

- Continue to ensure that a school’s efforts to tackle homophobic bullying remain part of inspections, including new one-day inspections
- Communicate to schools, teachers and school leaders that examination of schools’ efforts to tackle homophobic bullying and to include lesbian, gay and bisexual issues in the curriculum do form part of their inspections
- Inspections of independent schools should also examine the extent to which homophobia is tackled. In particular inspectors should look at reporting and recording mechanisms and homophobic bullying in boarding houses
- Be more explicit in challenging poor performance, as well as highlighting good practice, and identify exactly what would count as an inadequate approach to tackling homophobic bullying and supporting lesbian, gay and bisexual young people
- Judge the extent to which initial teacher training and other training institutions are preparing teachers to tackle homophobic bullying when they enter the classroom

THE NATIONAL COLLEGE FOR TEACHING AND LEADERSHIP:

- Require all initial teacher-training institutions to prepare teachers to tackle homophobic bullying and give them the confidence to positively address sexual orientation issues in the classroom
- Work with other teacher-training providers such as Teach First, Teaching Schools and Schools Direct groups to help them develop training and CPD support which helps teachers better tackle homophobic bullying
- Ensure that the National Professional Qualification for Headship and other leadership development courses offered by the National College include content which supports heads and middle managers to demonstrate leadership on tackling homophobic bullying
- Provide training and guidance to governors on how they can ensure that their schools are tackling all forms of bullying including homophobic bullying
- Increase the diversity of the teaching and leadership workforce by taking proactive steps to recruit lesbian, gay and bisexual applicants, and by working to remove the barriers to these staff members progressing to leadership positions

LOCAL AUTHORITIES AND ACADEMY CHAINS:

- Drive change by leading work to tackle homophobic bullying and communicating to all local schools the importance of tackling homophobic language and bullying and creating an inclusive learning environment
- Measure success and challenge poor performance, by offering guidance on recording and monitoring incidents and collating this on a chain or authority-wide level
- Offer central training and support for schools on tackling homophobic bullying, through sample policies, surveys, lesson ideas and training – in-house or through programmes such as Stonewall’s Education Champions programme
- Develop links between public and private sector services, including local businesses (such as Stonewall Diversity Champions) and other public bodies, which can provide further resources to support schools in their work to tackle homophobic bullying
- Encourage collaboration between schools in this area by facilitating opportunities for them to share best practice and mentor one another

THE TEACHERS’ REPORT 2014

Methodology

This report presents the findings from the 1832 primary and secondary school respondents across Britain, a subsection of the total sample of 2163 teaching and non-teaching staff in schools and colleges surveyed by YouGov. The survey asked staff about their experiences of homophobic bullying of pupils in their schools and the inclusion of sexual orientation issues in their classrooms. The respondents are from a range of school types including maintained schools, independent schools, academies and free schools. Eighty per cent of primary and secondary respondents were teachers and 20 per cent were non-teaching staff. Twenty one per cent work in faith schools. Fieldwork was undertaken between 4th December 2013 and 8th January 2014. The survey was conducted using an online interview administered to members of the YouGov plc GB panel of more than 425,000 individuals who had indicated that they worked in schools or colleges. The figures have been weighted to GB regions.

References

The Teachers’ Report, Stonewall (2009) www.stonewall.org.uk/teachersreport
The School Report, Stonewall (2012) www.stonewall.org.uk/schoolreport
Different Families, Stonewall (2010) www.stonewall.org.uk/differentfamilies

Support



Stonewall runs two bespoke programmes designed to specifically help schools and local authorities address many of the issues raised in this report:

Stonewall's **School Champions** programme provides tailored support and guidance to primary and secondary schools, helping them to develop strategies to challenge homophobic bullying and celebrate difference. A key part of this are our **Train the Trainer** courses, through which we give staff the knowledge, skills and confidence to train their colleagues on these issues and ensure all students can learn in a safe and inclusive environment. For more information visit www.stonewall.org.uk/teachertraining or email education@stonewall.org.uk

Our **Education Champions** programme provides tailored support to local authorities in their work to prevent and tackle homophobic bullying in their schools. Through this programme, local authorities work with Stonewall and each other to establish ways in which they can address homophobic bullying and promote a safe and inclusive learning environment for all young people. For more information visit www.stonewall.org.uk/educationchampions or email educationchampions@stonewall.org.uk

For Stonewall Scotland's School and Education Champions programmes, please visit www.stonewallscotland.org.uk/education. For Stonewall Cymru's School and Education Champions programmes, please visit www.stonewallcymru.org.uk/education

Resources www.stonewall.org.uk/atschool

Stonewall also has a wide range of resources available which can help schools address homophobic bullying, support lesbian, gay and bisexual young people and tackle many of the issues outlined in this report



The School Report: The experiences of gay young people in Britain's schools (2012)



Different Families: The experiences of children with lesbian and gay parents (2010)



Different Families and Some people are gay. Get over it! posters, postcards and stickers



Celebrating difference: Challenging homophobia in primary schools and Spell It Out: Tackling homophobia in our schools Stonewall's staff training DVDs for primary and secondary schools



Gay. Let's get over it! A series of posters to help challenge young people's use of homophobic language



Gay. Get over it! A pocket-sized guide for students to help them recognise and challenge homophobic language amongst their peers



Coming out! Answers to some of the questions you may have A guide answering young people's questions about coming out



FIT An intelligent, powerful film for Key Stage 3 and 4 students that tackles the issue of homophobic bullying



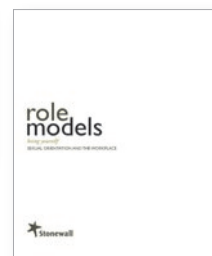
FREE A ground-breaking film for primary school pupils that conveys powerful messages about difference, diversity and respect, available at www.stonewallprimary.org.uk



Education Guides: Supporting lesbian, gay and bisexual young people; Including different families; Working with faith communities; Effective school leadership; Primary best practice; Tackling homophobic language; Staying safe online



No Bystanders pledge card. To join the campaign visit www.nobystanders.org.uk



Role Models A collection of 17 personal stories from successful and inspiring lesbian, gay and bisexual role models leading in a range of industries

THE TEACHERS' REPORT 2014

Children now use 'gay' as an adjective for anything uncool without any understanding of its true meaning.

Kerry, primary school teacher, maintained faith school (North West)

Some of my colleagues, although outstanding teachers, aren't great when it comes to gay issues. You can see them get uncomfortable or giggly. There's never outward prejudice but discomfort I suppose. There's also loads of misunderstanding when it comes to gay issues.

John, secondary school teacher, maintained school (West Midlands)