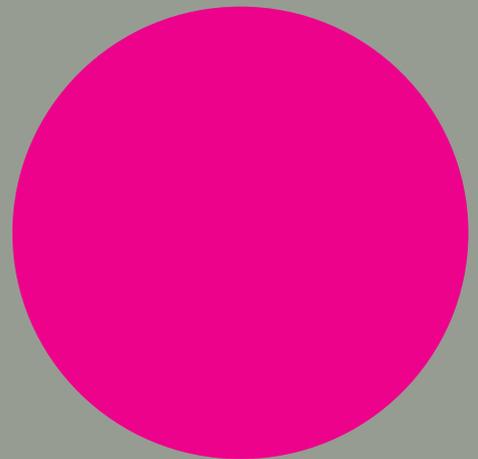
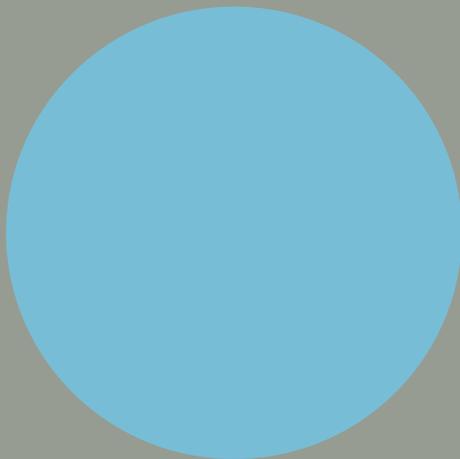
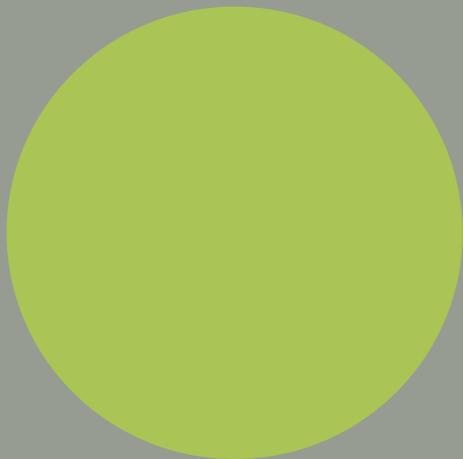
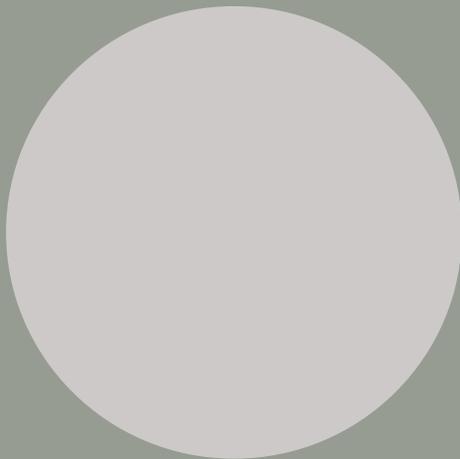
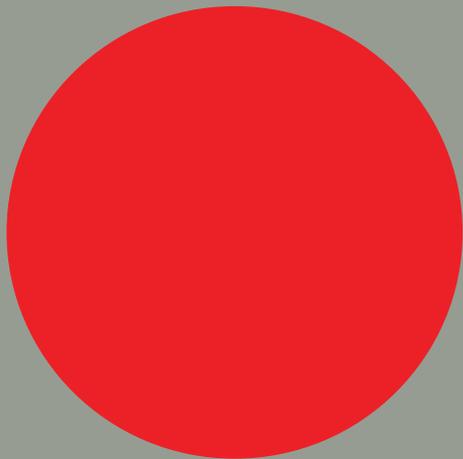
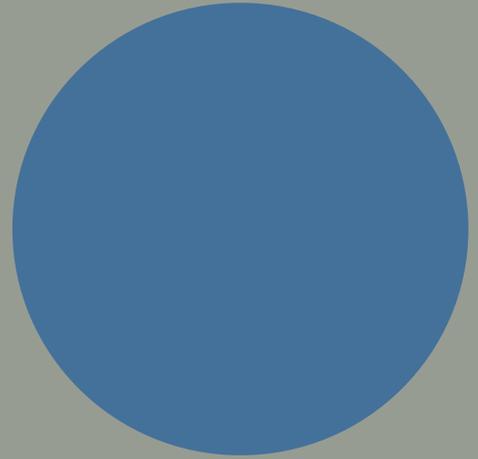
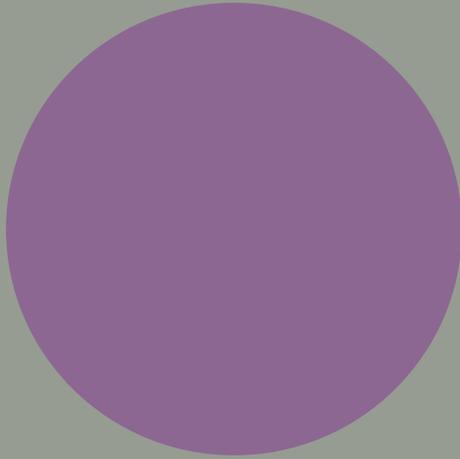
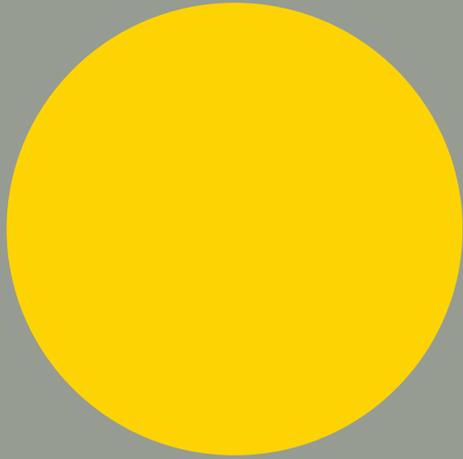


# THE TEACHERS' REPORT 2014



Despite almost 15 years having passed since the repeal of Section 28 (2A) of the Local Government Act, a staggering **75 per cent** of primary, and **44 per cent** of secondary school staff in Scotland say they either aren't allowed to, or aren't sure if they are allowed to teach about LGBT issues in their school.

# Introduction



Teachers across Scotland consistently tell us that homophobic bullying is one of the most common types of bullying in their schools, and they want to be able to tackle it head on. Unfortunately, many still feel that they lack the confidence, skills and support to challenge bullying

behaviour and homophobic and biphobic language effectively.

This report shows that 88 per cent of secondary and 39 per cent of primary school staff say that pupils in their school have experienced homophobic bullying, harassment or name calling. Despite this, very few (16 per cent) have received any specific training on how to tackle homophobic bullying.

To address this, we this year launched our new *Train the Trainer* programme for primary and secondary school teachers, supporting individual teachers to make a positive change in their schools, and empower them with the confidence, skills and tools to tackle homophobia, biphobia and transphobia, and to support LGBT pupils. The feedback from these programmes has been overwhelmingly positive, with 100% of attendees feeling more confident in tackling these types of bullying.

Unfortunately we have a long way to go before all teachers in Scotland feel this way. A lack of clear policies and leadership on LGBT issues prevents many teachers from feeling able to discuss LGBT issues in their classrooms. Despite almost 15 years having passed since the repeal of Section 28 (2A) of the Local Government Act, a staggering 75 per cent of primary, and 44 per cent of secondary school staff say they either aren't allowed to, or aren't sure if they are allowed to teach about LGBT issues in their school.

At Stonewall Scotland we believe that teachers are the most powerful tool in the fight against homophobia, biphobia and transphobia. In order to do so, however, teachers need the support and backing of their school leadership, education authorities and the Scottish Government. This report sets out clear recommendations for schools and partner agencies which aim to ensure that we collectively can deliver the best for Scotland's children and young people. Although the report looks specifically at teacher's experiences of supporting lesbian, gay and bisexual pupils, we have also included recommendations designed to equip teachers to better support trans pupils, who can face similar but more complex issues. Stonewall Scotland will look to conduct more detailed research into trans young people's experiences.

All of our work at Stonewall Scotland is driven by your needs, so please take us up on our offer of support and don't hesitate to get in touch and let us know what more we can do.

**Colin Macfarlane**

Director, Stonewall Scotland

# Foreword



I am delighted to introduce this important report from Stonewall Scotland, which highlights the vital role that Scotland's teaching staff has to play in promoting respect and in challenging homophobic, biphobic and transphobic bullying in our schools. Bullying in any shape or form

must not be tolerated, and I welcome all measures to address it. Scotland's schools should be places where children feel safe, happy and secure and where their rights, contained within the United Nations Convention on the Rights of the Child (UNCRC), are fully respected. They should be places where children and young people are supported by their teachers and their peers and where they feel comfortable and confident in being themselves.

There are some encouraging findings in the report as teachers in Scotland agree that they have a duty to prevent and respond to homophobic bullying. However, I am concerned by the high numbers of staff who say that their pupils have experienced homophobic bullying, harassment or name calling. It is helpful that the report brings to the fore uncertainty over whether and how LGBT issues can be discussed in school and there are a series of clear recommendations on how this can be improved.

Stonewall's research demonstrates the importance of high-quality Relationships, Sexual Health and Parenthood Education in our schools and of training and supporting staff so that they feel fully equipped with the knowledge and information to challenge homophobic behaviour with confidence.

We all have an important role to play in helping to ensure that Scotland's approach to bullying is one of zero-tolerance and the report provides insight on where we need to focus our efforts. I support the calls to action on the Scottish Government, Education Scotland and local authorities, which I believe will make for more inclusive school environments for LGBT young people.

All young people have rights and it is our collective duty to ensure these rights are realised.

**Tam Baillie**

Scotland's Commissioner for Children and Young People

# 1 Experiences of primary school staff in Scotland

## BULLYING AND LANGUAGE

**Two in five** primary school staff surveyed in Scotland (39 per cent) say pupils in their school have experienced homophobic bullying or name-calling.

Primary school teachers in Scotland are significantly more likely than teachers in England and Wales to report that homophobic bullying or name-calling happens often (11 per cent compared with 3 per cent).

**Almost two thirds** of primary school staff in Scotland (61 per cent) hear pupils use expressions like 'that's so gay' or 'you're so gay'. **More than a third** (37 per cent) have heard pupils use terms like 'poof', 'faggot', 'dyke' and 'queer'.

Despite this, **nine in ten** primary school staff in Scotland (89 per cent) have not received any specific training on how to tackle homophobic bullying.

**Just under half** of staff (45 per cent) who have heard pupils use expressions like 'that's so gay' or 'you're so gay' always intervene when hearing this language. **One in five** (20 per cent) say they rarely or never challenge these expressions when they hear them.

**Three in five** (60 per cent) who hear homophobic remarks such as 'poof', 'dyke', 'queer' or 'faggot' always intervene when hearing this language. **One in ten** (11 per cent) rarely or never intervene.

## POLICIES AND CURRICULUM

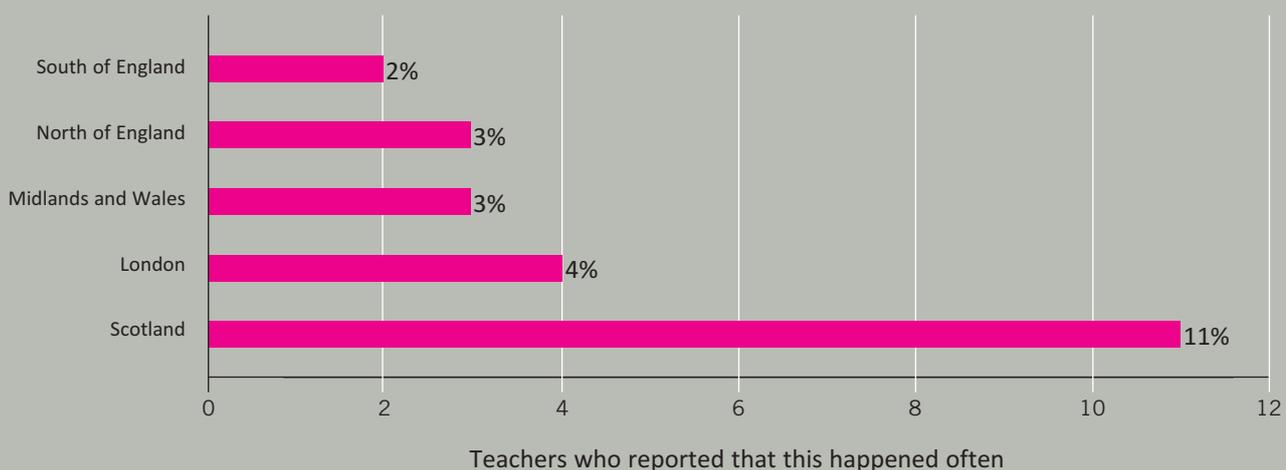
Almost 15 years on from the repeal of Section 2A of the Local Government Act which prevented teachers discussing homosexuality in schools, **almost a third** of primary school staff in Scotland (30 per cent) still say their school does not allow them to teach about lesbian, gay or bisexual issues. **More than two in five** (44 per cent) don't know if they are allowed.

**Fewer than one in four** primary school staff in Scotland (23 per cent) say their school has a policy that explicitly addresses homophobic bullying. Primary school teachers in Scotland are significantly more likely to report that their school doesn't have a policy which explicitly addresses homophobic bullying than teachers across England and Wales, 55 per cent compared with 38 per cent.

**Fewer than half** of primary school staff in Scotland (44 per cent) say incidents related to homophobic bullying are recorded at their school. This is despite the Scottish Government's National Approach to Anti-Bullying (2009) describing monitoring of bullying incidents as essential in identifying aspects of prejudice underlying bullying.

**More than nine in ten** primary school teachers in Scotland (92 per cent) say different types of families should be addressed in schools in a way that includes same-sex parents. **Almost all** teachers (92 per cent) who have addressed this in the classroom would do so again.

## HOW OFTEN DOES HOMOPHOBIC BULLYING AND NAME CALLING HAPPEN IN YOUR SCHOOL?



Despite this, **fewer than half** of primary school teachers in Scotland (45 per cent) have addressed different types of families in a way that includes same-sex parents in the classroom.

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

Harriet, primary school teacher, faith school (Scotland)

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

Kotryna, teacher, state school (Scotland)

## STAFF ATTITUDES

**More than nine in ten** primary school staff in Scotland (93 per cent) agree that school staff have a duty to prevent and respond to homophobic bullying.

Despite this, **fewer than a third** of primary school staff in Scotland (30 per cent) agree that their head teacher demonstrates clear leadership when it comes to tackling homophobic bullying.

**A third** of primary school staff in Scotland (32 per cent) have heard homophobic language or negative remarks about lesbian, gay and bisexual people from other school staff.

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

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

In this day and age families come in all sorts of 'shapes and sizes', no such thing as 'normal'. We talk about these issues, have books in the book corner with all sorts of family situations and staff are available at all times to discuss anything that may arise...

Kotryna, teacher, state school (Scotland)

# 2 Experiences of secondary school staff in Scotland

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

Stephanie, secondary school teacher, state school (Scotland)

## BULLYING AND LANGUAGE

The UN convention on the rights of the child (UNCRC) enshrines the rights of young people to live without fear of discrimination because of who they are. Despite this, almost **nine in ten** secondary school staff surveyed in Scotland (88 per cent) say pupils in their school are bullied, harassed or called names for being, or suspected of being, lesbian, gay or bisexual. This is similar to across Britain as a whole, where 86 per cent of secondary school staff report this type of behaviour.

**Nine in ten** secondary school staff in Scotland (91 per cent) hear pupils use expressions like 'that's so gay' or 'you're so gay'. **Seven in ten** (71 per cent) have heard pupils use terms like 'poof', 'faggot', 'dyke' and 'queer'.

Despite this, **more than four in five** secondary school staff in Scotland (83 per cent) have not received any specific training on how to tackle homophobic bullying.

**Fewer than half** of secondary school staff in Scotland (47 per cent) who have heard pupils use expressions like 'that's so gay' or 'you're so gay' always intervene when hearing this language.

**Almost one in five** (19 per cent) say that they rarely or never challenge these expressions when they hear them.

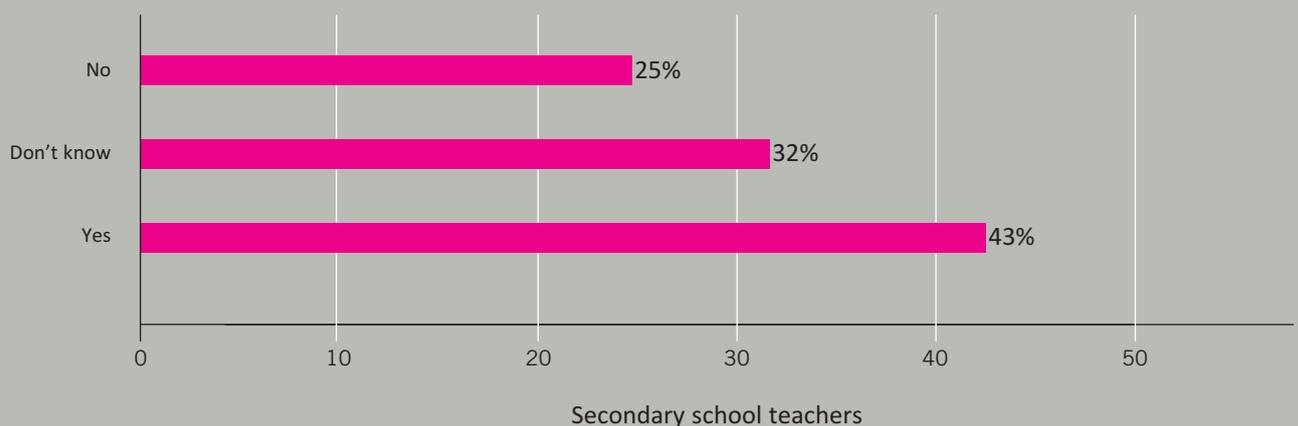
**Unfortunately some of the people who are most 'blind' to homophobia in their classrooms, and who think the use of 'gay' as an derogatory term is innocuous, will simply say they don't see any problem with homophobia in schools – they don't think it's an issue as they choose not to see it. I think this issue is very connected to that of gender stereotyping in general, with young people being quick to put others who don't conform to traditional gender roles back into their place, often using homophobia to do so.** Ruth, secondary school teacher (Scotland)

**More than two thirds** of secondary school staff in Scotland (68 per cent) who hear homophobic remarks such as 'poof', 'dyke', 'queer' or 'faggot' always intervene when hearing this language. **More than one in eight** (14 per cent) say that they rarely or never challenge these expressions when they hear them.

**Comments now almost seem socially accepted by pupils and some adults which makes it very difficult to break these 'habits' by secondary school age. Just like swearing.** Louise, secondary school teacher, state school (Scotland)

**If someone used inappropriate language in the classroom I would challenge them. This could lead to a**

## DOES YOUR SCHOOL'S ANTI-BULLYING POLICY SPECIFICALLY ADDRESS HOMOPHOBIC BULLYING?



**discussion on equality and thinking about our actions and words. I teach maths, it would not be a planned lesson.** Jenny, secondary school teacher, state school (Scotland)

## POLICIES AND CURRICULUM

**More than a third** of secondary school staff in Scotland (36 per cent) don't know if they are allowed to teach about lesbian, gay or bisexual issues. **One in eleven** (9 per cent) say their school does not allow them to teach about these issues, almost 15 years on from the repeal of Section 28 (2A).

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

Bianca, secondary school teacher, faith school (Scotland)

Effective policies on prejudiced based bullying are a key principle of the Scottish Government's anti-bullying strategy, however **fewer than half** of secondary school staff in Scotland (43 per cent) say their school has a policy that specifically addresses homophobic bullying.

**Just under two thirds** of secondary school staff (64% per cent) say incidents related to homophobic bullying are recorded at their school.

**More than nine in ten** secondary school teachers in Scotland (92 per cent) say lesbian, gay and bisexual issues should be addressed in schools. Almost all teachers (97 per cent) who have addressed this in the classroom would do so again.

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

Darshan, secondary school teacher, independent school (Scotland)

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

Sean, secondary school teacher, state school (Scotland)

Despite this, **more than a third** of secondary school teachers in Scotland (35 per cent) have not addressed lesbian, gay and bisexual issues in the classroom.

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

Ruth, secondary school teacher (Scotland)

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

Charlotte, secondary school teacher, Catholic school (Scotland)

**Fewer than one in six** secondary school staff in Scotland (14 per cent) say pupils at their school have visible lesbian, gay and bisexual role models.

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

Amber, secondary school teacher, state school (Scotland)

## STAFF ATTITUDES

**More than nine in ten** secondary school staff surveyed in Scotland (91 per cent) believe that school staff have a duty to prevent and respond to homophobic bullying.

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

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

However, fewer than half of secondary school staff in Scotland (43 per cent) agree that their head teacher demonstrates clear leadership when it comes to tackling homophobic bullying.

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

Jackie, secondary school teacher, state school (Scotland)

Almost a third of secondary school staff in Scotland (31 per cent) have heard homophobic language or negative remarks about lesbian, gay and bisexual people from other school staff.

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

Amber, secondary school teacher, state school (Scotland)

# Recommendations to school and key partners

## SCHOOLS

- Revise bullying policies to ensure they specifically support all staff to tackle homophobic, biphobic and transphobic bullying and language
- School leaders should make sure that all staff are aware that they are allowed and encouraged to talk about LGBT issues and understand the importance of this in tackling homophobic, biphobic and transphobic bullying and language and in creating an inclusive school
- Make sure there is an effective system in place for recording and reporting incidents of homophobic, biphobic and transphobic bullying to the local authority, and that all staff feel confident and supported in using this system appropriately
- Provide staff with comprehensive training on tackling homophobic, biphobic and transphobic bullying and language, and including LGBT issues in the curriculum. Teacher training can be accessed through your local authority or programmes such as Stonewall Scotland's *Train the Trainer*, which gives primary and secondary school teachers the knowledge, skills and confidence to train their colleagues on tackling homophobic bullying and celebrating difference. Book at [www.stonewallscotland.org.uk/teachertraining](http://www.stonewallscotland.org.uk/teachertraining)

## KEY PARTNERS: EDUCATION SCOTLAND

- Education Scotland's inspection framework should assess all schools' efforts to tackle homophobic, biphobic and transphobic bullying, including policies, monitoring, and staff practices
- Communicate to schools and teachers the importance of tackling homophobic, biphobic and transphobic bullying and including LGBT issues in the curriculum
- Highlight best practice examples and challenge poor performance in tackling homophobic, biphobic and transphobic bullying and supporting lesbian, gay and bisexual pupils

## SCOTTISH GOVERNMENT

- Scottish Government's anti-bullying strategy and guidance should explicitly state all schools' duty to tackle homophobic, biphobic and transphobic bullying
- Explicitly communicate national policy and guidance on tackling homophobic, biphobic and transphobic bullying and supporting LGBT pupils to all Education Authorities, schools and partner organisations, and ensure all policies are easily accessed online
- Develop a consistent national approach for recording and monitoring homophobic, biphobic and transphobic bullying in all Scottish schools, and work with local authorities, schools, and third sector agencies to ensure that this is effectively implemented
- Provide clear guidance stating that LGBT issues should be included in the curriculum as part of schools' strategies to prevent bullying

## LOCAL AUTHORITIES

- Anti-bullying policies within the Education Authority should include specific provisions for tackling homophobic, biphobic and transphobic bullying, and local authority schools should be strongly encouraged to adopt policies which support this
- Ensure that the local authority approach to homophobic, biphobic and transphobic bullying is communicated to all schools, including reference to relevant supporting legislation and guidance.
- Measure success and challenge poor performance by ensuring all school staff are supported to report instances of homophobic, biphobic and transphobic bullying in a consistent manner across local authority schools, including providing guidance on recording and monitoring incidents and challenging schools that fail to report
- Offer centrally provided or funded training and support for schools on tackling homophobic, biphobic and transphobic bullying, through surveys, lesson ideas and training – in-house or through programmes such as Stonewall Scotland's Education Champions programme

# Resources [www.stonewallscotland.org.uk/educationresources](http://www.stonewallscotland.org.uk/educationresources)

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



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



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



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



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



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



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



*FIT An intelligent, powerful film for secondary students that tackles the issue of homophobic bullying*



*FREE A ground-breaking film for primary school pupils that conveys powerful messages about difference, diversity and respect, available at [www.stonewallprimary.org.uk](http://www.stonewallprimary.org.uk)*



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



*No Bystanders pledge card. To join the campaign visit [www.nobystanders.org.uk](http://www.nobystanders.org.uk)*



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

## Support



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

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



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

### Methodology

YouGov for Stonewall surveyed 1,832 primary and secondary teachers and non-teaching staff across Britain on their experiences of homophobic bullying in their schools and the inclusion of sexual orientation issues in their classrooms. This report presents the findings from the 260 respondents in Scotland, 122 primary staff and 138 secondary staff. Further findings and information on the study are available at: [www.stonewallscotland.org.uk/teachers](http://www.stonewallscotland.org.uk/teachers)

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

Louise, secondary school teacher, state school (Scotland)

**Fewer than one in four** primary school staff in Scotland (23 per cent) say their school has a policy that explicitly addresses homophobic bullying.

