

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

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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.



SCHOOL REPORT

The experiences of lesbian, gay, bi and trans young people in Britain's schools in 2017



Stonewall
Acceptance without exception

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FOREWORD

Ten years ago, Stonewall launched the first School Report, a ground-breaking study into the experiences of 1,100 lesbian, gay and bi pupils in Britain's schools. Published four years after the repeal of Section 28, it revealed a startling picture: two in three lesbian, gay and bi pupils had been bullied at school because of their sexual orientation, and just one in four schools said this bullying was wrong.

In response, over the past decade Stonewall has worked with governments, schools and local authorities across Britain to help them combat this bullying and create inclusive schools. In 2015 Stonewall extended its remit to campaign for trans equality, and I am delighted that this report includes the specific experiences of trans pupils.

School Report 2017, a study of over 3,700 lesbian, gay, bi and trans (LGBT) pupils across Britain, demonstrates the continued impact of this work. Since the 2007 School Report, the number of lesbian, gay and bi pupils bullied because of their sexual orientation has fallen by almost a third. The number of schools who say this bullying is wrong has nearly trebled, and homophobic remarks are far less likely to be heard. Thanks to the dedication of teachers, schools and governments across Britain, more LGBT young people than ever are able to be themselves at school.

But while there is much to celebrate, this study shows how much there is left to do. Nearly half of LGBT young people are still bullied for being LGBT at school, and only one in five have learnt about safe sex in relation to same-sex relationships at school. LGBT young people continue to experience unacceptably high levels of poor mental health. Online, nearly all LGBT pupils are exposed to offensive content about LGBT people, and just one in three think that online companies will do something about it if reported.

For trans pupils in particular, the findings are alarming: nearly two in three trans pupils are bullied for being LGBT at school, one in ten have received death threats, and more than two in five have tried to take their own lives. While a growing number of schools are supporting their trans pupils, too many are not equipped to do so. It is vital that this is remedied as a matter of urgency.

At the same time, LGBT young people who are disabled, or who receive free school meals, are at heightened risk of being bullied and experiencing poor mental health. LGBT young people who are black, Asian and minority ethnic are particularly unlikely to have someone at home they can talk to about being LGBT, while bi and trans young people suffer from a persistent lack of role models at school. It is clear that much remains to be done until every young person in Britain can grow up free to reach their full potential.

But while the challenges that remain are significant, there is cause for optimism. Thanks to government and cross-party support, compulsory relationships and sex education (RSE) is set to become a reality in England's schools. This is a vital step towards ensuring that all young people are equipped to make informed decisions about their lives and relationships. It is crucial that updated RSE guidance explicitly includes LGBT young people, and is supported by high-quality resources and training for teachers.

As we look ahead, we must keep sight of our shared mission: to create a world where every young person can grow up happy, healthy and supported to reach their full potential. While much has changed over the past decade, it is clear we cannot be complacent in the fight for equality. So let's reflect on what's been achieved, establish what needs to be done, and work together to create a world where every young person can be themselves.

Ruth Hunt
Chief Executive

THIS STUDY

In 2016 Stonewall commissioned the Centre for Family Research at the University of Cambridge to conduct a survey with young people who are lesbian, gay, bi or trans (LGBT), or who think they might be, on their experiences in secondary schools and colleges across Britain. Between November 2016 and February 2017, 3,713 LGBT young people aged 11-19 completed an online questionnaire, and this report presents the findings of this survey.

This study is the third School Report published by Stonewall, and marks ten years since the publication of the first study in 2007. It is the first to include the specific experiences of trans pupils, reflecting Stonewall's decision to extend its remit to campaign for trans equality in 2015. With over 3,700 respondents, it is the most comprehensive survey into the current experiences of LGBT pupils in Britain today.

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CHAPTER 1 KEY FINDINGS

BULLYING AND LANGUAGE

- **Nearly half** of lesbian, gay, bi and trans pupils (45 per cent) – including **64 per cent** of trans pupils – are bullied for being LGBT at school
- **Half** of LGBT pupils (52 per cent) hear homophobic language ‘frequently’ or ‘often’ at school, **more than a third** (36 per cent) hear biphobic language ‘frequently’ or ‘often’, and **almost half** (46 per cent) hear transphobic language ‘frequently’ or ‘often’
- The majority of LGBT pupils – **86 per cent** – regularly hear phrases such as ‘that’s so gay’ or ‘you’re so gay’ in school
- **Nearly one in ten** trans pupils (nine per cent) are subjected to death threats at school
- **Almost half** of LGBT pupils (45 per cent) who are bullied for being LGBT never tell anyone about the bullying

HOW SCHOOLS RESPOND

- **Fewer than a third** of bullied LGBT pupils (29 per cent) say that teachers intervened when they were present during the bullying
- **Seven in ten** LGBT pupils (68 per cent) report that teachers or school staff only ‘sometimes’ or ‘never’ challenge homophobic, biphobic and transphobic language when they hear it
- **Seven in ten** LGBT pupils (68 per cent) report that their schools say homophobic and biphobic bullying is wrong, but just **four in ten** (41 per cent) report that their schools say transphobic bullying is wrong

TEACHING

- **Two in five** LGBT pupils (40 per cent) are never taught anything about LGBT issues at school
- Just **one in five** LGBT pupils (20 per cent) have learnt about safe sex in relation to same-sex relationships
- **Three in four** LGBT pupils (76 per cent) have never learnt about bisexuality at school
- **Three in four** LGBT pupils (77 per cent) have never learnt about gender identity and what ‘trans’ means at school

SUPPORT

- **More than half** of LGBT pupils (53 per cent) say that there isn’t an adult at school they can talk to about being LGBT
- Just **four per cent** of LGBT pupils know of an openly bi member of staff, and **three per cent** know of one who is openly trans. **One in four** LGBT pupils (27 per cent) know of an openly gay member of staff, and **22 per cent** know of an openly lesbian member of staff
- **More than two in five** trans pupils (44 per cent) say that staff at their school are not familiar with the term ‘trans’ and what it means
- **One in three** trans pupils (33 per cent) are not able to be known by their preferred name at school, while **three in five** (58 per cent) are not allowed to use the toilets they feel comfortable in



WELLBEING AND MENTAL HEALTH

- **Two in five** pupils who have been bullied for being LGBT (40 per cent) have skipped school because of this bullying
- **Half** of bullied LGBT pupils (52 per cent) feel that homophobic, biphobic and transphobic bullying has had a negative effect on their plans for future education
- **More than four in five** trans young people (84 per cent) have self-harmed. For lesbian, gay and bi young people who aren't trans, **three in five** (61 per cent) have self-harmed
- **More than two in five** trans young people (45 per cent) have attempted to take their own life. For lesbian, gay and bi young people who aren't trans, **one in five** (22 per cent) have attempted to take their own life

AT HOME AND ONLINE

- Just **two in five** LGBT young people (40 per cent) have an adult at home they can talk to about being LGBT
- **Nearly all** LGBT young people (96 per cent) say the Internet has helped them understand more about their sexual orientation and/or gender identity
- **Two in five** LGBT young people (40 per cent) have been the target of homophobic, biphobic and transphobic abuse online
- **Nearly all** LGBT young people (97 per cent) see homophobic, biphobic and transphobic content online
- **Two in three** LGBT young people (65 per cent) think that online platforms are unlikely to do anything about tackling homophobic, biphobic and transphobic content or incidents when it is reported to them

I felt like whatever I was doing was worthless. Even if I did well in school, it wouldn't matter to people because all they would care about is me being gay.

Zoe, 12, secondary school (England)

SCHOOL REPORT: OVER THE PAST TEN YEARS

Compared to the findings of the 2007 and 2012 School Reports, in 2017:

Lesbian, gay and bi pupils are less likely to experience homophobic and biphobic bullying at school. In 2017 **45 per cent** of LGBT pupils are bullied for being lesbian, gay, bi or trans in Britain's secondary schools and colleges, down from **55 per cent** of lesbian, gay and bi pupils who experienced homophobic bullying in 2012 and **65 per cent** in 2007.

Homophobic language at school is still prevalent but decreasing. This year's report found that **52 per cent** of LGBT pupils hear homophobic remarks such as 'faggot' or 'lezza' 'frequently' or 'often' in school, down from **68 per cent** in 2012 and **71 per cent** in 2007.

Schools are much more likely to say that homophobic bullying is wrong. In 2017 **68 per cent** of LGBT pupils report that their school says that homophobic and biphobic bullying is wrong, up from **50 per cent** in 2012 and **25 per cent** in 2007.

Pupils are more likely to be taught about LGBT issues at school. In 2017 **40 per cent** of LGBT pupils have never been taught about LGBT issues in school, down from **53 per cent** in 2012 and **70 per cent** in 2007.

Experiences of poor mental health remain alarmingly high. This year's report found that **61 per cent** of lesbian, gay and bi pupils (who aren't trans) have deliberately harmed themselves at some point, compared to **56 per cent** in 2012. It found that **22 per cent** had attempted to take their own lives, compared to **23 per cent** in 2012.

I lost confidence and the power to succeed and get the best qualifications. I left because I was scared and I didn't belong in that environment. George, 16, faith secondary school (Scotland)



CHAPTER 2

PREVALENCE OF HOMOPHOBIC, BIPHOBIC AND TRANSPHOBIC BULLYING

Homophobic, biphobic and transphobic bullying is common throughout Britain's secondary schools and colleges.

Nearly half of lesbian, gay, bi and trans (LGBT) pupils (45 per cent) are bullied for being LGBT at school.

I've been bullied all my school life, but when I came out as gay five years ago, and then as trans two years ago, the bullying increased. People call me a 'he-she', 'tranny', and other transphobic slurs. People also call me homophobic slurs like 'lezza' and 'fag'.

Jack, 15, secondary school (South East)

Even if not bullied themselves, most LGBT pupils hear homophobic, biphobic and transphobic language in school.

The majority of LGBT pupils – **86 per cent** – regularly hear phrases such as 'that's so gay' or 'you're so gay' in school, with **two in three** (66 per cent) hearing such comments 'frequently' or 'often'.

I frequently hear people using the word 'gay' as an insult, but I rarely see people being called out on saying it. I don't think people realise what they're saying a lot of the time and that it's really homophobic. I think it's because saying something is 'so gay' is seen as normal for a lot of people.

Megan, 18, single-sex secondary school (South East)

Half of LGBT young people (52 per cent) 'frequently' or 'often' hear homophobic language such as 'faggot' or 'lezza' in school.

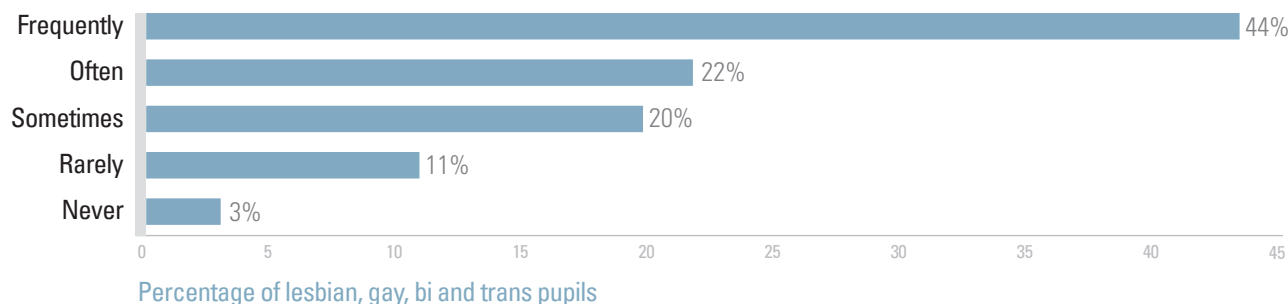
More than a third (36 per cent) 'frequently' or 'often' hear negative comments about bi people (biphobic language), for example that bi people are 'greedy' or 'just going through a phase'. **Almost half** (46 per cent) 'frequently' or 'often' hear negative comments about trans people (transphobic language), for example words like 'tranny' or 'he-she'.

I've heard a lot of gossip and horrible stuff people say about bisexuals (they're greedy, it doesn't make sense, pick one and pick the right one, etc.). There seems to be a lot of misunderstanding surrounding bisexuality in general (it's a phase, it's not real, etc). Chris, 16, private single-sex secondary school (South East)

People say words like 'faggot' and 'tranny' without any background knowledge. People use it carelessly and without thinking how it can affect people, even if it wasn't targeted at you individually.

Leah, 14, secondary school (Yorkshire and the Humber)

HOW OFTEN DO YOU HEAR THE WORD 'GAY' USED IN A NEGATIVE WAY AT SCHOOL?



WHO IS BULLIED FOR BEING LGBT?

Trans pupils are at particular risk of bullying: **half** (51 per cent) are bullied at school for being trans.

Trans pupils are also bullied on the basis of their perceived or actual sexual orientation: when taking into account those who experience bullying due to their gender identity and/or sexual orientation, **nearly two in three** (64 per cent) trans pupils overall are bullied for being LGBT at school.

For the first few months after I came out, entire classes would chant 'chick with a dick' at me, in PE people would pull down my shorts and pants, groups petitioned to ban me from using the toilets and changing rooms and joining PE lessons. Max, 17, sixth form college (South East)

After coming out to the people around me, I was taunted a lot with people using my preferred name like it was a curse word which did not make me feel accepted, and so I soon went back to using my given name.

Elliott, 13, secondary school (South East)

In addition, **more than half** of pupils who are questioning or unsure of their gender identity (but who do not presently necessarily identify as trans) are bullied for being LGBT at school (53 per cent).

I frequently got asked if I was a boy or a girl and was called names like shim, hermaphrodite, etc. I got pushed in corridors, kicked and told that I was a 'nervous wreck' when I would cry about the bullying. If I am or am not transgender, I am willing to fight against the ignorance I've experienced. Charlie, 17, sixth form college (Wales)

Homophobic, biphobic and transphobic bullying of LGBT pupils is prevalent, regardless of how they define their sexual orientation.

More than half of lesbian and gay pupils (53 per cent) and **the same percentage** of pupils who use a different term to describe their sexual orientation (such as pansexual or queer) are bullied at school for being LGBT. **One in three** bi pupils (35 per cent) are bullied at school for being LGBT.

I have short hair and I was told that I must be a lesbian (or lezza as they called it) because I have short hair. Zoe, 12, secondary school (England)

I used to be friends with this boy and somehow, he found out I was gay. He and his friends ripped my books and called me a 'fag'. It got to a point where the people who I thought were my friends were talking about me behind my back. Jamie, 13, secondary school (Greater London)

I have been bullied since Year 2 for being gay. People called me names like 'gay' and 'faggot' before I even knew what they really meant.

Kieran, 18, private sixth form college (East of England)

I am a girl with short hair, and boys all over the school would call me boy and him and trans and said homophobic stuff when they thought I wasn't listening. Mia, 13, secondary school (Yorkshire and the Humber)

I've been shouted at and talked about on multiple occasions because of my sexuality and I've heard remarks such as 'bisexuals are more likely to cheat, I'd never date a bi woman or man'. A few people who are openly gay have said things like 'as a lesbian, I would never want to do anything with a bisexual woman'.

Sian, 13, secondary school (Wales)

Someone I thought was my friend would say I liked having sex with plants or dogs because I identify as pansexual (someone who can love all types of people). It happened a lot, it made me feel like I wasn't valid.

Eli, 19, now at university (West Midlands)

One in three LGBT girls (35 per cent), **nearly three in five** LGBT boys (57 per cent) and **the same percentage** of non-binary pupils (57 per cent) are bullied for being LGBT.

At my previous school a lot of boys were very traditionally masculine so I didn't fit in with many of them in terms of hobbies, likes and interests. This was a cause of tension between me and some of the other guys as they didn't like that I wasn't 'manly', which caused isolation in PE lessons as well as verbal bullying. Callum, 15, special school (West Midlands)

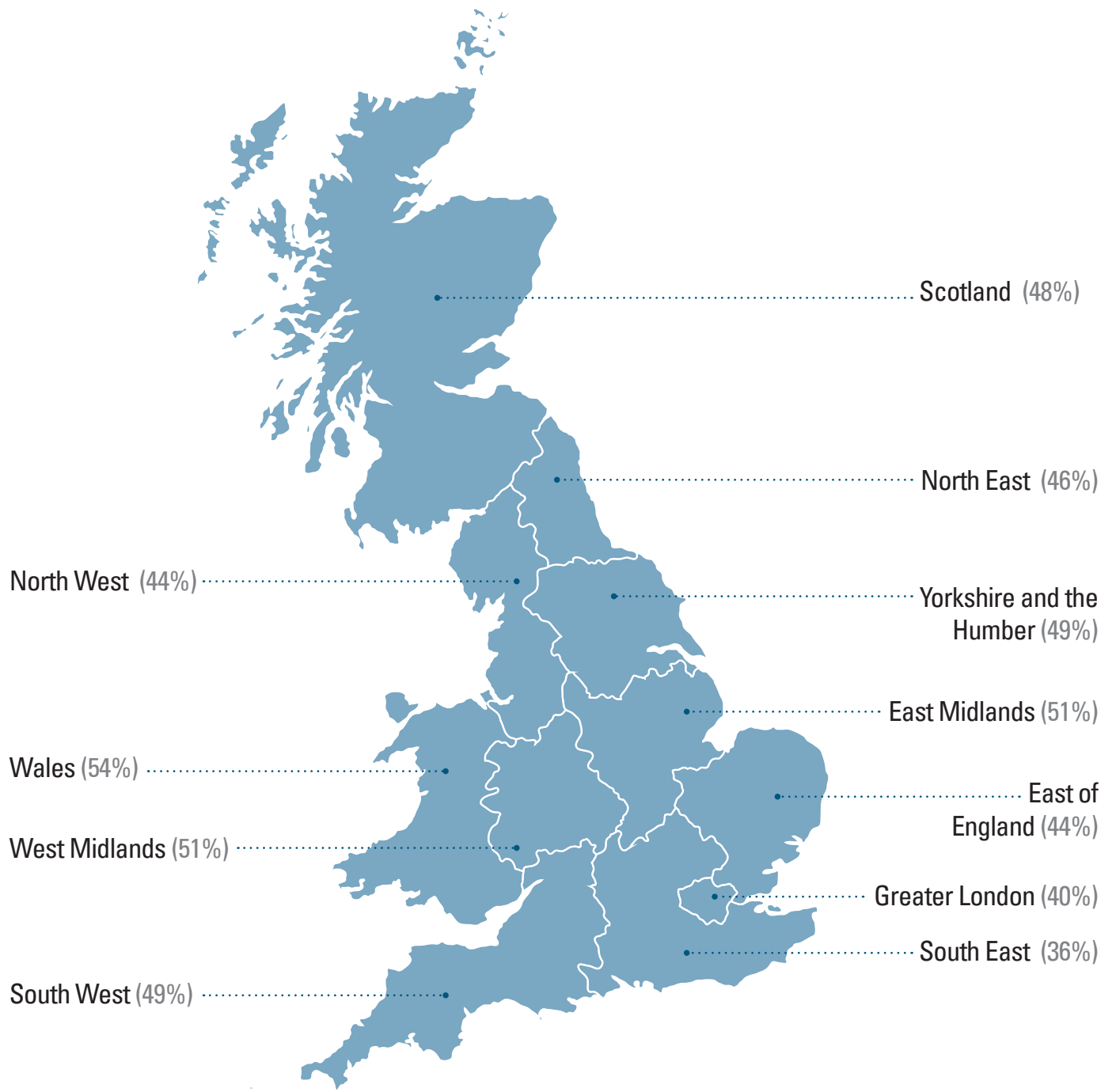
In school people yell 'there are only two genders' and when I go to the park people have jumped in front of my bike and called me a dyke and a faggot. Bailey, 14, secondary school (North West)

LGBT disabled pupils are more likely to experience homophobic, biphobic and transphobic bullying than non-disabled LGBT pupils (60 per cent compared to 43 per cent).

LGBT pupils who receive free school meals are more likely to be bullied for being LGBT than those who don't (57 per cent compared to 44 per cent).

LGBT pupils in secondary schools and further education (FE) colleges are more likely to experience bullying because they are LGBT compared to those in sixth form colleges: **one in four** LGBT pupils in secondary school (26 per cent) and a similar number of LGBT pupils in FE colleges (24 per cent) have experienced this bullying in the current school year alone, compared to **one in six** LGBT pupils who attend sixth form colleges (15 per cent).

LGBT PUPILS WHO ARE BULLIED FOR BEING LGBT





CHAPTER 3

WHAT DOES THE BULLYING LOOK LIKE?

Homophobic, biphobic and transphobic bullying in Britain's schools ranges from verbal abuse to death threats and takes place in and around school, including while pupils are in lessons.

PREVALENCE OF DIFFERENT FORMS OF BULLYING AT SCHOOL

Two in five LGBT pupils (42 per cent) face verbal abuse in school. Trans pupils are particularly likely to encounter this form of bullying (61 per cent).

I was called a faggot, that being gay was wrong, that my relationship at the time made people feel uncomfortable and that it was unnatural. Elin, 19, FE college (Wales)

I have been called 'faggot' and 'tranny' even though I am not out as trans to anyone except my close circle of friends. The people at my school see it as a thing to poke fun at and they don't seem to understand what they are doing is wrong.

Dale, 13, private, faith secondary school (South East)

More than a third of LGBT pupils (37 per cent) are gossiped about. **A quarter** of LGBT pupils (24 per cent) are ignored or isolated, while a similar proportion (23 per cent) are subjected to intimidating looks.

I felt alone because I had no one and it scared me. Will, 14, secondary school (South West)

I sometimes feel like I have to get used to it so I can move on from it. I've felt as if I knew I was bisexual from the beginning of Year 7 or maybe even earlier. Often I hear people go around gossiping about me and it just brings me down. Alex, 12, secondary school (South East)

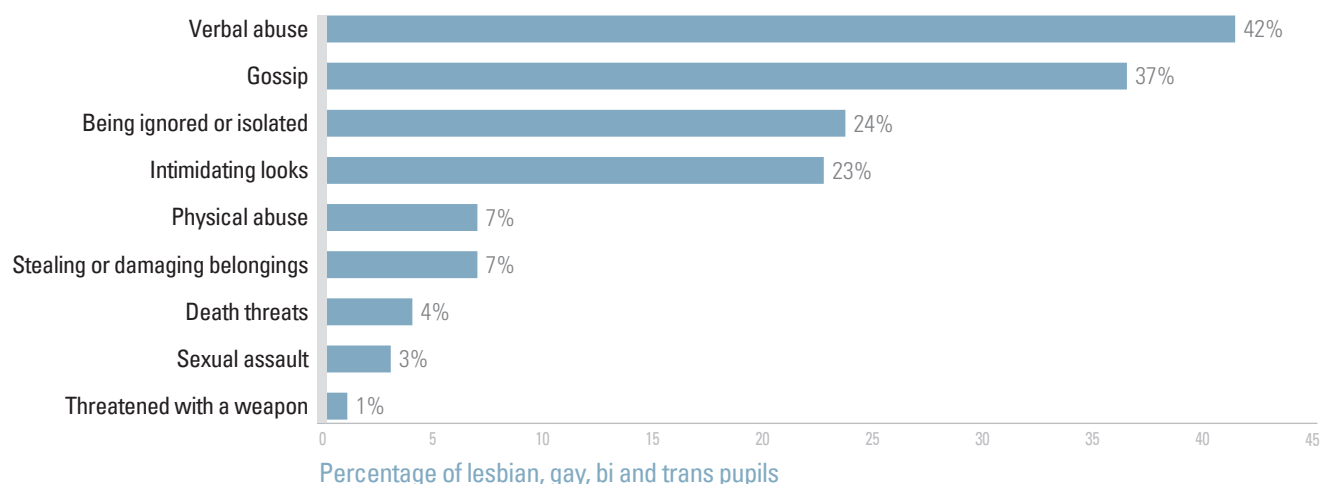
It happened whilst I was still in secondary school. When I came out, I lost my friendship group. They spread rumours about me and segregated me from the entire year. I lost a lot of school time because I didn't want to go in. Chloe, 17, FE college (South East)

Seven per cent of LGBT pupils experience physical bullying, which includes being hit, punched, kicked or having objects thrown at them. Boys are **three times more likely** than girls to be bullied with physical abuse (12 per cent compared to 4 per cent), while trans pupils are **twice as likely** to experience physical bullying than lesbian, gay and bi pupils who are not trans (13 per cent compared to 6 per cent).

I was pushed and taunted for being bisexual, and my best friend was shoved for being gay.

Hannah, 14, secondary school (Greater London)

WHAT FORM DID THE BULLYING TAKE?



They poured milk on me while asking if I liked it. They said I should kill myself because I had no friends. Louis, 13, secondary school (South West)

I get shoved and punched in lessons, I also get called 'faggot' and 'bender'. I get felt up by some males because they think it's okay because I'm gay, even though I'm not out yet. I hear things like 'I bet he'd suck our dicks if we asked him'. People said to me 'do you like it up the ass, come out here and take my dick up your hole' when I was hiding in a bathroom stall. Ahmed, 15, secondary school (North West)

Seven per cent of LGBT pupils have their belongings stolen or damaged.

Four per cent of LGBT pupils – including **nine per cent** of trans pupils – receive death threats at school.

I was threatened to have my throat slit open in class right in front of a teacher and nothing was ever done. They gave me no help. Riley, 19, now in employment (Wales)

Three per cent of LGBT pupils – including **six per cent** of trans pupils – experience sexual assault.

I was assaulted by a male who grabbed my boob to 'turn me straight' and said 'why don't you like it? Are you a lesbo?'. Michelle, 18, sixth form college (East of England)

A large group of boys ganged up on me, threatened to rape me and tried to rape me. They said it was OK and not rape because I am a freak and not real, and because I'm asking for it by being a 'freaky tranny'. Ash, 18, sixth form college (East Midlands)

Four per cent of trans pupils are threatened with weapons at school compared to just **one per cent** of LGBT pupils overall.

WHERE HOMOPHOBIC, BIPHOBIC AND TRANSPHOBIC BULLYING TAKES PLACE AT SCHOOL

LGBT pupils are most often bullied in corridors or around school grounds. **Three in ten** LGBT pupils (30 per cent) are bullied in corridors, and the same percentage are bullied around school grounds.

I would be hit or kicked in the corridors and have stones thrown at me. David, 17, sixth form college (West Midlands)

I was constantly shouted at in corridors and things were thrown at me almost every day. Jack, 15, faith secondary school (Scotland)

More than a quarter of LGBT pupils (28 per cent) – including **two in five** trans pupils (39 per cent) – experience homophobic, biphobic and transphobic bullying during lessons.

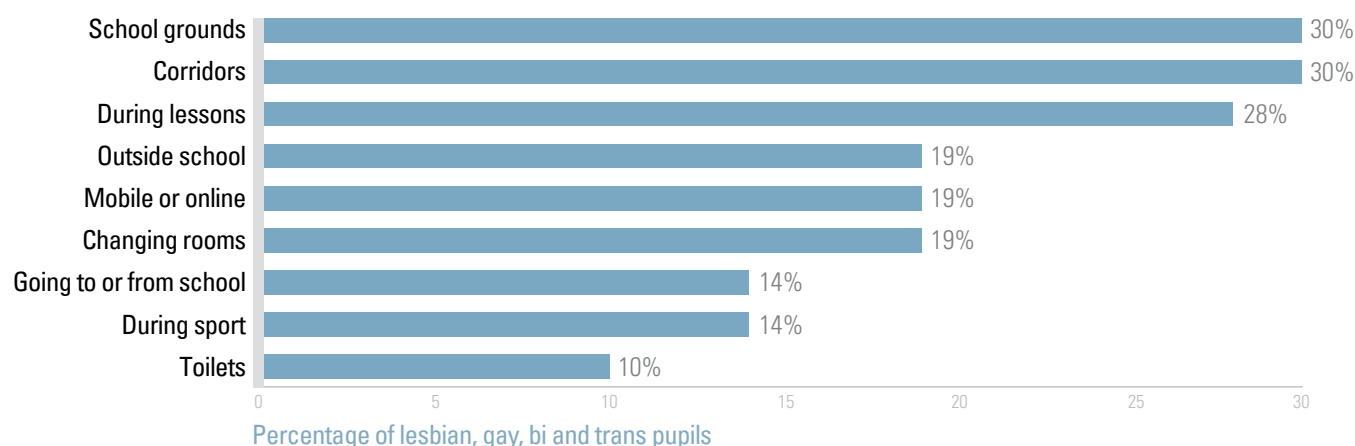
No one wanted to talk to me or sit by me in class. A few times people said 'dyke' or 'tranny' under their breath, just when I walked in and sat down. Rhys, 19, now at university (Wales)

It would often be within the classroom. Students would call me names instead of doing work. Lily, 18, sixth form college (East Midlands)

One in five LGBT pupils (19 per cent) are bullied for being LGBT while at school via mobile phone or online.

People took pictures of us and turned us into memes and it made me really upset, to the point I felt physically sick to come to college. Craig, 16, sixth form college (Yorkshire and the Humber)

WHERE ARE YOU BULLIED?



I was outed without my consent first at school, and then on social media. There was a lot of gossip because pretty much no one else was out, most of it fairly malicious.

Nicole, 16, private single-sex secondary school (Yorkshire and the Humber)

One in seven LGBT pupils (14 per cent) – including **three in ten** trans pupils (29 per cent) – are bullied during sports lessons. Even if not bullied themselves, **more than half** of LGBT pupils (54 per cent) ‘frequently’ or ‘often’ hear homophobic, biphobic and transphobic language in sports lessons.

I was bullied using homophobic names when I made an ability-related mistake in sport. Ben, 18, private single-sex secondary school (Greater London)

One in five LGBT pupils (19 per cent) – including **one in four** trans pupils (25 per cent) – are bullied in changing rooms.

Other pupils say ‘don’t get changed next to her, she’s a lesbian’ and ‘I don’t want to get changed next to a lesbian’.

Changing rooms are awful. I feel sick and have panic attacks whenever we have PE. I have to get changed in the cubicle toilets. Chris, 16, private single-sex secondary school (South East)

One in ten LGBT pupils (10 per cent) – including **one in five** trans pupils (20 per cent) – are bullied in school toilets.

I was in the male toilets at college and a boy told me that ‘you shouldn’t be in here cause you’re not a boy’. Ewan, 18, sixth form college (East of England)

I was always terrified to use the girls’ toilets, because when I used them in the past, other students would shout at me, give me weird looks, laugh at me, tell their friends and teachers because they thought I was a boy using the girls’ toilets. I was so afraid of going to the toilets, that for about four years of secondary school I never used the school toilets.

Joey, 16, sixth form college (East of England)

In PE lessons people would deliberately run into me, throw footballs or rugby balls at me and just try to attack me. The teacher said it was nothing. I have done everything possible to miss PE lessons.

Leigh, 16, secondary school (Wales)



CHAPTER 4

RESPONDING TO BULLYING AND LANGUAGE

Many LGBT pupils report that their schools often fail to intervene when homophobic, biphobic and transphobic bullying and language occurs.

RESPONSES TO BULLYING

In most cases of homophobic, biphobic and transphobic bullying, school staff and other pupils become bystanders.

Fewer than a third of bullied LGBT pupils (29 per cent) say that teachers intervene when they are present during the bullying. Just **eleven per cent** say that other school staff who are present intervene, while only **eight per cent** say that head teachers who are present do the same.

I was in a maths lesson and the boy behind me wouldn't stop throwing paper and pens at my head and calling me a lesbian. The teacher did nothing. Anna, 13, faith secondary school (Wales)

It's been going on since before I came out because I acted 'gay'. No one tried to stop it or help when they saw it.

Brook, 12, secondary school (North West)

Other pupils are more likely than teachers and school staff to intervene when they are present during bullying, although most still don't. **Fewer than half** of bullied LGBT pupils (43 per cent) say that other pupils who are present intervene.

After I came out, everyone's opinion of me completely changed and I became a target for all forms of bullying. Close friends would not help and were largely to blame for much of the bullying. Bradley, 19, now at university (South East)

No one tried to help and if anyone heard they would join the other side and taunt me as well. Emily, 16, secondary school (North East)

My anger at bystanders who I knew were good people, as well as at staff who didn't intervene, was what particularly ached. I felt isolated, alone, and like the whole world was against me.

Luke, 17, secondary school (South East)

I couldn't even talk to a teacher about it because we've never been told that we can talk about this type of stuff to teachers. Abbie, 15, secondary school (Wales)

REPORTING BULLYING

Almost half of LGBT pupils (45 per cent) who experience homophobic, biphobic and transphobic bullying never tell anyone about it.

It made me dread every day. I felt like I couldn't tell anyone, because it was such a personal issue. I felt trapped, and like I had nowhere to go.

Chris, 16, private, single-sex secondary school (South East)

Girls who are bullied for being LGBT are more likely never to tell anyone about it than boys who are bullied for being LGBT (49 per cent compared to 41 per cent).

There are many reasons why LGBT pupils don't tell anyone that they are experiencing homophobic, biphobic and transphobic bullying. Feelings of shame about the bullying and shame about their own sexual orientation or gender identity can prevent some from seeking help.

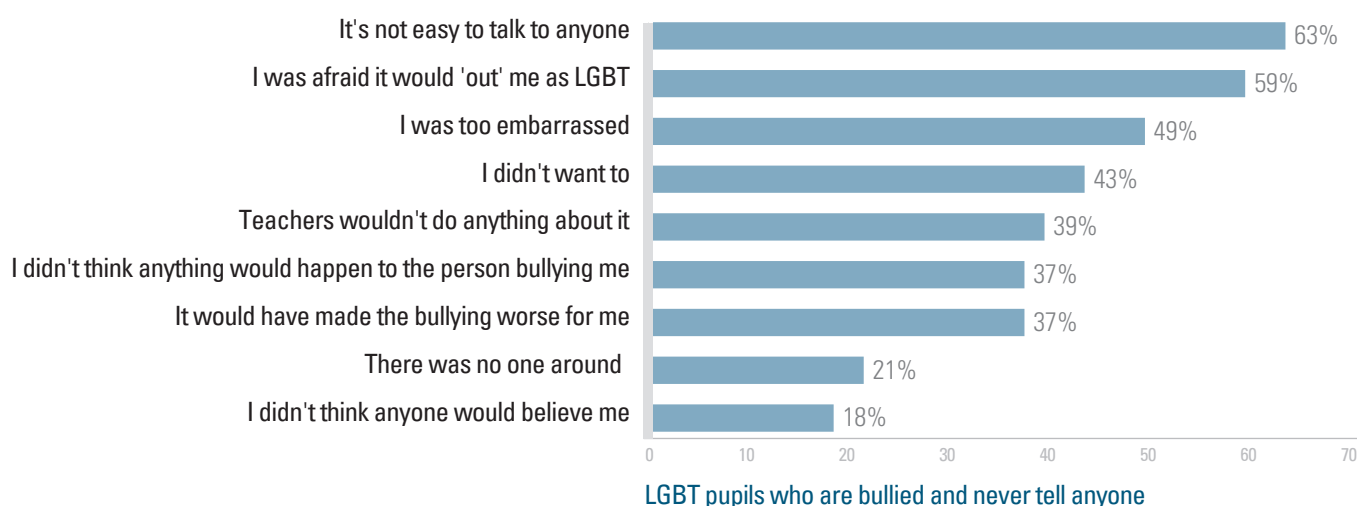
I didn't know much about LGBT people at the time and I was only exposed to the negative connotations that people sometimes associate with being gay, so I just saw being called a lesbian as an insult and was too embarrassed to admit to anyone that I had been called that. Olivia, 16, sixth form college (South West)

People constantly said I was gay before I even knew I was gay or had reached sexual maturity to realise. Teachers ignored it and I felt unable to bring it up with them because they would probably tell my parents I was being bullied for my sexuality and I wasn't ready to tell them yet. Raj, 17, secondary school (South East)

Many are not confident that they can turn to adults for help in tackling bullying.

Because the teachers made fun of trans people I was too scared to tell anyone about it. Jesse, 17, FE college (Scotland)

WHY DIDN'T YOU TELL ANYONE THAT YOU WERE BULLIED?



RESPONSES TO LANGUAGE

Homophobic, biphobic and transphobic language often goes unchallenged by teachers, school staff and pupils who hear it.

Just **a third** of LGBT pupils (32 per cent) report that teachers or school staff consistently challenge this language when they hear it.

Two in three LGBT pupils (68 per cent) report that teachers or school staff only 'sometimes' (45 per cent) or 'never' (23 per cent) challenge this language when they hear it.

It's quite frequent I'll hear very loudly students use 'gay' or 'dyke' as an insult right in front of teachers and the teachers not say anything.

Ellie, 17, faith secondary school (Greater London).

Other pupils are less likely than teachers and school staff to challenge homophobic, biphobic and transphobic language when they hear it. **One in five** LGBT pupils (19 per cent) report that other pupils consistently challenge this language when they hear it. **Four in five** (81 per cent) report that other pupils only 'sometimes' (28 per cent) or 'never' (53 per cent) challenge this language when they hear it.

I often hear the word 'faggot' being used by other students and although I occasionally try to tell people not to say it, most often I don't feel I can or that it would change anything. Owen, 15, secondary school (North West).

Transphobic language is much more of an issue – 'tranny' is used in ignorance quite often, simply because the student doesn't know the correct term and has heard the negative term used in popular culture and the media, and doesn't know any better. Harry, 16, private boarding school (Greater London)

LGBT pupils in faith schools are more likely than those in non-faith schools to say that teachers and school staff never challenge homophobic, biphobic and transphobic language when they hear it (31 per cent compared to 22 per cent).

Hearing the word 'gay' used in an insulting way bothers or distresses most LGBT pupils. **Nearly a quarter** (23 per cent) said they were extremely bothered or distressed by it, while **more than a third** (36 per cent) said that it bothered or distressed them a lot.

Terms such as 'that's so gay' and 'faggot' tend to go unnoticed by teachers or are completely ignored. I found it demeaning and it lowered my self-confidence and made me doubt that I could ever tell anyone. Ryan, 19, now at university (Wales)



CHAPTER 5 POLICIES

A growing number of schools across Britain say that homophobic, biphobic and transphobic bullying and language is wrong. However many still don't, particularly in relation to transphobic bullying and language.

ANTI-BULLYING POLICIES

Seven in ten LGBT pupils (68 per cent) report that their schools say homophobic and biphobic bullying is wrong.

At my current college, there is a policy in place that says that any bullying for reasons including sexuality, gender and gender identity is unacceptable and will be met with consequences. Robert, 16, FE college (South West)

Just **four in ten** (41 per cent) report that their schools say transphobic bullying is wrong.

The school's bullying policy barely covers homophobic bullying, never mind misgendering students [when a person is deliberately referred to using a word, such as a name or pronoun, that does not correctly reflect their gender]. Shawn, 16, secondary school (Yorkshire and the Humber)

In schools that say that homophobic and biphobic bullying is wrong, lesbian, gay and bi pupils are less likely to be bullied because of their sexual orientation than in schools that don't say it's wrong (42 per cent compared to 51 per cent). They are also less likely to worry about being bullied (38 per cent compared to 52 per cent), and more likely to tell someone if they are being bullied (60 per cent compared to 48 per cent).

My secondary school had the 'Some people are gay. Get over it!' poster up on the busiest corridor in the school, and it was a source of hope every time I walked past it. Aaron, 18, now at FE college (North West)

There was an assembly where the teacher spoke about Alan Turing and everything he did. At the end they explicitly said homophobia was wrong which I think had a really good impact. Sarah, 17, faith sixth form college (East Midlands)

A lot of key members of staff had a no-nonsense approach to bullying. Racism and homophobia have always been big no-go areas at my old school, bullying was never acceptable and always dealt with. Lizzy, 18, now at university (East Midlands)

In schools that say that transphobic bullying is wrong, trans pupils are less likely to worry about being bullied (36 per cent compared to 49 per cent) and are more likely to tell someone if they are being bullied (78 per cent compared to 51 per cent).

Assemblies on homophobic and transphobic bullying have made me feel more comfortable and welcomed within school. Ethan, 17, special school (North West)

SCHOOL TYPE	LGBT pupils who report that their school says homophobic and biphobic bullying is wrong	LGBT pupils who report that their school says transphobic bullying is wrong
BOARDING SCHOOL	63%	39%
FAITH SCHOOL	57%	29%
PRIVATE SCHOOL	67%	42%
PUPIL REFERRAL UNIT (PRU)	62%	47%
SINGLE-SEX BOYS' SCHOOL	82%	52%
SINGLE-SEX GIRLS' SCHOOL	60%	34%
SPECIAL SCHOOL	63%	53%
ALL SCHOOLS	68%	41%

LGBT pupils attending faith schools are less likely to report that their school says that homophobic, biphobic and transphobic bullying is wrong, while LGBT pupils in single-sex boys' schools are more likely to report that their school says it's wrong.

LANGUAGE POLICIES

Two in three LGBT pupils (66 per cent) say that their schools say homophobic and biphobic language is wrong. In particular, **six in ten** LGBT pupils (58 per cent) report that their school says using the word 'gay' in a negative way is wrong.

Just **two in five** LGBT pupils (41 per cent) report that their schools say using transphobic language is wrong.

Use of homophobic, biphobic or transphobic language gets an immediate detention and if a person gets caught doing it a number of other times, the punishment escalates to isolation and suspension. This is the same policy that is used for racist language and bullying in general. Lucy, 15, secondary school (England)

It is clear that there is no policy on language, as what one teacher may say is unacceptable, another teacher may use. Katie, 17, secondary school (North East)

Homophobic language and sexist language is not tolerated, which is great. But I'm bisexual. I find that biphobic remarks are brushed off and aren't treated anywhere near as seriously as homophobic or sexist remarks. The same goes for transphobic comments. Charlotte, 19, now at university (South East)

In schools that say that homophobic and biphobic language is wrong, LGBT pupils are **twice as likely** to 'rarely' or 'never' hear homophobic language (31 per cent compared to 15 per cent) and biphobic language (40 per cent compared to 22 per cent) at school.

I am not happy that they don't ever say it's wrong to do. If they talk about bullying they would only say that it is based on things like race and looks but they never mention bullying based on sexual orientation. Liam, 14, faith secondary school (Greater London)

In schools that say that transphobic language is wrong, LGBT pupils are **twice as likely** to 'rarely' or 'never' hear transphobic language at school (34 per cent compared to 16 per cent).

In schools that don't say homophobic and biphobic language is wrong, LGBT pupils are **four times as likely** to report that teachers never challenge homophobic, biphobic and transphobic language (51 per cent compared to 13 per cent). They are also more likely to report that other pupils never challenge it (41 per cent compared to 24 per cent).

My school had a big campaign to end the use of homophobic language. There were loads of posters around school saying “‘that’s so gay” is not okay’ and we had a pledge that students could sign to stop using homophobic language and to challenge it. Homophobic language around school now is virtually non-existent.

Imogen, 18, now at university (East Midlands)



CHAPTER 6

TEACHING ABOUT LESBIAN, GAY, BI AND TRANS ISSUES

Many LGBT pupils are never taught about LGBT issues at school, including in lessons on relationships and sex.

Two in five LGBT pupils (40 per cent) are never taught anything about LGBT issues in school or college.

Because I'd never had the opportunity to discuss anything LGBT-related at school, I repressed my identity for a long time. I thought it was unnatural and something that was looked down on. Grace, 19, now at university (Wales)

We were openly told that same-sex relationships are too inappropriate to be discussed in class. A pupil asking about same-sex adoption was asked to leave the class so as not to offend the sensitivities of other students. A PSHE student openly referred to gay sex as unnatural, and when I tried to argue with her I was humiliated in front of my class. I was 14. Bethany, 17, faith single-sex secondary school (Greater London)

TEACHING ABOUT RELATIONSHIPS AND SEX

While most LGBT young people report having been taught about having healthy relationships and practicing safe sex, very few have learnt about this in relation to same-sex relationships.

Just **one in five** LGBT pupils (20 per cent) – including **one in ten** LGBT pupils attending faith schools (10 per cent) – have learnt about where to go for help and advice about same-sex relationships at school.

We had almost zero mention of same-sex relationships during sex education, and if gay relationships were mentioned they would have negative connotations.

Kyle, 17, sixth form college (Greater London)

Sex education was extremely limited when providing LGBT-related information. In fact, myself and a friend took over that lesson and were explaining things like bisexuality. Pat, 17, sixth form college (South East)

Nearly nine in ten LGBT pupils (87 per cent) have learnt about contraception and safe sex at school, however just **one in five** LGBT pupils (20 per cent) – and only **one in ten** LGBT pupils who attend faith schools (10 per cent) – have learnt about this in relation to same-sex relationships.

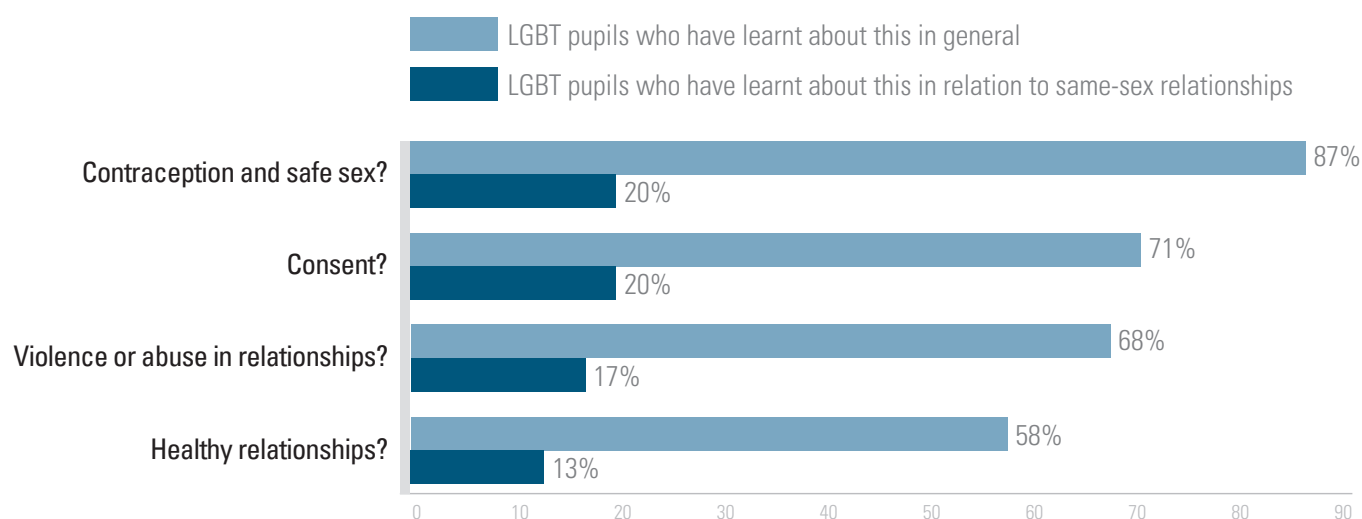
All of the sex education sessions throughout school were regarding heterosexual relationships, it was always assumed everyone in the class was straight.

Phoebe, 18, now at university (East Midlands)

Just **thirteen per cent** have learnt about how to have healthy relationships in relation to same-sex relationships.

Only **one in five** (20 per cent) have learnt about consent in relation to same-sex relationships and **fewer than one in five** (17 per cent) have learnt about violence or abuse in relation to same-sex relationships.

HAVE YOU LEARNT ABOUT...



TEACHING ON WIDER LGBT ISSUES

Most LGBT pupils say that they have never been taught key information about what it means to be LGBT at school.

I truly believe that the lack of education on LGBT issues is not only wrong but also dangerous, as we have to turn to the Internet to educate ourselves on topics relevant to us.

Sam, 15, sixth form college (North West)

The only LGBTQ+ stuff we were taught was if we asked a specific question about it in PSHE lessons. Other than that, the school hasn't talked to us about LGBT stuff, me and my friends learnt everything we know from the Internet or from other LGBT people.

Lewis, 16, sixth form college (East of England)

Three in five LGBT pupils (58 per cent) have never been taught that same-sex couples can get married and have civil partnerships (same-sex couples have been legally allowed to marry since 2013). **Four in five** (79 per cent) have never learnt about the different ways same-sex couples can have children.

Three in four LGBT pupils (76 per cent) have never learnt about or discussed bisexuality at school.

I feel like I'm being left out on something that is important, and my school isn't equipping me with the right tools to understand my bisexuality. Jessica, 13, single-sex secondary school (South East)

Three in four LGBT pupils (77 per cent) have never been taught about or discussed gender identity and what 'trans' means. Just **one in ten** LGBT pupils (10 per cent) have learnt about where to go for help and advice about being trans.

Once in sex education, I asked about safe sex in same-sex relationships and I was told that it was 'inappropriate' and 'that is not suitable for classroom discussion'. I was told to leave the room.

Dorian, 13, secondary school (West Midlands)

If I knew what trans meant at an earlier age, I might have had an easier time at school. I went through a period of being very anxious and depressed because I was so confused about my own gender identity, and didn't feel I had anyone to talk about it. I couldn't figure out why I was so uncomfortable in my own skin. Matthew, 19, FE college (South West)

Of those pupils who learn about LGBT issues at school, most report that teaching about LGBT issues is limited to specific areas of the curriculum. Just **one in four** LGBT pupils (25 per cent) have been taught about or discussed LGBT issues in wider classes, such as English or Geography.

My teachers at sixth form always tried to include LGBT people and issues. In English Literature lessons my teacher included work by Audre Lorde and Oscar Wilde and discussed the ways that they presented their homosexuality in their poems or novels. We watched films such as *Pride and Prejudice* to learn about LGBT history. I think that a lot of my confidence and acceptance around my sexual orientation is because of the way my A Level teachers celebrated LGBT history and the achievements of LGBT people. Sadie, 18, now at university (Yorkshire and the Humber)

Some LGBT pupils explained that LGBT issues were addressed within their lessons in a negative way:

In religious education we learnt that the Bible was against anything other than heterosexuality. I was so scared. I had to teach myself everything. What we learnt in religious education about how we are viewed by our peers, teachers and parents made people terrified. Alexandra, 17, faith sixth form college (North West)

IMPACT OF TEACHING

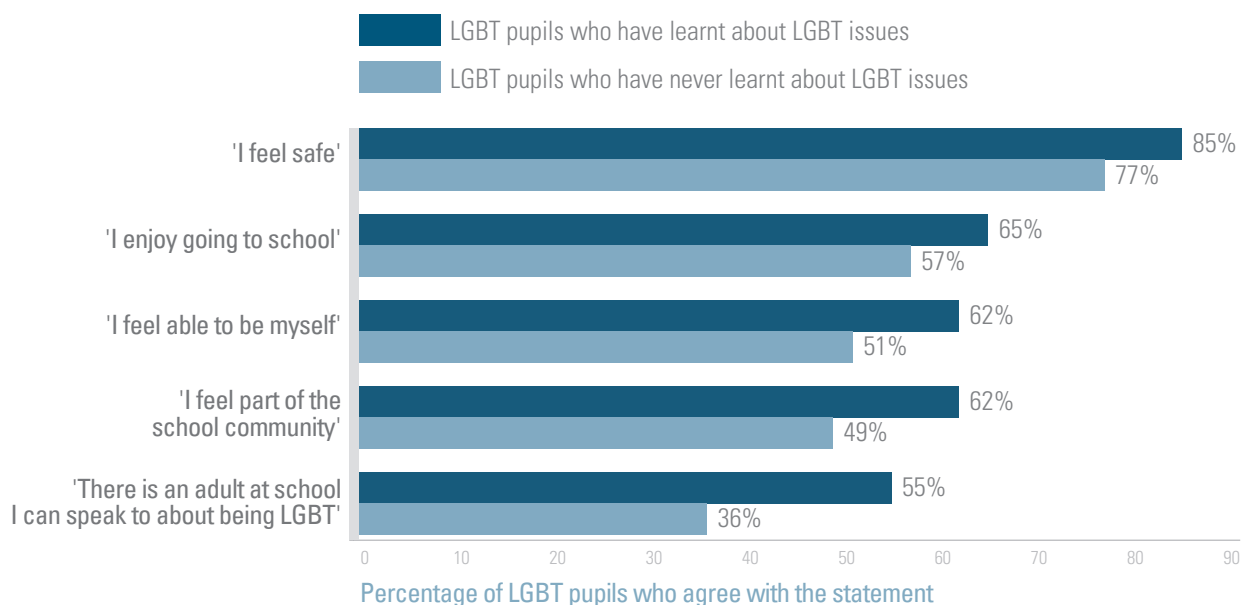
In schools where pupils are taught about LGBT issues, LGBT pupils are less likely to experience homophobic, biphobic and transphobic bullying than in schools where pupils don't learn about LGBT issues (43 per cent compared to 49 per cent). LGBT pupils in these schools are also more likely to report feeling safe, welcome and happy at school.

In my previous school, we had a really great PSHE teacher who just gave us a space to talk about LGBT issues where we all felt comfortable and accepted. Lake, 18, now at sixth form college (North West)

My PSHE teacher let us watch the film 'Pride' and we discussed homophobia. It was nice to know that he supports LGBT people, in case I needed someone to talk to. Caitlin, 15, secondary school (North East)

I think there needs to be a fundamental rethink about how we teach young people about sex, love and relationships. LGBT issues need to be an important part of our curriculum in order for us to truly feel we are part of an equal society. Joshua, 19, now in employment (Scotland)

DO YOU AGREE?





CHAPTER 7

SUPPORT FOR LESBIAN, GAY, BI AND TRANS PUPILS

While a growing number of schools are taking vital steps to support their LGBT pupils, many are not.

More than half of LGBT pupils (53 per cent) say that there isn't an adult at school they can talk to about being LGBT.

Just **one in three** LGBT pupils (33 per cent) say that their school provides information on LGBT topics and relevant signposting to LGBT resources and organisations, and only **one in four** (25 per cent) say that their school tells them where they can access information online about LGBT issues.

There was absolutely no information on LGBT issues at all. It was shocking, as though we didn't exist. Jake, 18, now at university (Yorkshire and the Humber)

One in three LGBT pupils (35 per cent) say that their school has an LGBT group for pupils. In schools with LGBT groups, LGBT pupils are more likely to feel part of the school community (67 per cent compared to 51 per cent), and are far more likely to feel there is an adult they can talk to at school about being LGBT (66 per cent compared to 35 per cent).

We have a student-run LGBT+ group at school which I am very proud to lead. Over recent years we have managed to get non-binary toilets, give annual assemblies to every year group and make sure that any homophobia, biphobia or transphobia is punished on the same level as other forms of discrimination. Paige, 16, sixth form college (England)

They made a popular LGBT group, where we meet up once a fortnight and discuss issues. It gives us a community of friends who understand each other. Emma, 16, secondary school (Wales)

Just **one in five** LGBT pupils (19 per cent) say their head teacher has talked openly about LGBT equality, for instance in assemblies. The same percentage (19 per cent) say their school has invited speakers in to talk about LGBT equality.

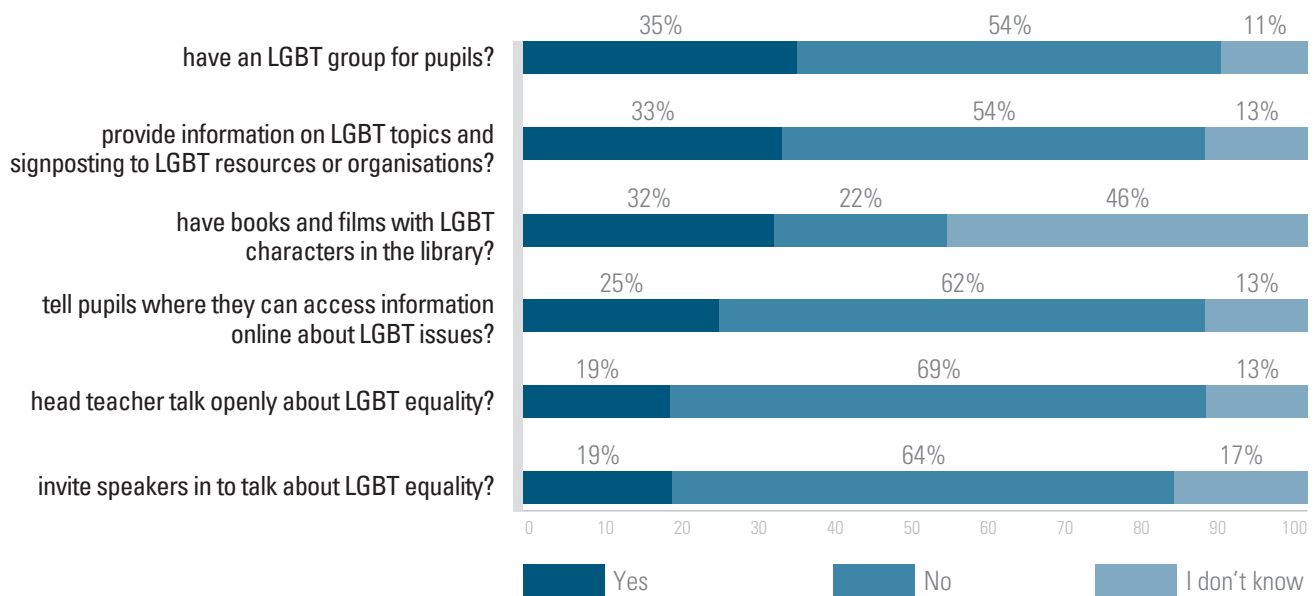
They did a day where they had a guest speaker who was a lesbian and she spoke to us about LGBT issues and gave out leaflets which made me really happy as I felt represented. Abigail, 16, single-sex sixth form college (Greater London)

Many LGBT pupils are not aware of the support that might be available to them at school. **Nearly half** of LGBT pupils (46 per cent) say that they do not know whether their school library stocks books and films with LGBT characters.

My college has LGBT and equality meetings but they are not advertised enough, I didn't know a meeting was happening until afterwards.

Brandon, 17, sixth form college (North West)

DOES YOUR SCHOOL...



Two in five LGBT pupils (41 per cent) know of at least one member of school staff who is openly LGBT.

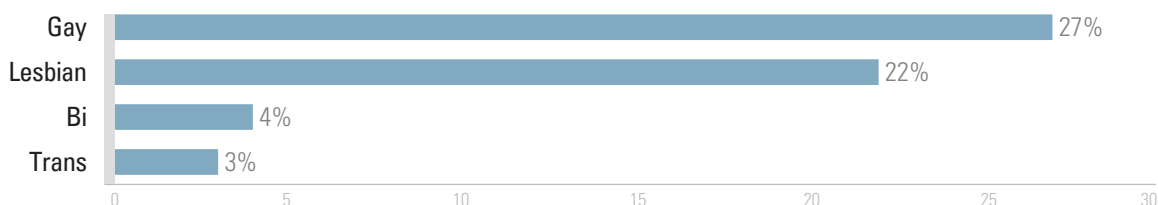
LGBT pupils are far more likely to know of openly gay or lesbian members of staff than of staff who are openly bi or trans. Just **four per cent** know of an openly bi member of staff, while only **three per cent** know of an openly trans member of staff.

LGBT pupils who know of an openly LGBT member of staff are far more likely to say that there is someone they can talk to at school about being LGBT than those who don't (58 per cent compared to 40 per cent).

My English teacher is the only openly gay teacher at my school. He really helped me come to terms with myself and he inspired me to be my best self. Anushka, 12, secondary school (Greater London)

We have a teacher who is openly trans as well as a former teacher, meaning that students are better aware of trans issues than sexuality issues, as uncommon as that may be. Shannon, 19, now at university (North West)

DO YOU KNOW OF ANY STAFF AT SCHOOL WHO ARE OPENLY:



SPECIFIC SUPPORT FOR TRANS PUPILS

Some schools are taking crucial steps to ensure their trans pupils are supported to be themselves at school. However, many trans pupils report that this support is lacking.

More than two in five trans pupils (44 per cent) say that staff at their school are not familiar with the term 'trans' and what it means.

SPEAKING TO SCHOOL STAFF

Three in five trans pupils (61 per cent) speak to a member of staff at school about being trans.

Of those who have spoken to a member of staff, **three in four** (73 per cent) say that staff have asked them what would make them feel comfortable at school and accommodated their wishes.

The teacher I came out to was supportive when I really needed it. With my permission, he then talked to the head of year who arranged meetings with myself and my parents to discuss bathroom situations, and we decided it would be best to use the disabled toilets or single stall male toilets. Adam, 19, not in education (South East)

However, **one in five** (19 per cent) say that staff have not respected their wishes about confidentiality and **three in five** (60 per cent) say that staff haven't provided them with support and information as a trans young person, such as trans organisations they can speak to.

One teacher was cool about everything, but my other teacher outed me to my parents without my permission. Jules, 18, secondary school (Wales)

They had no knowledge, expected me to provide them with it, did not offer additional support or someone to talk to about it with, and continue not to listen to me about what is best for me and the other transgender students at my school.

Nathan, 17, secondary school (Yorkshire and the Humber)

SUPPORTING TRANS PUPILS TO BE THEMSELVES AT SCHOOL

While many trans pupils are supported at school to be known by their preferred name and wear clothing or uniforms in line with their gender identity, for many this support doesn't extend to all areas of school life.

The school told all the teachers in the school to call me by my chosen name. However, they only let me use the women's toilets and changing rooms which is uncomfortable for me, and they make me wear a skirt for PE. Daniel, 16, boarding school (North West)

Three in five trans pupils (58 per cent) say that they are not allowed to use the toilets they feel comfortable in at school. **Two in three** (67 per cent) say that they are not allowed to use the changing rooms they feel comfortable in at school.

When it came to changing for sports, I was told by the school nurse that I had to change with the girls until I had 'the op'. Connor, 18, single-sex private secondary (North West)

They refused to let me present the way I identify and refuse to let me use whatever toilet I would like. Frankie, 16, faith secondary school (Greater London)

Nearly two in three trans pupils (64 per cent) say they are not able to play for the sports team they feel comfortable in. Trans pupils who are able to play for the sports team they feel comfortable in are **three times more likely** to feel welcome and included in sports lessons at school than those who are not (60 per cent compared to 20 per cent).

A third of trans pupils (33 per cent) are not able to be known by their preferred name at school.

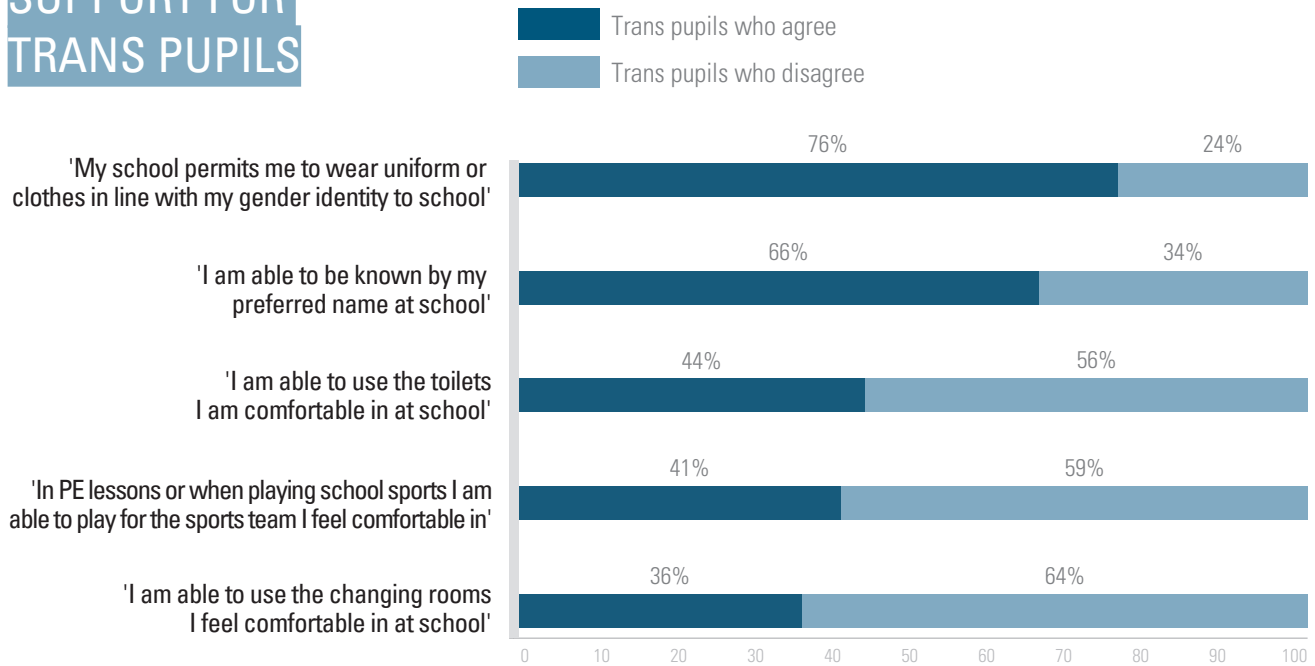
My school refused to call me by my chosen name and pronouns until I got a legal name change. They also refused to use male pronouns in my report and to change my gender to male until I showed them step by step how to do it. I had to do a lot of the work myself. Michael, 16, secondary school (Wales)

One in five (20 per cent) say they cannot wear clothes and uniform in line with their gender identity at school.

No one I've spoken to at school has ever knowingly met a trans person before or been taught anything about trans people and what we might need.

Reece, 18, now in employment (Yorkshire and the Humber)

SUPPORT FOR TRANS PUPILS



When I was 13 I asked a couple of teachers about what trans meant, and how transitioning worked. They were very reluctant to talk to me about it, and the only one who did told me that it's an extremely risky and painful thing to transition. Tanner, 15, secondary school (East Midlands)



CHAPTER 8

WELLBEING AND MENTAL HEALTH

While a growing number of LGBT young people enjoy a positive learning environment at school, for many this isn't the case. LGBT young people continue to experience unacceptably high rates of poor mental health, with trans young people being at particular risk.

A PART OF THE SCHOOL COMMUNITY

One in five LGBT pupils (19 per cent) – including **one in three** trans pupils (33 per cent) – don't feel safe in their school.

I don't feel safe in my school for being who I am. I don't feel as though my school is doing enough to prevent the bullying. Hannah, 14, secondary school (Greater London)

More than two in five LGBT pupils (43 per cent) don't feel able to be themselves at school. **Two in five** LGBT pupils (41 per cent) – including **57 per cent** of trans pupils – worry about being bullied at school.

I hear a lot more ignorance and hatred surrounding trans people, and so have made the decision not to come out any time soon. I don't feel safe to do so. Toby, 16, sixth form college (East Midlands)

Two in five LGBT pupils (38 per cent) – including **half** of trans pupils (52 per cent) – don't enjoy going to school. **More than two in five** LGBT pupils (43 per cent) – including **half** of trans pupils (52 per cent) – don't feel part of their school community.

I feel like an outsider, like I can't fit in. Ray, 17, sixth form college (North West)

I have grown to hate my school because of the absolute disinterest teachers and staff have shown when me and friends have told them we are experiencing homophobia. No actions have ever been taken to put a stop to it and I see my school as a very intolerant place. Kelly, 16, secondary school (East Midlands)

ATTAINMENT, ASPIRATION AND SKIPPING SCHOOL

Many bullied LGBT pupils report that this bullying has had a significant impact on their learning and future plans.

I can't focus on my work. Drew, 13, secondary school (South East)

I've considered dropping out and not attending sixth form in fear of being bullied even more. Hannah, 14, secondary school (Greater London)

I used to like school but now I have no friends and I lack motivation to go. I will sometimes have panic attacks before and during school. Brook, 12, secondary school (North West)

I felt like whatever I was doing was worthless. Even if I did well in school, it wouldn't matter to people because all they would care about is me being gay. Zoe, 12, secondary school (England)

More than half of bullied LGBT pupils (52 per cent) feel that homophobic, biphobic and transphobic bullying has had a negative effect on their plans for future education. In particular, **more than two in three** bullied trans pupils (68 per cent) feel this way.

I worry about going to university and being placed in accommodation with homophobic people. Oliver, 16, secondary school (Scotland)

I lost confidence and the power to succeed and get the best qualifications. I left because I was scared and I didn't belong in that environment. George, 16, faith secondary school (Scotland)

I used to skip days at school for it, out of fear and being fed up of constant abuse. I would try any excuses to skip school.

Arjun, 18, sixth form college (West Midlands)

One in five LGBT pupils overall (20 per cent) have considered changing schools because their school is not a supportive environment for them as an LGBT person, and **six per cent** of LGBT pupils have gone on to change schools for this reason.

Two in five bullied LGBT pupils (40 per cent) – including **half** of bullied trans pupils (51 per cent) – have skipped school because of bullying about being LGBT.

More broadly, **seven in ten** LGBT pupils (70 per cent) – including **eight in ten** trans pupils (80 per cent) – have skipped school overall. Girls and non-binary pupils are more likely than boys to skip school more than once – **60 per cent** of non-binary pupils and **53 per cent** of girls have done so, compared to **47 per cent** of boys.

Eight per cent of LGBT pupils have been excluded from school. In particular, **twelve per cent** of LGBT pupils who have been bullied at school for being LGBT have been excluded, and **fifteen per cent** of black, Asian and minority ethnic LGBT pupils have been excluded from school.

MENTAL HEALTH

Rates of poor mental health are alarmingly high among LGBT young people, with trans pupils at particular risk.

The bullying I received in school had a direct impact on my mental health and I believe triggered my depression, self-harm and suicidal thoughts. Jade, 19, now at university (Wales)

The bullying went on for over five consecutive years. I ended up developing severe mental health issues and being sectioned twice. Ben, 17, FE college (North West)

SELF-HARM

More than four in five trans young people (84 per cent) have deliberately harmed themselves at some point. For lesbian, gay and bi pupils who are not trans, **three in five** (61 per cent) have self-harmed. This compares to NHS estimates that roughly one in ten young people in general have deliberately harmed themselves.

LGBT pupils who have been bullied for being LGBT are more likely to deliberately harm themselves than those who haven't been bullied (75 per cent compared to 58 per cent).

Female and non-binary LGBT pupils are more likely to deliberately harm themselves than male pupils. **More than four in five** non-binary young people (84 per cent) and **seven in ten** LGBT girls (71 per cent) have deliberately harmed themselves, compared to **half** of LGBT boys (51 per cent).

Young people who are bi or who identify as another term such as pansexual or queer are more likely to deliberately harm themselves (67 per cent and 79 per cent respectively) than lesbian or gay young people (59 per cent).

Disabled LGBT young people are more likely to deliberately harm themselves than non-disabled LGBT young people (80 per cent compared to 64 per cent).

THINKING ABOUT TAKING THEIR OWN LIFE

Nine in ten trans young people (92 per cent) have thought about taking their own life. For lesbian, gay and bi pupils who are not trans, **seven in ten** (70 per cent) have thought about this. This is far higher than for young people in general: Young Minds estimates that one in four young people have had these thoughts.

I have looked into therapy that might make me straight and in the past have had suicidal thoughts because of my sexuality. Ahmed, 15, secondary school (North West)

LGBT young people who have been bullied for being LGBT are more likely to have thought about taking their own life than those who haven't (84 per cent compared to 67 per cent).

Non-binary LGBT young people are more likely to have thought about taking their own life than female and male LGBT pupils. **Nine in ten** non-binary young people (89 per cent) have thought about taking their own life, while **more than seven in ten** LGBT girls (73 per cent) and **seven in ten** LGBT boys (71 per cent) have thought about this.

Young people who use a different term to describe their sexual orientation (such as pansexual or queer) are more likely to have thought about taking their own life than lesbian, gay and bi young people: **86 per cent** of these young people have thought about taking their own life, compared to **74 per cent** of bi young people and **71 per cent** of lesbian and gay young people.

Nearly nine in ten disabled LGBT young people (87 per cent) have thought about taking their own life, compared to **seven in ten** non-disabled LGBT young people (73 per cent).

Black, Asian and minority ethnic LGBT pupils are somewhat more likely to have thought about taking their own life than white LGBT pupils (79 per cent compared to 74 per cent).

ATTEMPTING TO TAKE THEIR OWN LIFE

More than two in five trans young people (45 per cent) have at some point attempted to take their own life. For lesbian, gay and bi pupils who are not trans, **one in five** (22 per cent) have tried to take their own life. In comparison, the NHS estimates that in the general population thirteen per cent of girls aged 16-24 and five per cent of

boys aged 16-24 have made such attempts.

LGBT pupils who have been bullied for being LGBT are significantly more likely to have attempted to take their own life than those who haven't (37 per cent compared to 17 per cent).

One in three non-binary young people (35 per cent) have tried to take their own life, compared to **one in four** LGBT girls (25 per cent) and **one in four** LGBT boys (24 per cent).

Nearly half of disabled LGBT pupils (48 per cent) have tried to take their own life.

LGBT pupils who receive free school meals are more likely than those who don't to have attempted to take their own life (40 per cent compared to 25 per cent).

LGBT pupils of faith are somewhat more likely to have tried to take their own life than those who aren't of faith (30 per cent compared to 25 per cent).

I was bullied which made everything harder. I was so ashamed of my sexuality that I thought about taking my life because I didn't know how to feel normal again and accept it.

Amber, 19, now at university (Wales)



CHAPTER 9

GOING ONLINE

While the Internet provides most LGBT young people with vital opportunities to find support and information about being LGBT, it can also present significant risks.

SUPPORT AND INFORMATION

Many LGBT young people use the Internet to help them to understand themselves, find positive role models and find information and support.

Almost all LGBT young people (96 per cent) say the Internet has helped them understand more about their sexual orientation and/or gender identity, and **93 per cent** say the Internet has helped them find advice and support about this.

Anything I have learned about LGBT issues has been through my own reading and through social media. Rebecca, 18, now in employment (Wales)

The Internet and social media sites have helped me accept and embrace my sexuality. Amelia, 16, sixth form college (Wales)

Nearly all LGBT young people (95 per cent) say the Internet has helped them find positive role models.

Seeing healthy and positive LGBT+ people on the Internet saved my life. Seeing people being genuinely happy with their life and being LGBT+ gave me hope. Zach, 16, secondary school (Scotland)

Nine in ten LGBT young people (90 per cent) say they can be themselves online.

Being on the Internet has allowed me to be myself completely, unlike in real life. At school I feel like I'm not myself at all, but on the Internet I have many friends and they're all supportive. Courtney, 15, secondary school (Scotland)

I enjoy Tumblr as I can be completely anonymous and I can also talk openly about LGBT issues without hiding. It's a safe space for me and my friends. Hayden, 16, private single-sex boarding school (South East)

For many LGBT young people, the Internet gives them the opportunity to talk to and meet other LGBT young people.

My large group of online friends, a massive majority of whom are LGBT, have made me feel so much more comfortable with my sexuality. Without them, I wouldn't have come out to my school friends. Natasha, 17, secondary school (Scotland)

Social media sites such as Twitter and Tumblr make it easier to meet LGBT people. Jasmine, 17, single-sex sixth form college (West Midlands)

Two in three LGBT young people (65 per cent) talk to other LGBT people using public social media feeds such as Twitter, Tumblr or Facebook. **Two in three** LGBT young people (64 per cent) use private messaging, such as Facebook Messenger or Direct Messaging on Twitter. **One in four** LGBT young people (27 per cent) use websites or forums for young people.

HOMOPHOBIC, BIPHOBIC AND TRANSPHOBIC BULLYING

The Internet, however, also presents significant risks for young people. **Two in five** LGBT young people (40 per cent) have been the target of homophobic, biphobic and transphobic abuse online. In particular, **nearly three in five** trans young people (58 per cent) have received this abuse online.

I'd been bullied in the past so it was just part of my existence. I started getting death threats online after I came out. I told my head of year, but they just told me to come off the Internet. It carried on for years. Amy, 18, single-sex secondary school (South East)

This bullying and abuse takes many forms:

- **Three in ten** LGBT young people (30 per cent) have been bullied with comments, messages, videos or pictures that were mean, untrue, secret or embarrassing
- **More than one in ten** (11 per cent) have received threatening messages or abuse
- **Six per cent** have been filmed or photographed without their consent
- **Three per cent** say that sexually suggestive pictures or messages about them have been shared without their consent
- **Three per cent** say that others have pretended to be them or someone else using a fake account

I got online messages calling me a 'tranny faggot' and telling me to 'kys' (kill yourself). Corey, 14, private secondary school (Scotland)

Someone made a Facebook page about me being gay and half of the year liked it. Edward, 19, now at university (West Midlands)

People on my bus took pictures and videos of me and put them on social media without my permission. They also sent abusive texts to me. Joseph, 13, secondary school (South West)

Three in five (59 per cent) LGBT young people who have been bullied online have been bullied by someone they know, while **45 per cent** have been bullied by a stranger. **Nearly one in five** LGBT young people who have been bullied online (18 per cent) didn't know who the bully was.

I've constantly been the victim of online abuse and it's always anonymous. It made me feel violated and awful, it created an overwhelming sense of guilt towards being trans, and increased the hatred I had for myself. Christopher, 17, sixth form college (Yorkshire and the Humber)

In the comments of a Facebook post a stranger told me that I was 'not a real Christian' because I am bisexual. Sophie, 19, now at university (East of England)

Three in four LGBT young people (75 per cent) who have been bullied online did not report the abuse to the website, game or app it happened on.

HOMOPHOBIC, BIPHOBIC AND TRANSPHOBIC CONTENT

Even if not directly targeted by homophobic, biphobic and transphobic bullying online, many LGBT young people witness homophobia, biphobia and transphobia online regularly.

Nearly all LGBT young people (97 per cent) see homophobic, biphobic and transphobic content online, and **more than two in five** (43 per cent) see this content 'often'.

It was quite difficult to come out because you see a lot of negative reactions on social media and I wasn't sure how people were going to react. Chelsea, 14, secondary school (North East)

A photo of my girlfriend and I sitting together with a defamatory caption circulated around Twitter. My friends reported the tweet and it got taken down. Staff also sent round an email making people aware behaviour like that is a hate crime. Jordan, 19, now at university (South West)

This content can take the form of offensive posts, comments, pictures and videos about LGBT people, including in online games.

I don't have any social media because it is a place where hate can be freely expressed and not be controlled and I am scared to use it. People think they can do and say anything online. Joseph, 13, secondary school (South West)

When they have seen this content, **fewer than half** (44 per cent) reported it to the site, game or app.

There are several other ways that LGBT young people respond to this content. **More than half** (55 per cent) have blocked or removed the person responsible, while **two in five** (38 per cent) challenged the person responsible. **More than one in four** (28 per cent) did something positive in response, for example sharing or 'liking' something kind.

I have an Instagram profile that I use to post positive things for fellow LGBT people. I infrequently receive homophobic direct messages but I just block and report the sender. I know homophobia is going to happen so I challenge it wherever I can. Niamh, 13, secondary school (Yorkshire and the Humber)

During online gaming, if anyone is called a faggot or such I pipe up and redirect abuse to myself, as I can joke about it. Omar, 18, FE college (South East)

Three in ten LGBT young people (31 per cent) ignored it because they weren't sure what to do, while **one in four** (24 per cent) ignored it because they were scared of the response.

Just **five per cent** spoke to a parent or guardian about it, while **three per cent** spoke to a member of staff at school about it.

Overall, **two in three** LGBT young people (65 per cent) think that online platforms are unlikely to do anything about tackling homophobic, biphobic and transphobic content or incidents when it is reported to them.

RISKY ONLINE BEHAVIOUR

The Internet can also present LGBT young people with opportunities to engage in risky behaviour.

Of LGBT young people aged 13-19, **two in five** (39 per cent) have met up with someone they met and talked to online.

Of those who have met up with someone, **three in ten** (30 per cent) have met someone who was older than them. **Nearly one in five** (18 per cent) did not tell anyone they were meeting up.

Almost one in five LGBT under-18s (18 per cent) have used adult dating apps such as Tinder, Grindr and Her.

In Liverpool it's difficult to come out as gay. At least for me anyway. The LGBT community isn't large, well-known or accessible. Tinder is sadly the only way to meet other gay people my age. Dylan, 17, sixth form college (North West)

More than two in five LGBT young people (45 per cent) have sent or received sexual, naked or semi-naked photos to or from a person they were talking to online.

At school, **nine in ten** LGBT pupils (91 per cent) have learnt about or discussed how to stay safe online. LGBT young people who haven't been taught about staying safe online are more likely than those who have to not tell anyone they were meeting up with someone they met online (28 per cent compared to 16 per cent).



CHAPTER 10

SUPPORT OUTSIDE OF SCHOOL

Many LGBT young people don't have an adult at home they can talk to about being LGBT, and LGBT charities, local LGBT youth groups and organisations are often vital sources of support. Openly LGBT role models and allies also play a crucial role in supporting LGBT young people to be themselves.

SUPPORT AT HOME AND IN THE COMMUNITY

Just **two in five** LGBT young people (40 per cent) have an adult at home they can talk to about being LGBT. For black, Asian and minority ethnic LGBT young people, this falls to **28 per cent**.

I feel really isolated at home because I have no one to talk to. Julian, 18, sixth form college (South West)

Since I can't come out at home I can't talk to them about the problems at school. I'm afraid that if I make one wrong move I will end up outing myself to everyone. Dale, 13, private faith secondary school (South East)

My mum said she'd rather kill herself than have a gay son. Ahmed, 15, secondary school (North West)

Bi pupils are less likely than lesbian and gay pupils to have an adult at home they can talk to about being LGBT (37 per cent compared to 46 per cent).

I always hear my mum and sister taking about how they don't mind gay people but bisexuals are 'liars'.

Louise, 15, secondary school (South East)

Charities and local youth services can be a key source of support for young people. **One in six** LGBT young people (15 per cent) have contacted an LGBT organisation for support or information about being LGBT, and a similar number (17 per cent) have attended a local LGBT youth service, such as an LGBT youth group.

Being part of the LGBT community has meant so much to me in the past few years. Through events like Pride, LGBT youth groups and workshops I have met wonderful people who all celebrate and accept each other. Ella, 17, secondary school (Scotland)

After I went to Pride, I felt much more confident and able to come out because of how well bisexuality was accepted there. Going to Pride helped me to gain confidence in myself and to come out. Lauren, 16, faith secondary school (East Midlands)

Trans young people are particularly likely to seek such support: **two in five** trans young people (38 per cent) have contacted a trans organisation or attended a trans youth group for support or information about being trans.

The older guys I've met through Mermaids [a support organisation for children and teenagers questioning their gender identity and their families] are my role models. It helps to know that I can have a proper future and things can be OK. Thomas, 11, faith secondary school (North West)

Six per cent of LGBT young people regularly attend a place of worship. **Seven in ten** (71 per cent) of those who regularly attend a place of worship say they aren't open there about being LGBT.

It was very difficult coming out to my friends because I was not sure how they would react. Eventually over five years I have come out to almost everyone. The only people that don't know are people in my church because they will not accept me. Ainsley, 16, faith secondary school (Greater London)

I am not coming out to my church because my parents reacted so badly and I can't afford to lose everything.

Charles, 15, secondary school (East Midlands)

However, **half** of LGBT young people who regularly attend a place of worship (50 per cent) say they feel welcome there as an LGBT person.

The first person I came out to was my church youth leader who was so helpful and supportive. Jacob, 19, now at university (South East)

I feel welcome at my church, and my vicar helps at a local LGBT youth group. Noah, 14, faith secondary school (South East)

ROLE MODELS, ALLIES AND ASPIRATIONS

Openly LGBT role models and allies at home, at school, in the local community or in the public eye play a crucial role in supporting many LGBT young people to be themselves.

Many LGBT young people explained how seeing openly LGBT members of staff at school helped them to accept themselves.

My openly gay teachers and other teachers who were proud to be allies to the community have all been massive role models. Sid, 18, secondary school (South East)

My chemistry teacher is gay and just seeing her live her life and doing what she loves helped me. Angela, 16, faith sixth form college (East Midlands)

For many, seeing more and more openly LGBT people in the public eye has enabled them to embrace their identity as an LGBT person and feel hopeful about the future.

Ellen Page coming out had a massive impact on me. I remember watching her speech on the bus into town and nearly crying. I was desperate to be myself and she showed me that it was possible. Pascale, 19, now at university (South East)

Every time someone famous comes out as bisexual I feel hopeful that my sexuality will continue to be normalised. Antonia, 19, now at university (South West)

My role model is Olly Alexander from the band Years & Years. He has helped a lot with accepting myself and not feeling ashamed of my sexuality as he has spoken about LGBT issues a lot. Ffion, 15, secondary school (Wales)

Trans young people explained the role played by the growing number of trans people in the public eye in supporting them and raising awareness of trans issues.

Jazz Jennings and Laverne Cox have been my transgender role models. Without the open voice of Jazz and her family, I don't think I would be here today. Vicki, 16, secondary school (North West)

Tyler Ford is so important to me. Reading their poetry and their articles helped me create a sense of self when I was lost. I wouldn't be here without them. Jordan, 19, now at university (South West)

LGBT young people described the impact of seeing themselves, their experiences and their identities reflected and represented in film, television, music and literature.

Seeing TV shows or reading books with LGBT representation makes a huge difference. It makes me feel safe and just reminds me that I'm not alone. Courtney, 15, secondary school (Scotland)

Having access to an LGBT youth group has made a massive difference to my wellbeing. It gave me the confidence to speak openly about being trans at school, and gave me a place where I could be myself without fear of judgement.

James, 17 now in employment (South West)

However, others pointed out how more needs to be done to ensure that a diverse range of identities and experiences – particularly those of bi and trans people – are represented across all forms of media.

There are not enough trans people in the media, largely due to trans actors not being cast for trans roles. Brett, 15, private single-sex secondary school (South East)

There aren't many characters in the media who identify as bisexual. Many characters are gay but there needs to be more openly bi characters. Ariana, 19, now at university (Yorkshire and the Humber)

Many LGBT young people explained the crucial role played by allies at home, at school and in their community in supporting them to be themselves.

My parents helped me to accept who I was. Aimee, 16, sixth form college (South East)

Looking ahead, LGBT young people shared their hopes and aspirations for the future.

I want to come out to my family and live with someone I love. I want to be a doctor and meet other LGBT people. Angela, 16, faith sixth form college (East Midlands)

I want to fully transition, and become a professional actor. I'd like to inspire other young LGBT people and be a role model to them. Jim, 16, secondary school (Scotland)

I want to support young people with similar issues and struggles to me and let them know that they're not alone. Kelly, 16, secondary school (East Midlands)

I want to be able to be honest with the people I care about. Fay, 17, secondary school (South East)

I want to live in a world where I can be myself. Edie, 16, secondary school (West Midlands)

In the BBC documentary 'Muslims Like Us' everybody around me was watching it and there was an openly gay Muslim man. For the first time my heart felt a bit calmer, I cried because I knew we existed. Fatima, 18, secondary school (West Midlands)



RECOMMENDATIONS: SCHOOLS

1. GET THE BASICS RIGHT

Schools should have clear and widely promoted policies and procedures on preventing and tackling homophobic, biphobic and transphobic bullying and language, including online abuse. Every incident of homophobic, biphobic and transphobic bullying should be taken seriously and quickly acted upon, with clear and consistent sanctions for those responsible.

2. SHOW CLEAR LEADERSHIP

Head teachers, senior management and governors should send out a strong message to all pupils and staff that homophobic, biphobic and transphobic bullying and language is not acceptable. They should also be clear on the school's positive ethos around creating an inclusive learning environment for all pupils.

3. CREATE AN INCLUSIVE CURRICULUM

Schools should ensure that LGBT people and experiences are reflected across the curriculum, to celebrate difference and make the diversity of LGBT people visible. They should ensure that relationships and sex education (RSE) takes the needs and experiences of LGBT people into account, including in discussions around online safety.

4. EQUIP YOUR STAFF

Creating an inclusive school environment and tackling homophobia, biphobia and transphobia should be seen as the responsibility of every member of staff. All teaching and non-teaching staff should be trained on tackling homophobic, biphobic and transphobic bullying and language. Teaching staff should also be trained on online safety, supporting LGBT pupils and young people's mental health and wellbeing.

5. CELEBRATE DIFFERENCE

Tackling homophobic, biphobic and transphobic bullying should form part of a whole school approach towards celebrating difference and creating an inclusive environment for all pupils. Schools should profile diverse LGBT role models by welcoming external speakers and by creating an environment where LGBT teachers can be open about their identity.

My teachers. Beyond a shadow of a doubt, they support me the most. Gabriel, 15, secondary school (North West)



6. PROVIDE INFORMATION AND SUPPORT

Schools should provide information on LGBT topics and signposting to online resources and LGBT organisations, including local LGBT youth groups, to all pupils. They should stock resources and books including LGBT characters and issues in the library, and provide information and signposting to parents and carers of LGBT young people.

7. PROVIDE SPECIFIC SUPPORT FOR TRANS PUPILS

Explicit references to supporting trans pupils should be included in all relevant policies, which are understood by all members of staff. Staff should work together with each trans young person to ask them what would make them feel comfortable and discuss levels of confidentiality, and ensure they have access to uniforms, activities and facilities they feel most comfortable in. Clear signposting should be given to resources, local support groups and trans organisations.

8. PROTECT HEALTH AND WELLBEING

Schools should have a plan in place to support the health and wellbeing needs of LGBT pupils. Pastoral staff including counsellors and school nurses should be trained to support the specific health and wellbeing needs of LGBT young people, and where possible, all teachers should be trained on mental health first aid. Schools should make it clear to all pupils that they can talk to pastoral staff about issues related to their gender identity and sexual orientation, and should let them know what support and counselling is available to them.

9. INVOLVE LGBT YOUNG PEOPLE

Plans to tackle bullying and support LGBT pupils should be drawn up in consultation with LGBT pupils, and schools should create opportunities for LGBT pupils to talk to staff about their experiences and the support they require. LGBT pupils and allies to the LGBT community should be supported to set up their own LGBT and equality groups. Staff should avoid making assumptions about who is lesbian, gay, bisexual or trans, and should support a young person to use the words of their choice to describe their sexual orientation and gender identity.

10. WORK WITH PARENTS, CARERS AND LOCAL ORGANISATIONS

Schools should talk to parents and carers about their work to combat homophobic, biphobic and transphobic bullying and support LGBT pupils, and answer any questions they might have. Schools should work collaboratively with local authorities, schools, LGBT youth groups, youth services including child and adolescent mental health services (CAMHS) and other organisations to share best practice and support their work to support LGBT pupils and tackle bullying.



THE DEPARTMENT FOR EDUCATION SHOULD:

- Ensure that new statutory guidance on relationships and sex education (RSE) and relationships education is developed through thorough consultation, explicitly requires all schools to teach about LGBT issues in an age-appropriate way, and is supported by high-quality, inclusive resources and training for teachers
 - In secondary schools this should include covering issues facing LGBT young people in relation to topics such as healthy relationships, safe sex, consent, abuse and online safety
 - In primary schools, this should include talking about different types of families and tackling gender stereotypes
- Consult on, and introduce, statutory PSHE that is inclusive of LGBT issues and of which RSE is a component
- Develop practical, statutory guidance on supporting trans pupils at primary and secondary school
- Continue to make tackling homophobic, biphobic and transphobic bullying a priority in all primary and secondary schools by:
 - Requiring all initial teacher training providers to provide training on teaching positively about LGBT issues and tackling homophobic, biphobic and transphobic bullying
 - Working with teacher training providers to develop training and CPD which helps teachers support LGBT pupils and tackle bullying
 - Working through the NCTL, support senior leaders to champion LGBT equality through targeted development programmes
- Share best practice from the ongoing Anti-Homophobic, Biphobic and Transphobic Bullying Programme and develop new projects based on needs and issues identified

OFSTED SHOULD:

- Deliver initial and ongoing training to all inspectors on how to assess a school's efforts to support lesbian, gay, bi and trans pupils and their effectiveness in combatting homophobic, biphobic and transphobic bullying and language
- Continue to ensure that a school's effectiveness in combatting homophobic, biphobic and transphobic bullying and creating a safe learning environment for all young people is part of the inspection framework and that this is clearly communicated to all schools
- Ensure that delivering high-quality, inclusive RSE and PSHE forms a key part of the personal development, behaviour and welfare criteria and assessment. Make this explicit in the inspection framework and handbook and through inspector training
- When inspecting initial teacher training providers, ensure that training prepares new teachers to combat homophobic, biphobic and transphobic bullying and to support LGBT pupils



LOCAL AUTHORITIES AND MULTI-ACADEMY TRUSTS (MATS) SHOULD:

- Make sure that their schools, education and youth settings are explicitly aware of the importance of tackling homophobic, biphobic and transphobic bullying and language by:
 - Ensuring they make a clear written commitment to doing this in their policies
 - Providing guidance on recording and monitoring all incidents of this bullying to determine the extent of the problem and measure progress
- Provide training and resources to all local authority staff who work directly with children and young people, and to all school staff and governors, on supporting LGBT young people and tackling bullying
- Identify good practice schools and facilitate opportunities for partnership working between schools, LGBT youth groups, private, public and third sector organisations on supporting LGBT young people
- Explicitly recognise that mental health support, specifically for LGBT young people, is a priority and reflect this in Health and Wellbeing strategies. Encourage joint working between local CAMHS, primary care services, LGBT youth groups and schools

SOCIAL MEDIA AND ONLINE PLATFORMS SHOULD:

- Provide and communicate clear privacy, safety and reporting mechanisms to the public, and remove abusive content and respond to reports of abuse in a timely and thorough manner
- Monitor and review homophobic, biphobic and transphobic incidents to gauge the extent of the problem and measure the effectiveness of reporting and safety mechanisms
- Consult with children's charities, LGBT organisations and young LGBT users to improve existing reporting and moderating procedures

THE DEPARTMENT OF HEALTH SHOULD:

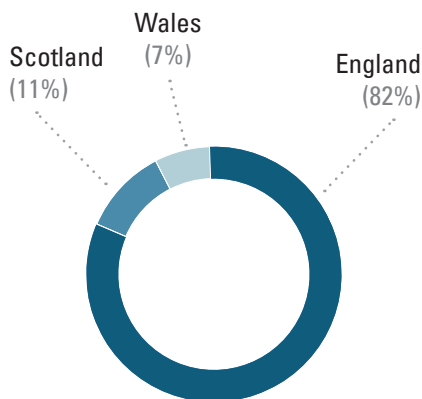
- Train CAMHS practitioners and school nurses on the specific wellbeing needs of LGBT young people
- Ensure that NHS England and Public Health England record and monitor data on the health and wellbeing of LGBT young people, and use this data to identify and promote targeted services
- Working with the DfE, build on the recent Mental Health Services and Schools Link Pilot to encourage greater partnership working between education institutions and local CAMHS, including by working with local LGBT youth groups

METHODOLOGY

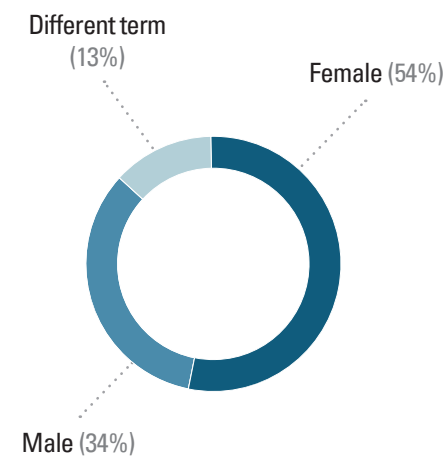
Between November 2016 and February 2017, 3,713 LGBT young people aged 11-19 from across Britain completed an online questionnaire asking about their experiences at school, online and at home.

THE SAMPLE

LOCATION

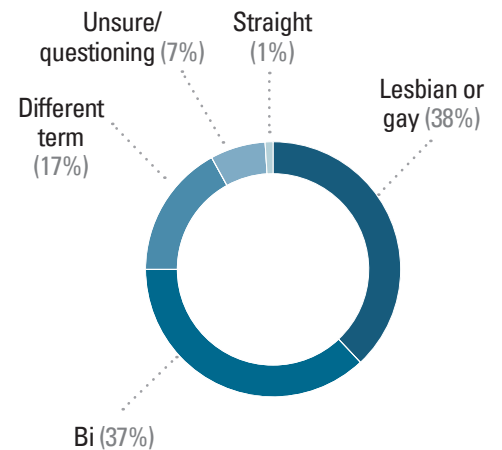


GENDER



Different terms that respondents used to describe their gender identity include 'non-binary', 'genderfluid' and 'genderqueer'. Pupils who used a different term to describe their gender identity are referred to as *non-binary pupils* throughout the report.

SEXUAL ORIENTATION



Different terms that respondents used to describe their sexual orientation include 'pansexual' and 'queer'.

Sixteen per cent of respondents said they are trans and a further eight per cent said they are unsure of whether they are trans or are questioning their gender identity.

Nine per cent of respondents are black, Asian or minority ethnic, seven per cent are disabled and ten per cent receive free school meals.

Respondents attend a range of different school types:

- Eleven per cent attend faith schools
- Eleven per cent attend single-sex girls' schools
- Ten per cent attend private or independent schools
- Four per cent attend single-sex boys' schools
- Three per cent attend boarding schools
- Two per cent attend special schools
- One per cent attend pupil referral units (PRUs)

Thirty per cent of respondents attend sixth form colleges and eleven per cent attend FE colleges.

All differences reported in the survey are statistically significant. All names in quotes have been changed for anonymity.

SUPPORT AND RESOURCES

STONEWALL PROGRAMMES

Stonewall's Train the Trainer courses give pastoral, anti-bullying and personal, social, health and economic (PSHE) leads the knowledge, tools and confidence to train colleagues on tackling homophobic, biphobic and transphobic bullying and celebrating difference, as well as meeting the requirement of the new Ofsted inspection framework. Participating schools become members of **Stonewall's School Champions programme**. **For more information visit www.stonewall.org.uk/teachertraining or email education@stonewall.org.uk**

Stonewall's School Champions programme is a network of primary and secondary schools across Britain working together and with Stonewall to tackle homophobic, biphobic and transphobic bullying. Schools can join by attending a Stonewall Train the Trainer course, which gives school staff the knowledge, tools and confidence to train their colleagues on tackling homophobic, biphobic and transphobic bullying and creating an inclusive learning environment for all young people. **For more information, www.stonewall.org.uk/teachertraining or email education@stonewall.org.uk**

Stonewall Education Champions programme provides tailored support to local authorities and multi-academy trusts in their work to prevent and tackle homophobic, biphobic and transphobic bullying in their schools and inclusive learning environments for all young people. **For more information visit www.stonewall.org.uk/educationchampions or email educationchampions@stonewall.org.uk**

Stonewall Young Campaigners programme is a free five-month programme open to all UK-based 16 to 21 year olds, kindly supported by Lloyds Banking Group. The programme provides young people with the training and support needed for them to start campaigning in schools, colleges, universities and communities to tackle discrimination against LGBT people. **For more information visit www.youngstonewall.org.uk**

RESOURCES AND SIGNPOSTING

Stonewall has a wide range of toolkits, guides and resources for teachers, LGBT young people and their families. **These are available online at www.stonewall.org.uk/educationresources**

To find local LGBT organisations and LGBT youth groups in your area, visit www.stonewall.org.uk/whatsinmyarea

INFORMATION SERVICE

For help or guidance on any issue affecting LGBT people, contact **Stonewall's Information Service:**

By phone: 08000 50 20 20

By email: info@stonewall.org.uk

Online: www.stonewall.org.uk/info



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

Hannah, 14, secondary school (Greater London)

For the first few months after I came out, entire classes would chant 'chick with a dick' at me, in PE people would pull down my shorts and pants, groups petitioned to ban me from using the toilets and changing rooms and joining PE lessons.

Max, 17, sixth form college (South East)

Once in sex education, I asked about safe sex in same-sex relationships and I was told that it was 'inappropriate' and 'that is not suitable for classroom discussion'. I was told to leave the room.

Dorian, 13, secondary school (West Midlands)

SCHOOL REPORT

The experiences of
lesbian, gay, bi and trans
young people in Britain's
schools in 2017

Designed by **Alex Long** Stonewall

Photographs used in this report are of students and teachers at Woodcote High School, Coulsdon, a Stonewall School Champion, who kindly volunteered their time.

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Registered Charity number 1101255

PUBLISHED BY STONEWALL, 2017



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